Navigator Schools

Board Meeting

Date and Time

Monday June 15, 2026 at 5:00 PM PDT

Location

In-Person: Gilroy Prep School — Address: 277 I. O. O. F. Ave, Gilroy, CA 95020

Join Zoom Meeting

Join Meeting

Meeting ID: 978 7296 3955

Passcode: 800600

Join by Phone (One Tap Mobile)

+1 646 931 3860,,97872963955#,,,,*800600# (US)

+1 301 715 8592,,97872963955#,,,,*800600# (Washington DC)

Join by SIP

97872963955@zoomcrc.com

Additional Join Instructions

View Instructions

Interpretation Services (English/Spanish)

Live interpretation is available in **English and Spanish** for this meeting.

Participants may access interpretation services here:

Access Interpretation Services

For the best experience, **please use headphones** when using this feature.

This meeting will be held in compliance with modified Brown Act requirements.

Individuals in need of a disability-related accommodation, modification, or auxiliary aid/service, should direct requests via e-mail to Laura Marco.

Teleconference Locations / Ubicaciones de Teleconferencias

1. Gilroy Prep School, 277 I.O.O.F. Ave, Gilroy, CA 95020 (Santa Clara County)
2. Hayward Collegiate Charter School, 166 West Harder Road, Hayward, CA 94544
3. Hollister Prep School, 881 Line Street, Hollister CA 95020
4. Watsonville Prep School, 407 Main Street, Watsonville, CA 95076
5. 5357 Federation Ct., San Jose, CA 95123 (Santa Clara County)
6. Monte Verde 5 SW of 12th St, Carmel, CA 93921
7. 326 Sierra Trace, Coralville IA 52241
8. 1092 Cathcart Way, Stanford, CA 94305 (Santa Clara County)
9. 2520 Apple Tree Way, Gilroy, CA 95020 (Santa Clara County)

For members of the public attending online who wish to provide public comment at the board meeting, please sign up by 5:00 p.m. on Monday, June 15, 2026; speakers will be invited to offer comments in the order in which they signed up. You can submit your request here.

Members of the public who wish to provide either general public comment or public comment on a specific agenda item will be asked to sign up on the public comment roster prior to the agenda item being heard. Members of the public planning to attend by phone are requested to confirm their intent to comment up to one hour prior to the meeting via e-mail.

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	Opening Items			
	A. Call the Meeting to Order		Board Chair	1 m
	The Board Chair will call the meeting to order.			
	B. Record Attendance and Guests		Board Chair	1 m
	The Board Chair will record attendance and establish a quorum via roll call.			
	C. Pledge of Allegiance		Board Chair	1 m
	Board and attendees will recite the Pledge of Allegiance.			
	D. Approve Minutes from Previous Board Meetings	Approve Minutes	Board Chair	1 m
	Members will vote on the approval of minutes from previous board meetings.			

		Purpose	Presenter	Time
	Approve minutes for Board Meeting on April 20, 2026			
E.	Approve Minutes from Previous Board Meetings	Approve Minutes	Board Chair	1 m
	Approve minutes for Special Board Meeting on June 11, 2026			
F.	Opening Remarks of the Board Chair		Board Chair	5 m
	Nora Crivello, Board Chair, will provide opening remarks.			
G.	Opening Remarks of the Chief Executive Officer & Superintendent		Caprice Young	5 m
	Dr. Caprice Young, Chief Executive Officer & Superintendent, will provide opening remarks.			

II. Consent Agenda — 5:15 PM

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

The Board will vote on the approval of the Consent Agenda:

1. Board Member Agreement and Survey 2026-27
2. Resolution to Establish a Charter School Enterprise Fund
3. Resolution for the Orange County Department of Education to Issue Funds
4. Resolution to Establish a District Number
5. Approval of Special Education Contracts
6. Ratification of Orange County Prep MOU
7. Retirement Reporting Agreements for Fiscal Year 2026-27
8. Resolution for Signatory Authority for Navigator Schools (Effective July 1, 2026)
9. Approval to Submit Consolidated Applications
10. Board Submission of Response to Letter of Concern for Watsonville Prep FCAP
11. Approval of Program Agreement with Array Education, Inc. and its Lit program (80% grant funded)
12. Approval of Envision Fitness and Nutrition Scope of Work, Hours of Service, and Compensation (WPS)
13. Ratification of Amended Employment Agreement for Dr. Caprice Young
14. Ratification of Consulting Agreement with Education Growth Group, LLC
15. Approval of Contract with Apeira Consulting for Federal Grants Management
16. Board Submission of Response to Notice of Concern for Hayward Collegiate

		Purpose	Presenter	Time
III.	**Committees**			**5:16 PM**
A.	Academic Success Committee Report	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.	Governance Committee Report	FYI	Caprice Young	5 m

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

C.	Finance Committee Report	FYI	Caprice Young	5 m

Dr. Caprice Young, Chief Executive Officer & Superintendent, will provide a summary of the most recent Finance Committee meeting.

D.	Audit Committee Report	FYI	Caprice Young	5 m

Dr. Caprice Young, Chief Executive Officer & Superintendent, will provide a summary of the most recent Audit Committee Meeting

IV.	**Public Comment**			**5:36 PM**
A.	Public Comment	FYI	Board Chair	20 m

The Board will receive public comment following time limits reviewed by the Board Chair.

V.	**Public Hearing**			**5:56 PM**
A.	Open Public Hearing	Vote	Tom Peraic	1 m

The Board will vote to open the public hearing.
(Notice of Public Hearing posted on June 5, 2026)

B.	Local Control and Accountability Plan (LCAP) Public Hearing	Discuss	Ami Ortiz	10 m

Ami Ortiz, Director of Compliance & Operations, will facilitate the public hearing and discussion of the Local Control and Accountability Plan (LCAP) for five schools.

C.	Close Public Hearing	Vote	Tom Peraic	1 m

The Board will vote to close the public hearing.

		Purpose	Presenter	Time
VI.	**Topical**			**6:08 PM**
A.	LCAP Local Indicators	FYI	Ami Ortiz	10 m
	Ami Ortiz will present the LCAP Local Indicators for Gilroy Prep School, Hollister Prep School, Watsonville Prep School, Hayward Collegiate, and Orange Prep School.			
B.	LCAP - Gilroy Prep School	Vote	Ami Ortiz	1 m
	The Board will vote the approve the LCAP for Gilroy Prep School.			
C.	LCAP - Hollister Prep School	Vote	Ami Ortiz	1 m
	The Board will vote the approve the LCAP for Hollister Prep School.			
D.	LCAP - Watsonville Prep School	Vote	Ami Ortiz	1 m
	The Board will vote the approve the LCAP for Watsonville Prep School.			
E.	LCAP - Hayward Collegiate	Vote	Ami Ortiz	1 m
	The Board will vote the approve the LCAP for Hayward Collegiate.			
F.	LCAP - Orange Prep School	Vote	Ami Ortiz	1 m
	The Board will vote the approve the LCAP for Orange Prep.			
G.	Declarations of Need (DON)	Vote	Melissa Alatorre Alnas	3 m
	The Board will consider the Declarations of Need for 2026-27 for approval.			
H.	Approval of 2026–27 ELOP Plan	Vote	Kirsten Carr	10 m
	The Board will consider the Expanded Learning Opportunities Program (ELOP) Plan for the 2026–27 school year.			
I.	Approval of Smartphone Policy	Vote	Tom Peraic	3 m
	The Board will consider the proposed Smartphone Policy for approval.			
J.	Consideration of Revised Volunteer Policy	Vote	Tom Peraic	3 m

		Purpose	Presenter	Time
	The Board will consider the revised Volunteer Policy for approval.			
K.	Mandated Reporter Policy	Vote	Tom Peraic	3 m
L.	Orange County Growth Discussion	Discuss	Mariah Butron	10 m
	Members of the OC Prep Growth Team will lead the Board in a discussion on Orange County growth.			
M.	Delegation of Approval to Bind 2026-27 Insurance and Return for Ratification	Vote	Tom Peraic	3 m

VII. Governance — 6:58 PM

A.	Celebration of Ian Connell's Service to Navigator Schools	Vote	Board Chair	5 m
	The Board will thank Ian Connell for his service and will vote on a resolution recognizing his service to Navigator Schools.			
B.	Celebration of Jan Mazyck's Service to Navigator Schools	Vote	Board Chair	5 m
	The Board will thank Jan Mazyck for her service and will vote on a resolution recognizing her service to Navigator Schools.			
C.	Celebration of Niña Rosete's Service to Navigator Schools	Vote	Board Chair	5 m
	The Board will thank Niña Rosete for her service and will vote on a resolution recognizing her service to Navigator Schools.			
D.	Re-Election of Board Members	Vote	Tom Peraic	3 m
	The Board will consider the re-election of the following members to the Board of Directors: Anthony Di Vittorio — Second Term (July 1, 2026 – June 30, 2028) Nora Crivello — Second Term (July 1, 2026 – June 30, 2028) Claire Grissom — Third Term (July 1, 2026 – June 30, 2028)			
E.	Re-Election of Board Officers	Vote	Tom Peraic	3 m
	The Board will consider the recommendation of the Governance Committee for the re-election of Officers for 2026-27:			

		Purpose	Presenter	Time
	Nora Crivello - Board Chair Shara Hegde - Vice Chair Anthony Di Vittorio - Treasurer Tom Peraic - Secretary			
F.	Appointment of New Board Members	Vote	Board Chair	5 m
	The Board will consider the appointment of new Board members to the Board of Directors. 1. Cory Vastola 2. Kari Yeater 3. Alice Flores			
G.	Board & Committee Meeting Calendar 2026-27	Vote	Tom Peraic	5 m
	The Board will consider the 2026-27 Board & Committee Meeting Calendar for approval.			
H.	Committee Assignments for 2026-27	Vote	Tom Peraic	5 m
	The Board will consider the proposed Committee assignments for 2026-27 for approval.			
I.	Amendment of Articles of Incorporation	Vote	Tom Peraic	3 m
	The Board will consider an amendment to the Articles of Incorporation to ensure compliance with CalSTRS requirements.			
J.	Amendment of the Bylaws	Vote	Tom Peraic	3 m
	The Board will consider an amendment to the Bylaws to ensure compliance with CalSTRS requirements.			
VIII.	**Finance**			**7:40 PM**
A.	Ratification of Updated CSGF Loan Agreement	Vote	Caprice Young	3 m
	Dr. Caprice Young, CEO & Superintendent, will present the updated CSGF Loan Agreement for ratification.			
B.	2026-27 Budget Approval	Vote	Caprice Young	45 m
	The Board will consider the 2026-27 Budget for approval.			

		Purpose	Presenter	Time
IX.	**Closed Session**			**8:28 PM**
A.	Announcement and Vote to Enter Closed Session	Vote	Board Chair	1 m

The Board Chair will announce the reason for the closed session and the Board will vote to enter the closed session:

1. Interim Navigator Schools Leadership - Gov't Code 54957(b)(1)

B.	Closed Session	Discuss	Board Chair	30 m

The Board will engage in closed session discussions.

C.	Return to Open Session	FYI	Board Chair	1 m

The Board Chair will announce action taken during the closed session, if any.

X.	**Closing Items**			**9:00 PM**
A.	Adjourn Meeting	Vote	Board Chair	1 m

The Board Chair will entertain a vote to adjourn the Board meeting.

Coversheet

Approve Minutes from Previous Board Meetings

Section: I. Opening Items
Item: D. Approve Minutes from Previous Board Meetings
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on April 20, 2026

DRAFT

Navigator Schools

Minutes

Board Meeting

Date and Time
Monday April 20, 2026 at 6:00 PM

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

Members of the public attending online who wish to comment during the board meeting will use the online “raise hand” tool in Zoom when the chairperson elicits public comments. Members of the public planning to attend by phone are requested to confirm their intent to comment up to one hour prior to the meeting via e-mail.

Individual comments will be limited to three minutes. If an interpreter is needed, comments will be translated into English and the time limit shall be six minutes. At its discretion, the board may limit the total time allotted to public comments and set new time limits for individual comments. The board reserves the right to mute and remove a participant from the meeting if the participant unreasonably disrupts the meeting.

Requests for disability-related modifications or accommodations to participate in this public meeting should be submitted forty-eight hours prior to the meeting via e-mail. All efforts will be made for reasonable accommodations. The agenda and public documents will be modified upon request as required by Section 202 of the Americans with Disabilities Act.

Esta reunión se 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.

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

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

Directors Absent
Jan Mazyck, Margaret “Macke” Raymond

Guests Present
Alex Heredia (remote), Ami Ortiz, Andrea Hernandez (remote), Bryan Adams (remote), Caprice Young (remote), Christopher Copus, Crystal O'Rourke (remote), Gabriela Roldan (remote), Jaime Quiroga (remote), James Dent (remote), Justin Steiner (remote), Kirsten Carr (remote), Laura Marco (remote), Macke Raymond (remote), Melissa Alatorre Alnas (remote), Michael Buerger (remote), Noël Russell-Unterburger (remote), Roger Castillo (remote), Shun Dorsey (remote), Tina Hill (remote), Tom Peraic (remote), Vanessa Miller (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 Apr 20, 2026 at 6:04 PM.

B. Pledge of Allegiance

The Board and attendees recited the pledge of allegiance.

C. Record Attendance and Guests

D. Approve Minutes from Previous Board Meeting

Niña Rosete made a motion to approve the minutes from Board Meeting on 03-09-26.
Claire Grissom seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Public Comments

One speaker: Asked the Board to consider creating an HPS facilities committee.

F. Opening Remarks by Board Chair

Nora Crivello, Board Chair, reminded the Board to proactively communicate for Board meeting purposes, including attendance and locations during Board meetings.

G. Chief Executive Officer & Superintendent Update

Dr. Caprice Young, CEO & Superintendent, shared updates including charter renewals, budget and funding information, facilities, and enrollment.

II. Consent Agenda

A. Approval of the Consent Agenda

Claire Grissom made a motion to approve the consent agenda.
Niña Rosete seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Committee Reports

A. Academic Success Committee

Crystal O'Rourke, Chief Academic Officer, shared a summary of the most recent Academic Success Committee with the Board.

B. Finance Committee

Time was deferred because Finance Committee issues will be discussed during this meeting in some detail. Roger Castillo, Charter Impact, also answered some Board questions.

C. Governance Committee

Dr. Caprice Young, CEO & Superintedent, shared a summary of the most recent Governance Committee with the Board.

IV. Finance

A. Navigator Schools 2026–27 Draft Budget

Dr. Caprice Young, CEO & Superintendent, led a discussion concerning the 2026-27 draft budget with the Board and shared her programmatic narrative. Roger Castillo, Charter Impact, led a discussion concerning specific budget issues.

B. Orange County Prep Budget Approval

Nora Crivello made a motion to approve the Orange County Prep budget.
Rosie Arroyo seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Topical

A. Governance Committee Resolution Amendment

The Board moved this item to the June Board meeting by general consent.

B.

School Calendars 2026-27

Nora Crivello made a motion to approve the school calendars 2026-27.
Claire Grissom seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. Public Hearing

A. Open Public Hearing

Niña Rosete made a motion to open the public hearing.
Claire Grissom seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Local Control and Accountability Plan (LCAP) Public Hearing

Ami Ortiz, Director of Compliance, presented the LCAPs for each of the 5 schools.

C. Close Public Hearing

Nora Crivello made a motion to close the public hearing.
Niña Rosete seconded the motion.
The board **VOTED** unanimously to approve the motion.

VII. Closed Session

A. Announcement and Vote to Enter Closed Session

Anthony Di Vittorio made a motion to enter closed session.
Claire Grissom 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

No action taken.

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:41 PM.

Respectfully Submitted,
Nora Crivello

Documents used during the meeting

- CEO Update_ April 20, 2026.pdf
- 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
- 2026-27 Budget Draft Narrative 2026 04 17.pdf
- FY27_Budget_Navi_Consolidated_Presentation_4.8.26.pdf
- FY27-OCP-Budget-3.10.26-10yr.pdf
- Navigator Board Resolution BR_2026-1 (04.20.26).pdf
- Navigator Board Resolution BR_2024-9 (Redline - 04.20.26).docx
- 26-27 Navigator Schools Calendar-26-27 Draft Academic.pdf
- 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

Coversheet

Approve Minutes from Previous Board Meetings

Section:	I. Opening Items
Item:	E. Approve Minutes from Previous Board Meetings
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on June 11, 2026

DRAFT

Navigator Schools

Minutes

Special Board Meeting

Date and Time
Thursday June 11, 2026 at 6:00 PM

Location
In-Person Meeting Location: Gilroy Prep School: 277 I. O. O. F. Ave, Gilroy, CA 95020

Join Zoom Meeting

Join Meeting
Meeting ID: 957 2064 0346
Passcode: 902274

Join by Phone (One Tap Mobile)
+1 309 205 3325,,95720640346#,,,,*902274# (US)
+1 312 626 6799,,95720640346#,,,,*902274# (Chicago)

Join by SIP
95720640346@zoomcrc.com
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Directors Present
Anthony Di Vittorio (remote), Chuck Daggs, Claire Grissom, Ian Connell (remote), Margaret “Macke” Raymond, Nora Crivello, Rosie Arroyo, Shara Hegde

Directors Absent
Niña Rosete

Directors who arrived after the meeting opened
Anthony Di Vittorio

Guests Present
Caprice Young, Tom Peraic

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 Thursday Jun 11, 2026 at 6:07 PM.

B. Record Attendance

C. Opening Remarks of the Board Chair

The Board Chair made brief opening remarks and thanked Navigator's stakeholders for their input concerning the issues the Board is considering.

D.

Public Comment

There was public comment was made by the stakeholder and staff communities which was received by the Board.

II. Closed Session

A. Vote to Enter Closed Session

Shara Hegde made a motion to enter closed session.
Claire Grissom seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Closed Session

The Board engaged in closed session discussions.
Anthony Di Vittorio arrived.

C. Return to Open Session

The Board returned to open session and the Board Chair reported out as follows.

Dr. Caprice Young and the Navigator Board of Directors have reached an agreement on a leadership transition, with Dr. Young stepping down as CEO & Superintendent effective July 1, 2026. The Board is expected to vote on a leadership plan moving forward at the Board meeting on June 15. The Board has a fiduciary responsibility to ensure stable transition. As such, over the next few months through a consulting agreement, Dr. Young has agreed to support the transition of her knowledge and critical relationships that will be needed for Navigator's long term success. The Board has also formed an Ad Hoc Committee on Organizational Stability and Sustainability, which will be responsible for making decisions and managing this transition. The Board will take formal action on interim leadership and next steps at the regular board meeting on June 15. The Board will have more to share with staff and the broader community at that time. The Board recognizes this is a significant moment for our organization. The Board is committed to providing stable, transparent leadership through this transition and to the long-term success of our schools.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:00 AM.

Respectfully Submitted,
Nora Crivello

Coversheet

Approval of the Consent Agenda

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

Related Material:
1. Board_Member_Agreement_and_Survey_2026-27_06.15.26.pdf
2._Resolution_To_Establish_A_Charter_School_Fund_Charter_Schools_6.15.26.pdf
3._Charter_School_EFT_Resolution_July_2018_6.15.26.pdf
4._Resolution_To_Establish_A_District_Number_Charter_Schools__6.15.26.pdf
5. 2026_-_2027_SBES_TVI_Contract_-_Navigator_Charter-_SBES_signed_6.15.26.pdf
5. Master_Contract_-_Therapy_Zone_26_27_6.15.26.pdf
5. 2026-2027_Master_Contract_-_S.Waller_6.15.26.pdf
5. 2026-2027_Master_Contract_-_Laurie_Coleman_6.15.26.pdf
5. Navigator_Schools_Client_Services_Agreement_Sunbelt_2026_6.15.26.pdf
5. Joslin_Johnson_-_08.19.2025_-_05.29.2026_2_Sunbelt_6.15.26.pdf
5. Joslin_Johnson_SLP_Sunbelt_26-27__Addendum_8.31.26_to_5.28.27_6.15.26.pdf
6. OC_Prep_Executed_Agreement_2026_6.15.26.pdf
7. Retirement_Reporting_Agreement_for-Fiscal_Year_2026-27_06.15.26.pdf
8. Update Signatories (06.15.26).pdf
9. FY27_Gilroy_-_Spring_ConApp_Application_for_Funding_Draft_6.15.26.pdf
9. FY26-27_GPS_-_EPA_Budget_6.15.26.pdf
9. FY27_Hollister-_Spring_ConApp_Application_for_Funding_Draft_6.15.26.pdf
9. FY26-27_HPS_-_EPA_Budget_6.15.26.pdf
9. FY27_Watsonville_Prep_-_Spring_ConApp_Application_for_Funding_Draft_6.15.26.pdf
9. FY26-27_WPS_-_EPA_Budget_6.15.26.pdf
9. FY27_Hayward_-_Spring_ConApp_Application_for_Funding_Draft_6.15.26.pdf
9. FY26-27_HCC_-_EPA_Budget_6.15.26.pdf
9. FY26-27_OCP_-_EPA_Budget_6.15.26.pdf
10. WPS_LOC_re_2024-25_Audit_4.3.26_6.15.26.pdf
10. NS_LOC_Response_-_WPS_FINAL_6.15.26.pdf
10_Attachment_1_Board_Approved_Financial_Policies_10.22.24_6.15.26.pdf
10. Attachment_2_Board_Approved_Segregation_of_Duties_Policy_03.09.26_6.15.26.pdf
10. Attachment_3_Charter_School_Compliance_Training_5.14.26_6.15.26.pdf
10. Attachment_4_GHJ_Nonprofit_Accounting_and_Tax_Update_6.11.26_6.15.26.pdf
10. Attachment_5_TK_Enrollment_process_narrative_6.15.26.pdf
10. Attachment_6_Timekeeping_Procedures___Timecard_process_Guides_April_2026_6.15.26.pdf
10. Attachment_7_DRAFT_Policy_Charging_Salaries_to_Fed_Awards_6.15.26.pdf
10. Attachment_8_Finance_Committee_Meeting_Presentation_05.28.26_6.15.26.pdf
11. Lit-Array_Program_Agreement_Navigator_Schools_FY27_Final_6.15.26.pdf
12. Contract_Envision__WPS_26_27_6.15.26.pdf
13. Amended_Employment_Agreement__FINAL_-_06.11.26_6.15.26.pdf
13. Exhibit_A_-_Amended_Employment_Agreement__06.11.26_6.15.26.pdf
13. Exhibit_B_-_Amended_Employment_Agreement__06.11.26_6.15.26.pdf
14. Consulting_Agreement_ICA__FINAL_-_06.11.26_6.15.26.pdf
15. Navigator_2026_CSP_Implementation_proposal_formatted_FY_27_6.15.26.pdf
16. 2025-26_Notice_of_Concern___Hayward_Collegiate_FINAL_06022026_6.15.26.pdf
16. HCC_Response__06.15.26_third_interim_draft_response_6.15.26.pdf
16. 2025-26_Third_Interim_ACOE_Authorized_Charter_Alt_Form_-_01-10017-0138867_6.15.26.pdf

BOARD MEMBER AGREEMENT FORM (2026-27)

Board Member Commitments

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

Commitment to Mission

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

Commitment to Governance

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

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

Commitment to Board Development

Board members agree to help recruit, mentor, and assist with the orientation of new board members.

Commitment to Financial Management

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

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

Commitment to Oversight

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

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

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

Commitment to Active Participation
Board members agree to

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

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

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

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

Signature of Board Member Printed Name Date

Navigator Schools

BOARD MEMBER DEMOGRAPHIC SURVEY

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

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

2. Gender: How do you identify?

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

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

NAVIGATOR SCHOOLS

California Public Charter School #_____

A California Non-profit Public Benefit Corporation

RESOLUTION OF THE BOARD OF NAVIGATOR SCHOOLS TO ESTABLISH A CHARTER SCHOOLS ENTERPRISE FUND

RESOLUTION NUMBER BR_2026-1

WHEREAS, the California Education Code Section 47651(a)(1) and the California School Accounting Manual provides for the establishment of a Charter School Enterprise Fund; and,

WHEREAS, the Board of Navigator Schools has determined that there is a need to provide a separate fund for the operation of Orange Prep School.

WHEREAS, the disbursements from this fund may be made for the payment of all activities related to and necessary for the operation of Orange Prep School.

NOW THEREFORE BE IT RESOLVED that the Board of Navigator Schools authorizes the administration to establish a Charter Schools Enterprise Fund.

PASSED AND ADOPTED by the Board of Navigator Schools on June 15, 2026.

_____ _____

Date

_____ _____

Secretary, Governing Board Date

RESOLUTION FOR OCDE TO ISSUE FUNDS TO CHARTER SCHOOL (BR_2026-2)

WHEREAS, Orange Prep School has been authorized by the Orange County Department of Education ("OCDE") as a charter school; and

WHEREAS, Orange Prep School is operated by Navigator Schools, a California nonprofit corporation; and

WHEREAS, Orange Prep School has requested and has been approved to be funded under the New Charter School Funding Model and to receive funding; and

WHEREAS, the charter school is not required to deposit and invest its money with the County Treasurer; and

WHEREAS, the County Treasurer shall pay out monies as requested by the charter school and the Orange County Department of Education.

THEREFORE, BE IT RESOLVED that the Board of Directors of Navigator Schools, which operates Orange Prep School, authorizes the Orange County Department of Education, in the form of a deputized signature, to issue funds in favor of the Charter School referred to herein, for all public funds received in the Orange County Treasury for the Charter School. The funds will be distributed when OCDE receives public funds with documentation indicating the Charter School as the recipient. These public funds include, but are not limited to, charter school Local Control Funding Formula (LCFF) state aid, other state and federal categorical aid, and lottery funds.

BE IT FURTHER RESOLVED, that the Board of Directors of Navigator Schools, which operates Orange Prep School, has requested that all public funds received in the Orange County Treasury be issued using the Electronic Funds Transfer (EFT) payment method to the following charter school bank account:

Financial Institution: _____
Address: _____
_____
Routing Number: _____
Account Number: _____
Account Type: _____

BE IT FURTHER RESOLVED, only the following individuals employed by the charter school are authorized to request withdrawals from the county treasury to the above mentioned charter school bank account:

Name	Signature	Position	Phone Number	E-Mail Address

PASSED AND ADOPTED this 15th day of June, 2026, by the Board of Directors of Navigator Schools, which operates Orange Prep School, by the following vote:

Ayes: _____
Noes: _____
Absent: ___

CERTIFICATION

We certify that the Board of Directors of Navigator Schools, which operates Orange Prep, took action at a Board meeting on June 15, 2026 to authorize the Orange County Department of Education to distribute funds to the Charter School, for all public funds received in the Orange County Treasury for the Charter School, according to the terms set forth in the authorization above. We also certify that the voided check attached to this board resolution is a true payment instrument for the school's account at the institution listed above. If no check is attached, then a bank letter verifying the wiring instructions shall be required.

_____ _____
Signature, Board Chair Date

_____
Nora Crivello

_____ _____
Signature, Board Secretary Date

_____
Tomislav Peraic

ACKNOWLEDGEMENT OF RECEIPT BY:

_____ _____
Signature, Charter School Authorizing LEA Date

_____
Printed Name

NAVIGATOR SCHOOLS

California Public Charter School #_____

A California Non-profit Public Benefit Corporation

RESOLUTION OF THE BOARD OF DIRECTORS FOR NAVIGATOR SCHOOLS TO ESTABLISH A DISTRICT NUMBER FOR ORANGE PREP SCHOOL

RESOLUTION NUMBER: BR_2026-3

WHEREAS, the Board of Directors for Navigator Schools declares its intention to establish a District number that will be assigned to Orange Prep School.

WHEREAS, the California Education Code section 47600 establishes the Charter School Act of 1996 and section 47604 authorizes a Charter School to be operated as a non-profit public benefit corporation.

WHEREAS, Orange Prep School will be operated by Navigator Schools, a California public charter school and non-profit public benefit corporation to provide an education program to children from _____ to _____ grade, and,

WHEREAS, Orange Prep Schools will provide this program while meeting all the legal requirements of the State of California for charter schools.

WHEREAS, Orange Prep School will receive its funding each year from the State of California in accordance with the California Charter School Funding Model.

NOW THEREFORE BE IT RESOLVED that the Board of Directors of Navigator Schools authorizes the establishment of the Orange Prep School for purposed of assignment of a District number by the Orange County Department of Education.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools on June 15, 2026.

_____ _____

Board Chair, Navigator Schools Date

_____ _____

Secretary, Navigator Schools Date

Sonja Biggs Educational Services, Inc.

SONJA BIGGS EDUCATIONAL SERVICES, INC.
AGREEMENT FOR EDUCATIONAL SERVICES

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

RECITALS

DISTRICT CONTRACT/AMENDMENT

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

A. **TERM.** The term of this Agreement (the "Term") shall commence on the date when both parties have signed the contract and end on July 31, 2027, unless the work is completed, or the Agreement is terminated sooner.

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

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

D. **COMPENSATION.** In exchange for the performance of the Services at the rates specified on **Exhibit A**, Facility agrees to pay Company upon receipt of an itemized billing by Company. Facility will be billed on a bi-weekly basis with all amounts payable thirty (30) days after Company submits invoices. For purposes of this Agreement, "payment" shall mean: (i) the act of depositing checks in the United States Postal Service mail for delivery to the Company, (ii) the successful initiation and processing of payment via Automated Clearing House (ACH); or (iii) the completion of payment via credit or debit card through the Company's designated invoicing platform.. The Facility agrees that if any fees or costs billed to the district are not paid within thirty (30) days of the invoice date, Company may immediately terminate its services to Facility. In addition, a monthly interest late fee of 1.5% of the previous month's outstanding bill will be added to the next month's billing statement for every month the invoice is late, if the outstanding bill has not been paid within 30 days. A minimum charge for two hours of time will be billed by Company for requested services for each day, regardless of whether or not the student participates. This charge will be applied independently for each discrete location specified by the Facility, including services scheduled to be provided remotely via the use of technology.

Sonja Biggs Educational Services, Inc.

Check should be made payable to:	**Direct ACH payments:**	**QuickBooks Online:**
Sonja Biggs Educational Services, Inc Mail to: First Foundation Bank 323 20th Street Oakland, CA 94612	First Foundation Bank Routing: 122287581 Account: 1301001030	All invoices are sent through QuickBooks that contain a hyperlink to pay online via credit card/debit card.

E. **INDEPENDENT CONTRACTOR STATUS.** It is understood that Company is not a nonpublic agency (NPA) or nonpublic school (NPS) as defined by the California Education Code. It is also understood that company is an independent contractor, is responsible for accomplishing the results required herein, and Facility shall not be liable to Company for any payments, benefits, loss, costs, expenses, or injury or damages to Company's person or property, except Facility's liability to Company for his compensation for services performed herein. Company shall not be entitled to receive any benefits normally provided to Facility's employees, including health insurance benefits, paid vacation, or any other employee benefits. Facility shall not be responsible for withholding income or other taxes from payments made to Company. Company shall be solely responsible for filing all returns and paying any income, social security or other tax levied upon or determined with respect to the payments made to Company pursuant to this Agreement. Company states and affirms that it is acting as a free agent and independent Company, and that this Agreement is not exclusive. Company may enter any other contracts with other entities as Company sees fit.

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

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

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

Sonja Biggs Educational Services, Inc.

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

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

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

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

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

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

However, consistent with applicable law, the Parties specifically acknowledge that they understand and do hereby expressly agree that this agreement to arbitrate shall constitute a waiver of any participation in any class action, collective action, or representative action proceeding of any claim that is subject to arbitration. The Party seeking arbitration under this provision, shall send a written demand for arbitration to the other Party within the applicable statute of limitations period if the matter had been brought in a court of law. If the demand for arbitration is not submitted in accordance with the aforementioned time limitation, the initiating party will not be able to raise the claim in arbitration or any other forum.

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

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

P. **COMPANY PERSONNEL.** Company has invested significant time and effort in its service providers. In the event that Facility hires any Company personnel within 2 years from the last date of that individual's provision of service to Facility through Company, Facility shall pay a Fee to Company equal to 100% of the hired employee's annual base wages or salary based upon the Assignment Employee's Base Rate or salary at the time of hire.

Q. **RESTRICTIONS AND REQUIREMENTS.** The Facility shall provide Interpreter services if the parents of the student speak a language other than English. These Interpreter services will be provided at all IEP's and when requested by the Parents or the Company to assist in evaluations or parent communication in general. If the Facility fails to provide Interpreter services at an IEP or when requested, the Company may provide its own Interpreter which will be billed to the Facility at the rates specified in Exhibit A.

R. **TERMINATION.** This contract may be terminated upon thirty (30) days prior written notice sent to the addresses of the other parties specified on the signature page of this contract. If the contract is terminated and work has already started, but is not yet completed, then 50% of the price will be charged upon cancellation.

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

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

Sonja Biggs Educational Services, Inc.

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

V. **TRAVEL (Per Trip).** Travel billed as a per-trip rate ($4,000 per trip) refers to the deployment of a credentialed specialist to a location outside of the provider's local service area or requiring dedicated travel arrangements. This includes, but is not limited to air travel, hotel, tolls, per diem, or multi-day service coordination. The per-trip travel rate reflects the total cost of deploying a specialist and is separate from and in addition to hourly service rates. This rate is not interchangeable with drive time and shall not be reduced, substituted, or prorated based on hours of service delivered.

W. **DRIVE TIME (LOCAL TRAVEL).** Drive time refers to routine, local or regional travel required for a provider to deliver services within a general service area. Drive time is billed hourly at the standard service rate and applies to travel between service locations, school sites, or nearby student environments within a reasonable commuting distance. Drive time is considered part of ongoing service delivery and is billed in alignment with scheduled service hours.

Sonja Biggs Educational Services, Inc.

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

Sonja Biggs Educational Services, Inc.	**Facility Name:**
	_____Navigator Charter_____
Name: Dr. Sonja Biggs	Name:
Signature: Dr. Sonja Biggs (Apr 29, 2026 12:08:09 PDT)	Signature:
Title: CEO, President	Title:
Date: Apr 29, 2026	Date:
Phone: 855-525-7237	Phone:
Email: sonja.biggs@sbesinc.com	Email:

Information Concerning Company:

State of incorporation or formation: California
Type of Business Entity: C- Corp
Company Phone: 855-525-7237

License #: 14240
Corporation TIN 47-5227770
Company Address: 7483 Dornoch Ct, Gilroy, CA 95020

Billing Details for Facility:

Name of Accounts Payable Contact:_____

Address for invoices: _____

Email Recipient/s for invoices: _____

Sonja Biggs Educational Services, Inc.

EXHIBIT A

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

Teachers of the Blind & Visually Impaired		
Sonja Biggs Educational Services, Inc. partners with districts in providing quality, highly trained certificated Teachers of the Visually Impaired and Teachers of the Visually Impaired Interns		
Services include:		
> Direct services		
> IEP Compliance (including lesson planning and documentation)		
> Consult with student, family, and IEP team		
>Assessment services (includes intake, annual, and tri-annual)		
>IEPs		
>Team meetings		
>Drive time (Drive time is routine travel to and from service locations, billed at the standard hourly rate)		
>Transcription or large print coordination		
>Coordination of LI requests		
>Managing APH Federal Quota Funds	$199	Hourly
Other Services we provide:		
TVI Assistant / Learning Facilitator	$154.44	Hour
TVI Assistant / Learning Facilitator Mileage	$0.75	Mile
Interpreter (any language) 2 hour minimum per session	$150	Hour
Braille Textbooks	Custom Quote	
Large Print	$80	Hour
Teacher Mentoring	$250	Hour
Professional Development Workshops	Custom Quote	
Accessibility Consulting	$250	Hour
VI Paraprofessional	$11,096.00	Monthly
Intensives focusing on Expanded Core Curriculum for VI Students	Custom Quote	
Independent Evaluations	Custom Quote	

Sonja Biggs Educational Services, Inc.

EXHIBIT B

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

CERTIFICATIONS

See Attached, the following:

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

FINGERPRINTING/CRIMINAL BACKGROUND CERTIFICATION

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

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

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

Name: Dr. Sonja Biggs

Title: CEO, President

Date: Apr 29, 2026

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

Signature: _____

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Sonja Biggs Educational Services, Inc.

TUBERCULOSIS CLEARANCE

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

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

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

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

   - If there is however a positive result, chest x-ray verification is required.
   - Upon the Facility's request, a complete and accurate list of Company's employees and of all of its sub-Company's employees, who may come into physical contact with Facility pupils in connection with the Agreement, will be furnished and the date of each person's examination will be included.

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

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

Name: Dr. Sonja Biggs

Title: CEO, President

Date: Apr 29, 2026

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

Signature: _____

Powered by BoardOnTrack

Sonja Biggs Educational Services, Inc.

List of Personnel

The following employees may be fulfilling the services under this agreement:

Name	Title	Email
Dr. Sonja Biggs	TVI/COMS	sonja.biggs@sbesinc.com
Heather Barnett	COMS/TVI	heather.barnett@sbesinc.com
Heather Willoughby	TVI	heather.willoughby@sbesinc.com
Danielle Messett	TVI	danielle.messett@sbesinc.com
Jonathan West	TVI	jonathan.west@sbesinc.com
Tyler Griffin	TVI	tyler.griffin@sbesinc.com
Lindsay Kerr	TVI	lindsay.kerr@sbesinc.com
Emily Hebbert	TVI/O&M	emily.hebbert@sbesinc.com

Signature:

Email: noel.russellunterburger@navigatorschools.org

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2026-2027

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA NAVIGATOR SCHOOLS (GILROY PREP, HOLLISTER PREP, WATSONVILLE PREP)

Contract Year 2026-2027

_____ Nonpublic School

_____ Nonpublic Agency

Type of Contract:

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

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

_____ Interim Contract: an extension of the previous fiscal year's approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for no more than 90 days after June 30, 2027 at the sole discretion of the LEA. Expiration Date:_____

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

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2026-2027 **CONTRACT NUMBER:**

LOCAL EDUCATION AGENCY:

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2026, between Navigator Schools , hereinafter referred to as the local educational agency ("LEA"), a member of the El Dorado Charter SELPA and Therapy Zone For Kidz (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq*. and Title 5 of the California Code of Regulations section 3000 *et seq*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

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

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

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

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

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

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2026 to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2026 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). If, after 60 days the Master Contract or individual services agreement has not been finalized, as prescribed in paragraph (1) of subdivision (a), either party may appeal to the county superintendent of schools, if the county superintendent of schools is not participating in the local plan involved in the nonpublic, nonsectarian school or agency contract; or the Superintendent, if the county superintendent of schools is participating in the local plan involved in the contract, to negotiate the contract. Within 30 days of receipt of this appeal,

the county superintendent of schools or the Superintendent, or the individual designee, shall mediate the formulation of a contract, which shall be binding upon both parties (Education Code 56366 (c) (2)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

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

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

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

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

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

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

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

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

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

compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

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

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

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

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

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

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

f. "Parent" means:

i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,

iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,

iv. a surrogate parent,

v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

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

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

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

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

9. MAINTENANCE OF RECORDS

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

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

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

11. SUCCESSORS IN INTEREST

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

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

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

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

14. TERMINATION

CONTRACTOR or LEA may terminate this Master Contract or an ISA for cause. "Cause" shall not include the availability of a public class initiated during the period of the contract or student behaviors known to CONTRACTOR at the time of student's placement, unless the parent and LEA agree to a change of student's placement at an IEP team meeting, or pursuant to lawful order from an administrative agency or court of competent jurisdiction.

To terminate the Master Contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

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

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

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

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

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

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'

Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a $1 million combined single limit.

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

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

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

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

E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

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

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

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

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

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

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

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

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

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

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

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

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

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

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

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

17. INDEPENDENT CONTRACTOR

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

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

18. SUBCONTRACTING

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

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

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

19. CONFLICTS OF INTEREST

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

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

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

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

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

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

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

cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

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

22. GENERAL PROGRAM OF INSTRUCTION

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

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

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

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided

to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

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

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary, during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school year calendar with the total number of billable days not to exceed one hundred and eighty (180) days for the regular school year, plus twenty (20) extended school year billable days or the equivalent number of days as the LEA's extended school year calendar, if different. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. CONTRACTOR must submit any calendar changes to LEA in writing at least ten (10) business days prior to proposed change in order to be eligible for payment based upon the new calendar, if approved. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP or ISA, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for

payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

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

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

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

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

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

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

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code sections 49000, *et seq.,* 49005, *et seq*., 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with state and federal law and implementing regulations. If the IEP team determines that a student's behavior impedes the individual learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

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

with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

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

CONTRACTOR shall complete a behavior emergency report when an emergency intervention is used ; or when a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. A behavior emergency report form must be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall also notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If applicable, the IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. If the student already has a BIP, and the incident involved a previously unseen or new serious behavior, or if preexisting behavioral interventions in the BIP were ineffective, CONTRACTOR shall schedule with LEA an IEP meeting to review and determine the need to modify the BIP.

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

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

CONTRACTOR shall comply with Education Code sections 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the staff member's body weight against the pupil's torso or back.

4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Use prone restraint, including but not limited to prone containment.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

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

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

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

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

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10^{th}) day of suspension

32. IEP TEAM MEETINGS

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

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of the individual IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

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

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

If CONTRACTOR is an NPS, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between a pupil of the NPS and members of the pupil's IEP team and the CDE's Constituent Services Office, at the pupil's discretion.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756.* A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of

documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq*.; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

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

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

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

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

INDIVIDUAL TRANSITION PLANNING – AB 438, Approved on September 28, 2024

Effective July 1, 2025, if determined appropriate by the pupil's IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate, and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team shall appropriately justify the basis for that postponement. (EC section 56043(h).)

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

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

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement

is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.); shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type; and shall submit to all monitoring requirements specific to out-of-state NPS contractors set forth in Education Code 56366.1 and Section 43 below

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate; 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

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

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

section 56366.1(j) and (k) as applicable. This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance, as well as pupil perceptions, progress, and concerns, as required by law. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, a walkthrough of the facility, and, for a pupil placed in an NPS located outside of California, an in-person interview with the pupil, in a manner consistent with the pupil's IEP, to evaluate the pupil's health and safety. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE, using the "Local Educational Agency Onsite Visit for Nonpublic School" form developed and published by the department on CDE's internet website, including additional findings required by the CDE specific to NPS located outside California, if applicable, within 60 calendar days of the onsite visit.

If CONTRACTOR is an NPS located outside of California, the LEA or SELPA shall conduct at least quarterly check-ins with a pupil placed by the LEA pursuant to a master contract, through an unmonitored telephone call, in a manner consistent with the pupil's IEP.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees and student(s) placed by the LEA, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct

contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

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

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).
In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

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

(or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

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

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

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

For services provided on a public-school campus, sign in/out procedures shall be followed by NPS/A providers working in a public-school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public-school credentialed classroom teacher is responsible for the instructional program.

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

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq*. and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

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

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

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

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

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

54. SEXUAL HARASSMENT

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

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

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

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

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

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

CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employees.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

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

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

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

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

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

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10^{th}) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers.

LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

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

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

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

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

b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing their regular attendance, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

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

61. INSPECTION AND AUDIT

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

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student pupils as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school

calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

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

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

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

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

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are <u>not</u> presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

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

offenses.

64. PAYMENT FOR ROOM AND BOARD

When CONTRACTOR is an NPS associated with an RTC (NPS/RTC), CONTRACTOR shall be eligible for Room and Board payments on dates that the student was actually in attendance and received Room and Board services, payable for up to a maximum of 365 billable days or 366 days during a leap year, which may include a maximum of ten (10) days per Contract year when the student's bed is unoccupied due to home visits of a therapeutic nature, unless otherwise mutually agreed upon by CONTRACTOR and LEA. Any payment for additional days in special circumstances, such as a student's hospitalization or extended home visits exceeding ten (10) days in a Contract year, requires prior written approval from both the LEA and the CONTRACTOR.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provided herein.

CONTRACTOR	**LEA**
Therapy Zone 4 Kidz **Nonpublic School/Agency**	Navigator Schools (Gilroy Prep, Hollister Prep, Watsonville Prep **LEA Name**
By: _____ **Signature** **Date**	**By:** _____ **Signature** **Date**
_____ **Name and Title of Authorized Representative**	_____ **Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Name and Title	**Name and Title**
Nonpublic School/Agency/Related Service Provider	**LEA**
Address	**Address**
City **State** **Zip**	**City** **State** **Zip**
Phone **Fax**	**Phone** **Fax**
Email	**Email**

Additional LEA Notification
(Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**
Email

EXHIBIT A: 2026-2027 RATES

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2026-2027

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA NAVIGATOR SCHOOLS (WATSONVILLE PREP/HOLLISTER PREP)

Contract Year 2026-2027

____ Nonpublic School

X Nonpublic Agency

Type of Contract:

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

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

____ Interim Contract: an extension of the previous fiscal year's approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for no more than 90 days after June 30, 2027 at the sole discretion of the LEA. Expiration Date:_____

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

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2026-2027 **CONTRACT NUMBER:**

LOCAL EDUCATION AGENCY:

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2026, between Navigator Schools (Watsonville Prep/Hollister Prep, hereinafter referred to as the local educational agency ("LEA"), a member of the El Dorado Charter SELPA and Sharon Waller (nonpublic, nonsectarian school or agency), hereinafter referred to as NPA or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq*. and Title 5 of the California Code of Regulations section 3000 *et seq*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

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

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

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

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

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

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2026, to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2027 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). If, after 60 days the Master Contract or individual services agreement has not been finalized, as prescribed in paragraph (1) of subdivision (a), either party may appeal to the county superintendent of schools, if the county superintendent of schools is not participating in the local plan involved in the nonpublic, nonsectarian school or agency contract; or the Superintendent, if the county superintendent of schools is participating in the local plan involved in the contract, to negotiate the contract. Within 30 days of receipt of this appeal,

the county superintendent of schools or the Superintendent, or the individual designee, shall mediate the formulation of a contract, which shall be binding upon both parties (Education Code 56366 (c) (2)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

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

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

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

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

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

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

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

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

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

compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

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

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

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

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

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

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

f. "Parent" means:

i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,

iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,

iv. a surrogate parent,

v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

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

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

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

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

9. MAINTENANCE OF RECORDS

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

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

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

11. SUCCESSORS IN INTEREST

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

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

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

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

14. TERMINATION

CONTRACTOR or LEA may terminate this Master Contract or an ISA for cause. "Cause" shall not include the availability of a public class initiated during the period of the contract or student behaviors known to CONTRACTOR at the time of student's placement, unless the parent and LEA agree to a change of student's placement at an IEP team meeting, or pursuant to lawful order from an administrative agency or court of competent jurisdiction.

To terminate the Master Contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

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

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

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

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

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

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'

Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a $1 million combined single limit.

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

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

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

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

E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

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

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

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

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

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

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

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

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

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

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

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

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

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

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

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

17. INDEPENDENT CONTRACTOR

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

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

18. SUBCONTRACTING

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

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

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

19. CONFLICTS OF INTEREST

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

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

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

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

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

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

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

cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

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

22. GENERAL PROGRAM OF INSTRUCTION

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

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

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

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided

to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

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

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary, during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school year calendar with the total number of billable days not to exceed one hundred and eighty (180) days for the regular school year, plus twenty (20) extended school year billable days or the equivalent number of days as the LEA's extended school year calendar, if different. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. CONTRACTOR must submit any calendar changes to LEA in writing at least ten (10) business days prior to proposed change in order to be eligible for payment based upon the new calendar, if approved. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP or ISA, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for

payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

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

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

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

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

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

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

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code sections 49000, *et seq.,* 49005, *et seq*., 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with state and federal law and implementing regulations. If the IEP team determines that a student's behavior impedes the individual learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

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

with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

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

CONTRACTOR shall complete a behavior emergency report when an emergency intervention is used ; or when a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. A behavior emergency report form must be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall also notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If applicable, the IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. If the student already has a BIP, and the incident involved a previously unseen or new serious behavior, or if preexisting behavioral interventions in the BIP were ineffective, CONTRACTOR shall schedule with LEA an IEP meeting to review and determine the need to modify the BIP.

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

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

CONTRACTOR shall comply with Education Code sections 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the staff member's body weight against the pupil's torso or back.

4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Use prone restraint, including but not limited to prone containment.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

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

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

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

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

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10^{th}) day of suspension

32. IEP TEAM MEETINGS

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

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of the individual IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

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

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

If CONTRACTOR is an NPS, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between a pupil of the NPS and members of the pupil's IEP team and the CDE's Constituent Services Office, at the pupil's discretion.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756.* A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of

documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq*.; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

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

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

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

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

INDIVIDUAL TRANSITION PLANNING – AB 438, Approved on September 28, 2024

Effective July 1, 2025, if determined appropriate by the pupil's IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate, and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team shall appropriately justify the basis for that postponement. (EC section 56043(h).)

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

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

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement

is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.); shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type; and shall submit to all monitoring requirements specific to out-of-state NPS contractors set forth in Education Code 56366.1 and Section 43 below

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate; 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

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

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

section 56366.1(j) and (k) as applicable. This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance, as well as pupil perceptions, progress, and concerns, as required by law. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, a walkthrough of the facility, and, for a pupil placed in an NPS located outside of California, an in-person interview with the pupil, in a manner consistent with the pupil's IEP, to evaluate the pupil's health and safety. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE, using the "Local Educational Agency Onsite Visit for Nonpublic School" form developed and published by the department on CDE's internet website, including additional findings required by the CDE specific to NPS located outside California, if applicable, within 60 calendar days of the onsite visit.

If CONTRACTOR is an NPS located outside of California, the LEA or SELPA shall conduct at least quarterly check-ins with a pupil placed by the LEA pursuant to a master contract, through an unmonitored telephone call, in a manner consistent with the pupil's IEP.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees and student(s) placed by the LEA, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct

contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

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

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).
In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

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

(or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

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

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

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

For services provided on a public-school campus, sign in/out procedures shall be followed by NPS/A providers working in a public-school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public-school credentialed classroom teacher is responsible for the instructional program.

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

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq*. and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

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

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

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

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

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

54. SEXUAL HARASSMENT

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

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

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

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

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

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

CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employees.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

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

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

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

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

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

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10^{th}) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers.

LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

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

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

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

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

b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing their regular attendance, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

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

61. INSPECTION AND AUDIT

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

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student pupils as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school

calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

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

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

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

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

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are <u>not</u> presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

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

offenses.

64. PAYMENT FOR ROOM AND BOARD

When CONTRACTOR is an NPS associated with an RTC (NPS/RTC), CONTRACTOR shall be eligible for Room and Board payments on dates that the student was actually in attendance and received Room and Board services, payable for up to a maximum of 365 billable days or 366 days during a leap year, which may include a maximum of ten (10) days per Contract year when the student's bed is unoccupied due to home visits of a therapeutic nature, unless otherwise mutually agreed upon by CONTRACTOR and LEA. Any payment for additional days in special circumstances, such as a student's hospitalization or extended home visits exceeding ten (10) days in a Contract year, requires prior written approval from both the LEA and the CONTRACTOR.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provided herein.

CONTRACTOR	**LEA**
Sharon Waller **Nonpublic School/Agency**	**Navigator Schools(WPS/HPS)** **LEA Name**
By: _____ **Signature** **Date**	**By:** _____ **Signature** **Date**
_____ **Name and Title of Authorized Representative**	_____ **Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Name and Title	**Name and Title**
Nonpublic School/Agency/Related Service Provider	**LEA**
Address	**Address**
City **State** **Zip**	**City** **State** **Zip**
Phone **Fax**	**Phone** **Fax**
Email	**Email**

Additional LEA Notification
(Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**
Email

EXHIBIT A: 2026-2027 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Sharon Waller
The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate:

2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE:

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)	$100	Hourly
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		

Powered by BoardOnTrack

Interpreter Services (715)		
Audiological Services (720)		
Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900)		
Other (900)		

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2026-2027

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA NAVIGATOR SCHOOLS (HOLLISTER PREP/GILROY PREP)

Contract Year 2026-2027

____ Nonpublic School

X Nonpublic Agency

Type of Contract:

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

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

____ Interim Contract: an extension of the previous fiscal year's approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for no more than 90 days after June 30, 2027 at the sole discretion of the LEA. Expiration Date:_____

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

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2026-2027 **CONTRACT NUMBER:**

LOCAL EDUCATION AGENCY:

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2026, between Navigator Schools hereinafter referred to as the local educational agency ("LEA"), a member of the El Dorado Charter SELPA and Laurie Coleman (nonpublic, nonsectarian school or agency), hereinafter referred to as NPA or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq*. and Title 5 of the California Code of Regulations section 3000 *et seq*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

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

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

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

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

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

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2026, to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2027 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). If, after 60 days the Master Contract or individual services agreement has not been finalized, as prescribed in paragraph (1) of subdivision (a), either party may appeal to the county superintendent of schools, if the county superintendent of schools is not participating in the local plan involved in the nonpublic, nonsectarian school or agency contract; or the Superintendent, if the county superintendent of schools is participating in the local plan involved in the contract, to negotiate the contract. Within 30 days of receipt of this appeal,

the county superintendent of schools or the Superintendent, or the individual designee, shall mediate the formulation of a contract, which shall be binding upon both parties (Education Code 56366 (c) (2)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

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

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

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

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

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

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

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

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

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

compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

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

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

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

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

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

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

f. "Parent" means:

i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,

iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,

iv. a surrogate parent,

v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

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

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

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

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

9. MAINTENANCE OF RECORDS

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

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

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

11. SUCCESSORS IN INTEREST

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

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

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

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

14. TERMINATION

CONTRACTOR or LEA may terminate this Master Contract or an ISA for cause. "Cause" shall not include the availability of a public class initiated during the period of the contract or student behaviors known to CONTRACTOR at the time of student's placement, unless the parent and LEA agree to a change of student's placement at an IEP team meeting, or pursuant to lawful order from an administrative agency or court of competent jurisdiction.

To terminate the Master Contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

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

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

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

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

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

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'

Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a $1 million combined single limit.

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

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

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

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

E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

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

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

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

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

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

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

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

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

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

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

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

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

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

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

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

17. INDEPENDENT CONTRACTOR

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

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

18. SUBCONTRACTING

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

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

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

19. CONFLICTS OF INTEREST

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

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

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

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

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

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

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

cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

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

22. GENERAL PROGRAM OF INSTRUCTION

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

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

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

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided

to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

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

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary, during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school year calendar with the total number of billable days not to exceed one hundred and eighty (180) days for the regular school year, plus twenty (20) extended school year billable days or the equivalent number of days as the LEA's extended school year calendar, if different. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. CONTRACTOR must submit any calendar changes to LEA in writing at least ten (10) business days prior to proposed change in order to be eligible for payment based upon the new calendar, if approved. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP or ISA, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for

payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

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

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

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

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

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

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

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code sections 49000, *et seq.,* 49005, *et seq*., 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with state and federal law and implementing regulations. If the IEP team determines that a student's behavior impedes the individual learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

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

with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

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

CONTRACTOR shall complete a behavior emergency report when an emergency intervention is used ; or when a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. A behavior emergency report form must be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall also notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If applicable, the IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. If the student already has a BIP, and the incident involved a previously unseen or new serious behavior, or if preexisting behavioral interventions in the BIP were ineffective, CONTRACTOR shall schedule with LEA an IEP meeting to review and determine the need to modify the BIP.

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

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

CONTRACTOR shall comply with Education Code sections 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the staff member's body weight against the pupil's torso or back.

4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Use prone restraint, including but not limited to prone containment.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

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

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

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

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

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10^{th}) day of suspension

32. IEP TEAM MEETINGS

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

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of the individual IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

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

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

If CONTRACTOR is an NPS, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between a pupil of the NPS and members of the pupil's IEP team and the CDE's Constituent Services Office, at the pupil's discretion.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756.* A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of

documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq*.; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

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

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

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

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

INDIVIDUAL TRANSITION PLANNING – AB 438, Approved on September 28, 2024

Effective July 1, 2025, if determined appropriate by the pupil's IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate, and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team shall appropriately justify the basis for that postponement. (EC section 56043(h).)

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

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

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement

is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.); shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type; and shall submit to all monitoring requirements specific to out-of-state NPS contractors set forth in Education Code 56366.1 and Section 43 below

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate; 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

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

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

section 56366.1(j) and (k) as applicable. This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance, as well as pupil perceptions, progress, and concerns, as required by law. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, a walkthrough of the facility, and, for a pupil placed in an NPS located outside of California, an in-person interview with the pupil, in a manner consistent with the pupil's IEP, to evaluate the pupil's health and safety. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE, using the "Local Educational Agency Onsite Visit for Nonpublic School" form developed and published by the department on CDE's internet website, including additional findings required by the CDE specific to NPS located outside California, if applicable, within 60 calendar days of the onsite visit.

If CONTRACTOR is an NPS located outside of California, the LEA or SELPA shall conduct at least quarterly check-ins with a pupil placed by the LEA pursuant to a master contract, through an unmonitored telephone call, in a manner consistent with the pupil's IEP.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees and student(s) placed by the LEA, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct

contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

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

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).
In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

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

(or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

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

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

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

For services provided on a public-school campus, sign in/out procedures shall be followed by NPS/A providers working in a public-school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public-school credentialed classroom teacher is responsible for the instructional program.

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

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq*. and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

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

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

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

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

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

54. SEXUAL HARASSMENT

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

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

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

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

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

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

CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employees.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

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

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

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

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

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

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10^{th}) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers.

LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

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

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

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

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

b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing their regular attendance, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

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

61. INSPECTION AND AUDIT

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

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student pupils as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school

calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

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

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

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

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

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are <u>not</u> presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

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

offenses.

64. PAYMENT FOR ROOM AND BOARD

When CONTRACTOR is an NPS associated with an RTC (NPS/RTC), CONTRACTOR shall be eligible for Room and Board payments on dates that the student was actually in attendance and received Room and Board services, payable for up to a maximum of 365 billable days or 366 days during a leap year, which may include a maximum of ten (10) days per Contract year when the student's bed is unoccupied due to home visits of a therapeutic nature, unless otherwise mutually agreed upon by CONTRACTOR and LEA. Any payment for additional days in special circumstances, such as a student's hospitalization or extended home visits exceeding ten (10) days in a Contract year, requires prior written approval from both the LEA and the CONTRACTOR.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provided herein.

CONTRACTOR	**LEA**
Laurie Coleman **Nonpublic School/Agency**	**Navigator Schools(GPS/HPS)** **LEA Name**
By: _____ **Signature** **Date**	**By:** _____ **Signature** **Date**
_____ **Name and Title of Authorized Representative**	_____ **Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Name and Title	**Name and Title**
Nonpublic School/Agency/Related Service Provider	**LEA**
Address	**Address**
City **State** **Zip**	**City** **State** **Zip**
Phone **Fax**	**Phone** **Fax**
Email	**Email**

Additional LEA Notification
(Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**
Email

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EXHIBIT A: 2026-2027 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Laurie Coleman
The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate:

2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE:

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)	$100	Hourly
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		

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Interpreter Services (715)		
Audiological Services (720)		
Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900)		
Other (900)		

Sunbelt

CLIENT SERVICES AGREEMENT

Charter Schools and Non-Public Schools or Districts

Sunbelt Staffing, LLC (the "Company") and

Navigator Schools District whose principal location is 650 San Benito St. Suite 230, Hollister, CA 95023 ("Client"), a non-public school or district,

enter into this non-exclusive Client Services Agreement for the purpose of referring and placing Company's employees (the "Consultant" or "Consultants")) with Client. This Agreement shall govern the overall terms of the relationship, while a separate Client Assignment Confirmation (Addendum A) for each placement will outline specifics as to bill rates, personnel, and assignment lengths.

1. Scope of Services

The Company, a staffing agency in the business of providing supplemental staffing, recruiting, and candidate referral services, will use commercially reasonable efforts to identify, screen, refer, and provide Consultants to Client on a temporary basis or, if requested by Client, for direct hire. The parties agree that Company cannot and does not guarantee the results, performance, or continued availability of any Consultant. Client represents and warrants that it currently holds, and will maintain throughout the term of this Agreement, all licenses, permits, accreditations, and other requirements necessary to operate its business and to properly supervise and utilize the Consultants in the positions assigned. If a Consultant is unable or unwilling to complete the specified temporary assignment, Company will use commercially reasonable efforts to identify a replacement in a timely manner.

2. Independent Contractor

The parties agree that the relationship of each to the other is that of an independent contractor. All Consultants will remain employees of the Company, which is solely responsible for providing and maintaining payroll services for any Consultant placed with Client, maintaining payroll records, and withholding and remitting all payroll taxes and social security payments, unless the parties otherwise agreed to in writing. Company does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, Company will notify Client in advance of the assignment to receive approval of this arrangement unless the individual service providers are placed on substitute basis to address staffing absences or short-term shortages at which point Company will utilize Go Spindle, LLC. If such temporary staffing persists longer than thirty (30) consecutive days, advance notification and approval will be requested.

3. Term of Agreement

This Agreement begins on the date of the latest signature below ("Effective Date") and remains in effect for a period of one (1) year unless terminated earlier in accordance with the provisions of this Agreement. Following the initial term, this Agreement will automatically renew for successive one-year periods. If either party elects not to renew, all obligations under this Agreement will cease at the end of the current term, except for any provisions that expressly or by their nature survive termination.

4. Telepractice Services

Company, at Client's request, may provide telepractice services through its teletherapy provider VocoVision. Should utilization of VocoVision occur, Client will receive **Addendum A – Teleservices Assignment Confirmation** which outlines specific terms and conditions regarding VocoVision's telepractice services.

5. Insurance

Company will maintain at least the following minimum amounts of insurance:

a) General Liability - $2,000,000 per occurrence and $4,000,000 aggregate.
b) Workers Compensation - in accordance with state regulations.
c) Employer's Liability - $1,000,000.

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CLIENT SERVICES AGREEMENT
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d) Excess Liability over General Liability and Employer's Liability - $5,000,000 per occurrence and $5,000,000 aggregate.
e) Professional Liability - $1,000,000 per occurrence and $3,000,000 aggregate.
f) Sexual Abuse and Molestation - $1,000,000 per claim and $3,000,000 aggregate

6. Competency and Licensing

Company will make reasonable efforts to present only Consultants qualified for their discipline based on the applicable Department of Education licensing and certification requirements, professional standards, and Client requirements for the disciplines placed with Client. The Company will conduct pre-employment screenings to provide Consultants who meet the applicable standards and Client requirements. To assist in these efforts, Client will provide Company with all necessary standards and Client requirements for each discipline a Consultant may work in. Client acknowledges that it possesses the unique and necessary knowledge to assess the qualifications of any Consultant referred to work with Client, and Client agrees that it has the ultimate responsibility of approving a Consultant's licensure, certifications, and qualifications as acceptable for Client in the assigned discipline. To this end, Company will make available to Client all necessary Consultant records that Company may disclose and may, at Client's discretion, facilitate an interview between Client and Consultant to assist in the assignment decision. If Client becomes aware of any notices, findings, or information, including but not limited to fingerprint search results, that may negatively impact the start or continuation of an assignment, Client will notify Company in writing within three (3) business days of Client's knowledge of such information and will provide Company with all relevant and necessary details regarding the situation. Failure to notify Company may result in the termination of this Agreement and any current or future assignments.

7. Credentialing and Onboarding

Consultants assigned to Client must pass all required background checks, fingerprinting, and security screenings in accordance with federal, state, and local requirements as applicable to Client and the assigned discipline. Client will confirm that Consultants meet these requirements prior to the start of an assignment.

Client acknowledges that Consultants must complete Company's onboarding and credentialing processes prior to the start of an assignment, and Client agrees that Consultants may not provide any services prior to their completion of onboarding and credentialing. Company will provide Client with written notice of Consultant's completion of onboarding and credentialing and Consultant's authorization to begin work. If Client authorizes a Consultant to begin work before completion of the onboarding and credentialing process, Client accepts full responsibility for such authorization. Client agrees to indemnify, defend, and hold harmless Company from all liabilities, losses, damages, costs, and expenses arising due to Consultant's performance of services during such period and agrees that in no instance is Company liable to Client for its decision to authorize work without Company's written approval and confirmation of completion of onboarding and credentialing.

8. On-Site Responsibility

Client will provide Consultants with orientation to all Client specific policies, procedures, and processes necessary to provide services, including but not limited to safety policies and procedures, and Client will provide all necessary support, facilities, training, direction, and means for Consultants to satisfactorily complete the assignment. Client acknowledges that Company does not provide special education, therapy, nursing, or related services and only provides candidate identification and placement services. As such, the provision of Consultant's services is not supervised by Company. Client will provide Consultant and Company written notice and contact information of the Client supervisor assigned to each Consultant. At all times, Consultants are subject to Client's guidance, supervision, and control for the work performed and services provided. Client is responsible for Consultant's adherence to the applicable standards of practice and Client requirements, and only Client is responsible for determining the appropriate services to be provided by Consultant. Client will not allow Consultant, at any time, to perform work or provide services that are outside the scope of the duties and responsibilities of their assigned position, and Client will not allow

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CLIENT SERVICES AGREEMENT
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Consultant to perform work at any location other than the location(s) agreed upon with Company. Client will not allow, request, or require that Consultants use any automobile, regardless of ownership, or Consultant's personal devices in performance of any work for Client without the written consent of Company. Client acknowledges that any deviation from Client's policies and procedures, as orientated to Consultants, should be immediately reported in writing and directly to Company so it may offer correction and/or counseling to the Consultant.

9. Administrative Responsibilities

Client is responsible for orienting Consultants to Client's policies and procedures regarding the submission of any paperwork required for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to, patient care plans, comprehensive patient histories, individual education plans, or Client specific program plans. Should Consultant fail to submit paperwork as required by Client's policies and procedures, Client will notify Company in writing within three (3) business days of Client's knowledge of the alleged failure. Failure to timely notify Company or notify Company before an assignment ends negates any Client claim to withhold payment due to untimely work and/or paperwork non-compliance.

Where required by federal, state, or local law, Client acknowledges it is responsible for providing and administering meal and rest periods to Consultants in accordance with such laws because Company does not maintain control over Client's workplace. If Client operates in such a jurisdiction, Client will provide a written policy outlining Client's requirements and procedures to Company and Consultants, and Client will provide appropriate training to Consultants so they may comply with such policy. Client agrees to indemnify Company for any payments or other expenses incurred by Company relating to Client's failure to properly administer any legally required meal or rest breaks. Client will immediately notify Company in writing if it is unable or unwilling to provide or administer legally required meal and rest breaks. In such an event, Company may immediately terminate any or all current and future assignments with Client. In the event of any inquiries regarding meal and rest break compliance, Client and Company will cooperate in good faith to resolve the matter in accordance with applicable laws and best practices. If corrective action is necessary, the parties will work together to determine an appropriate resolution.

10. Workplace Conditions and Reporting of Work-Related Injuries

Client will maintain a safe working environment and provide all appropriate personal protective equipment as deemed necessary for the positions to which Consultants are assigned. Client warrants that its facilities and operations comply with all applicable federal, state, and local safety and health laws, regulations, and standards, including but not limited to all applicable workplace safety standards. Client agrees it is responsible for providing all necessary safety training and equipment to Consultants, and for each Consultant's compliance with applicable health and safety requirements, including those instituted by Client. Client ensures compliance with all applicable workplace safety obligations, including general training on the reporting of work-place injuries or incidents, and occupational exposure to bloodborne pathogens. Records of such occurrences will be maintained by Client and will be accessible to Company. In the event of a workplace injury, incident, or exposure, each affected Consultant will contact their immediate Client-appointed supervisor and report to the appropriate treating department as per Client protocol. Consultant will concurrently report any workplace injury, incident, or exposure to Company for the purpose of reporting such event to Company's workers' compensation carrier. If Client's reporting requirements change during the term of this Agreement, Client is responsible for providing written notification of such change to both Company and Consultants.

11. Employment of Consultants

Should Client wish to engage in a contingency search agreement for specific disciplines to help fulfil required staffing levels, the parties will work together to develop a separate agreement outlining the scope of such requested search.

12. Equal Opportunity and Workplace Harassment

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Both parties agree to provide equal opportunity to all Consultants and agree that they will not discriminate against, harass, or retaliate against any Consultant based on race, religion, color, sex, national origin, age, disability, veteran status, or any other status or condition protected by applicable federal, state, or local laws. Client will promptly investigate all allegations of discrimination, harassment, and retaliation, and will immediately report to Company any such incident or suspected incident involving a Consultant and Client employees or agents or occurring at Client's worksites. Client will indemnify Company for all losses, liabilities, or damages associated with defending any charge, complaint, claim, cause of action or suit by any governmental or administrative agency and/or any Consultant or anyone acting on Consultant's behalf, arising in whole or in part due of Client or Client's employees or agents.

13. Timekeeping and Invoicing

Client will ensure that Consultants accurately record the start and stop times for all hours worked in accordance with Client's policies and that Consultants utilize Client's designated method for submission of Company's timesheet. Timesheets and/or timesheet approvals are due weekly by 12:00 PM on the Monday following the end of Client's designated workweek.

Company will generate an invoice based on timesheets submitted. Each invoice will contain a unique invoice number, date(s) of services provided, Consultant name, job title, hourly bill rate, total hours billed, and total amount due. Company pays overtime in compliance with federal, state, and local laws. Client agrees to be billed at one and one-half (1.5) times the regular bill rate for all hours when Company is required to pay overtime. Client must notify Company in writing if pre-approval is required for overtime hours prior to any such hours being worked. Client attests that only Client employees with appropriate knowledge and authority will review and approve invoices and will notify Company of any errors within fifteen (15) days of the date of invoice, and Company agrees that all non-disputed amounts are due and payable according to the standard payment terms contained herein. Company and Client will work in good faith to resolve any errors, and Company will provide a corrected invoice mutually acceptable to both parties within ten (10) business days of a resolution. In the event Client fails to report errors within fifteen (15) days, disputes will not be accepted, and the invoice will be due and payable in full.

14. Deposit, Payment Terms, Default Charges, and Minimum Wage Increases

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

Company will submit invoices to Client on a weekly basis for all services provided during the previous week. **Client's payment is due within fifteen (15) days of receipt of invoice.**

Invoices are considered past due if not paid by the agreed upon due date. Client agrees to pay all necessary collection costs, including reasonable attorney's fees and costs. Company reserves the right to approve or discontinue any extension of credit and the terms governing such credit.

If Company is required to increase Consultant's compensation due to minimum wage increases or experiences an increase in compensation costs as a direct result of any law, order, or other government action, Client agrees that Company may increase the bill rates at a proportional level. Company agrees it may only increase bill rates up to a level that places Company in the same position it was prior to such law, order, or action. Company will provide fifteen (15) days written notice to Client prior to any such change taking effect.

15. Limitation of Liability

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

16. Incident and Error Tracking

Client will report to Company any performance issues, incidents, errors, or other similar events related to the work or services provided by Consultants. Company will document reported incidents and may track all such events for quality assurance purposes. All supporting documentation is required within seventy-two (72) hours of Client's knowledge of the occurrence.

17. Termination of Assignment With Cause

Immediately upon Client's knowledge, Client will report to Company any behavior issue, deviation from the accepted standards of practice, policies, and procedures as orientated to Consultant, or incident that would be considered adverse to Client's operations. In such an event, Client may request, in writing, that Company facilitate the immediate removal of Consultant. Client agrees it will not immediately remove a Consultant or terminate an assignment unless Company has been notified in writing or, based on Client's good faith assessment, that immediate dismissal is necessary to protect Client's operations. Upon termination of assignment or removal of a Consultant, Client will provide documentation specifying the reasons and facts of the termination to Company within forty-eight (48) hours. If Client does not report such deviation(s) and terminates an assignment or does not provide the required documentation following a termination, Client will be assessed an amount equal to five (5) days of billings at the bill rates and minimum hours agreed upon in the applicable Client Assignment Confirmation. The parties agree that Consultants are an integral part of Company's operations and a resource that may have been developed over years, and Client acknowledges that Company may not be able to find another position for Consultant, ultimately leading to termination of Consultant's employment with Company. Accordingly, any delay or absence of written notice may result in lost revenue or other consequences not foreseen at this time. Therefore, the parties agree the liquidated damages in this Section are reasonable for the probable loss suffered by Company in the event of Client's breach of this provision.

Client is responsible for all costs and fees up to the point of termination. Client will provide Company a five (5) business days exclusivity period to refill the position in the event of termination with cause. Should Company identify a suitable Consultant, Client will agree to the original or extended terms of the terminated Consultant's assignment. In the event a replacement Consultant requires higher compensation, Client agrees that Company may proportionately increase the bill rate to put Company in the same position as it was before the termination.

18. Termination of Agreement and Termination of Assignment Without Cause

Client may terminate an assignment or this Agreement upon sixty (60) days written notice. Client is responsible for all charges and fees prior to notice date and through the 60-day period of notice. If Client is unable to or does not provide sixty (60) days written notice, Client will be billed for sixty (60) days at the agreed upon regular bill rate and minimum hours for all terminated assignments. In the event of termination without cause, Client is responsible for any housing and travel costs actually incurred by Company because of such termination.

19. Minimum Hours

Client will provide Consultants with the number of work hours per week specified in the applicable Client Assignment Confirmation. Cancellation of prescheduled workdays or reduction in work hours by Client will be billed reflecting the minimum work hours. Minimum work hours will be reduced to reflect scheduled closings for holidays and planning days.

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20. Force Majeure and Unscheduled Facility Closure Policy

Neither party is liable for failure or delay in performing its obligations, if such failure or delay is due to natural disasters, pandemics, acts of war, government regulations, or other events or causes beyond the parties' control. Further, the parties agree that Company is not liable for failure or delay in performing its obligations, if such failure or delay is due to termination of Consultant or Consultant's resignation. If services are interrupted, both parties will make reasonable efforts to resume operations.

Notwithstanding the foregoing, the parties agree that in the event of an unforeseen or unexpected interruption resulting from a complete or partial unscheduled closure of Client's facilities due to natural or manmade events, including but not limited to fires, storms, flooding, earthquake, labor unrest, riots, and/or acts of terrorism or war (each an "Unscheduled Closure"), Client will transition to virtual services all Consultants whose services can be performed in such a setting. Client agrees to be billed for virtual services at the regular contracted hourly bill rate for all hours worked by Consultant. Virtual service hours will be entered and processed according to the normal time submittal and approval process, unless otherwise requested in writing by Client and agreed upon by Company. Company and Client will work in good faith to determine which contracted disciplines qualify for virtual services, however Client may not decline virtual services of a Consultant if the same services are provided virtually by Client employee(s). For Consultants not eligible for virtual services, Client will be invoiced and will pay for each affected Consultant a rate of $200 per day for each workday that the affected Consultant is unable to work due to an Unscheduled Closure.

21. Multiple Locations

If Client requires Consultant to travel to and perform services at more than one location, Client will compensate Company for travel time between facilities at the regular hourly bill rate and for mileage not to exceed the then current IRS reimbursement rate.

22. Issue Resolution

In the event Client encounters an issue that is not satisfactorily resolved by its Company representative, Client should escalate the issue to the appropriate Company manager by calling 800-849-5502. Please ask for your account representative's manager.

23. Indemnification

To the fullest extent permitted by law, each party (the "Indemnifying Party") will indemnify, defend, and hold harmless the other party, and each of their respective officers, directors, agents, and employees (the "Indemnified Party") against all liabilities, losses, damages, costs and expenses ("Losses") to the extent caused by the actions or inactions of the Indemnifying Party. In no event will the Indemnifying Party's obligations extend to Losses resulting solely from the negligent act or omission, willful misconduct, breach of this Agreement, or unlawful act of an Indemnified Party.

The Indemnified Party will notify the Indemnifying Party promptly after receiving notice of a claim, lawsuit, demand, action, or threatened action ("Claim") covered by the indemnity obligations in this Agreement and will provide the Indemnifying Party with all necessary documentation for the Indemnifying Party to assess its obligations under the Agreement. The parties will keep each other reasonably informed regarding the status of any Claim, will work in good faith in the defense and settlement of Claims, will provide notice to and consult with each other prior to settling any Claim. Neither party will, without the other's written consent, settle or compromise any claim or consent to the entry of any judgment regarding any Claim which indemnification is being sought unless such settlement, compromise, or consent (i) includes an unconditional release of the other party from all liability arising out of such claim; (ii) does not include any admission or statement suggesting any wrongdoing or liability on behalf of the other party; (iii) does not contain any equitable order, judgment, or term that affects, restricts or interferes with the business of the other party; and (iv) does not place any monetary obligations or liabilities on the other party. Any omission or delay in complying with this paragraph by the Indemnified Party will relieve the Indemnifying Party of its obligations to the extent it is prejudiced by such omission or delay. This Section will survive any termination or expiration of this Agreement.

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CLIENT SERVICES AGREEMENT
Charter Schools and Non-Public Schools or Districts

24. Confidentiality

Each party acknowledges that, they (the "Receiving Party") will learn confidential information of the other party (the "Disclosing Party"). Confidential information (as defined here and below) is any information which is private to the Disclosing Party but is shared by to the Receiving Party as required to accomplish this Agreement and **includes bill rates, fees for permanent placements, and terms and conditions of this Agreement.** It is agreed that neither party will disclose any Confidential Information of the other party to any person or entity nor permit any person or entity to use Confidential Information, except as required to fulfill the party's obligations under this Agreement.

Confidential Information of Company also includes, but is not limited to, any and all information owned or controlled by Company and/or its employees, that relates to the clinical, technical, marketing, business or financial operations of Company and which is not generally disclosed to the public, including but not limited to employee and Consultant information and Company's technical data, policies, financial data, contract terms and provisions, billing rates, and permanent placement fees whether disclosed orally, in writing, or by inspection, and that should be reasonably understood to be confidential given the nature of the information.

If the Receiving Party attempts to use or dispose of any Confidential Information, or any duplication or modification thereof, in any manner contrary to the terms of this Agreement, the Disclosing Party has the right, in addition to other remedies which may be available to it, to obtain injunctive relief enjoining such acts or attempts as a court of competent jurisdiction may grant. The parties acknowledge and agree that monetary damages may not be a sufficient remedy for any breach or threatened breach of this Section and, therefore, such injunctive relief is appropriate as a remedy and the breaching party waives any requirement for the securing or posting of any bond showing actual monetary damages in connection with such breach.

The parties understand and agree that nothing in this Section is meant to prevent any disclosure of Confidential Information required under federal, state, or local law, regulation, or a valid order issued by a court or governmental agency (each a "Legal Order"). Before making such disclosure, the Receiving Party will provide the Disclosing Party with (i) prompt written notice of such Legal Order so the Disclosing Party may seek, at its own costs and expense, a protective order or other remedy; and (ii) reasonable assistance, at the Disclosing Party's costs and expense, in opposing such disclosure. If, after providing notice, the Receiving Party remains subject to a Legal Order to disclose any Confidential Information, the Receiving Party will disclose only the portion of Confidential Information that such Legal Order specifically requires to be disclosed.

25. Family Education Rights and Privacy Act, Data Protection, and Cybersecurity

Where applicable, Company will comply with all laws, rules, and regulations pursuant to the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA") and acknowledges that certain information about Client's students may be contained in records maintained by Company and the Consultant and that this information can be confidential by reason of FERPA and related Client policies. Both parties agree to protect relevant records in accordance with FERPA and Client policy. If necessary, Consultants assigned to Client will execute a FERPA Statement of Understanding outlining appropriate guidelines. Notwithstanding the foregoing, Client will not, unless necessary in furtherance of this Agreement, disclose such information to Company or Consultant, and Client will not, under any circumstances, allow Consultant to remove such information from Client facilities. If such removal occurs, Client will immediately notify Company, and the parties will work in good faith to remedy the situation. Except where required by law, Company will not disclose to any third party, without prior consent of a parent/guardian and written consent of Client, any information regarding students that Company may learn or obtain during this Agreement.

The parties will implement and maintain reasonable security measures to protect data from unauthorized access, disclosure, or use and will comply with all applicable federal, state, and local laws regarding privacy and data protection. In the event of a data breach affecting the other party, the affected party must notify the other party within five (5) business days of its awareness of the breach. Upon termination of this Agreement or upon the other party's request, each party will return or securely destroy records and data in accordance with applicable laws. Client agrees

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Company is free from any liability arising from or relating to Client's failure to provide onsite supervision or to orient and train Consultant on Client's policies, procedures, or oversight related to data protection.

26. State Retirement System Notice

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

27. Conflicts of Interest

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

28. Client Funding

The parties acknowledge that Client's obligations under this Agreement may be subject to budgetary constraints and appropriations by government authorities. If funding for services under this Agreement is reduced or eliminated by governmental action, Client will immediately notify Company in writing. In such cases, the parties will negotiate in good faith to modify the Agreement to allow for continuation of services. However, if Company, in its sole discretion, determines that it is not feasible to continue providing services at reduced costs, Company may immediately terminate this Agreement and all current and future assignments, without liability to Client.

29. Survival

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

30. Notices

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

To: Sunbelt Staffing, LLC
Attn: Contract Department
501 Brooker Creek Boulevard, Suite A-400

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Oldsmar FL 34677
Email: ContractNotices@sunbeltstaffing.com

To: Navigator Schools District
650 San Benito St. Suite 230, Hollister, CA 95023

31. Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State where the services are provided, without regard to its conflict of laws principles. Any legal action or proceeding arising out of or relating to this Agreement shall be brought exclusively in the state or federal courts located in the State in which services were performed.

32. Electronic Signatures, Counterparts, and Authority

This Agreement and any related documents may be executed and delivered electronically, including by email or electronic signature software. Signatures transmitted electronically will be considered valid and binding as if they were original signatures.

This Agreement may be executed in one or more counterparts, each of which will be deemed an original but all of which together will constitute one and the same instrument. A signed copy of this Agreement transmitted by electronic means (such as email or other software) will have the same legal effect as an original signed copy.

The persons signing this Agreement represent that they have the proper authority to bind their respective party. If Client is entering into this Agreement on behalf any additional affiliated facilities, Client represents that it has the proper authority to bind those facilities to the terms of this Agreement. As such, Client will be jointly and severally liable under this Agreement for the obligations of such additional affiliated facilities.

33. Severability and Waiver

If any provision of this Agreement is found to be invalid, illegal, or unenforceable by a court of competent jurisdiction, the remaining provisions will continue in full force and effect. When possible, the parties agree to negotiate in good faith to replace any invalid or unenforceable provision with a legally valid alternative.

Failure or delay by either party to enforce any provision of this Agreement will not be considered a waiver of that provision or any other provision, and a waiver of any right(s) under this Agreement must be in writing and signed by the waiving party. No waiver of any default will be deemed a waiver of any subsequent default.

34. Entire Agreement

This Agreement and each duly executed Amendment or Exhibit represents the entire agreement between the parties and supersedes any prior understandings or agreements, whether written or oral, between the parties with respect to the subject matter herein. The parties acknowledge that they were given the opportunity to discuss this Agreement with legal counsel. Should any provision of this Agreement require judicial interpretation, the interpretation shall not apply any rule of construction to construe the provision(s) more strictly against one party. This Agreement will inure to the benefit of and will be binding upon the parties hereto and their respective heirs, personal representatives, successors, and assigns, subject to the limitations contained herein. This Agreement may not be modified, amended, suspended, or waived, except by the mutual written agreement of the parties.

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

CLIENT ID – CLIENT NAME

Sunbelt

CLIENT SERVICES AGREEMENT

Charter Schools and Non-Public Schools or Districts

350530-Navigator Schools District

_____

Signature Date

_____

Print Name

_____

Title

Sunbelt Staffing, LLC

_____

Signature Date

_____

Print Name

_____

Title

Sunbelt

ADDENDUM A
Terms of Teleservices Assignment
Equipment Provided

This Terms of Teleservices Assignment is subject to the terms and conditions of that certain Client Services Agreement between the parties outlined below.

Assignment Details
Sunbelt Staffing, LLC ("Sunbelt" or the "Company") will contract with VocoVision for the provisions of telepractice services to Client. Client will pay Sunbelt for the hours worked by Contracted Telepractitioner under the following terms:

Contracted Telepractitioner:	Joslin Johnson		
Client:	Navigator Schools District		
Assignment Start Date:	08/19/2025	**Assignment End Date:**	05/29/2026
Position:	Tele - SLP		
Hours per Week:	15.0		
Bill Rate per Hour	$112.50	*Bill Rate is all-inclusive*[(a)]	
Technology Fee:	$0.00		
	One VocoVision station per full time position at no cost. Additional stations can be provided with a $1,000 per unit refundable deposit and $200 per unit nonrefundable configuration and shipping charge. Deposit will be refunded to the school district upon return of the station(s) in working condition within fifteen (15) days of the assignment being completed.		
Miscellaneous:	N/A		

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

b) Client agrees to approve Telepractioner's weekly log of service. Logs will be submitted on a weekly basis by Telepractioner for Client's review and approval. Should Telepractioner fail to submit paperwork or weekly log to show proof of completed work, Client agrees to notify Sunbelt in writing within three (3) business days of alleged failure. Client's failure to notify Sunbelt in writing within the three (3) day period shall negate any Client invoicing dispute.

c) Client acknowledges Additional Terms and Conditions as applicable to teletherapy services and the provision thereof

d) Client acknowledges that Contracted Telepractitioner will be providing and using their own equipment in performance of duties.

By: 350530-Navigator Schools District

Print Name: _____

Title: _____

Date: _____

Rev 07.2025

Sunbelt

Additional Terms and Conditions
VocoVision Equipment Policies

Telepractice Provisions:

1. **Client Responsibilities.** Client agrees to the following items to facilitate VocoVision's provision of Services:
   (a) Client shall be responsible for providing a secure environment for VocoVision hardware and software ("Equipment") installed and operated at Client's designated location(s).
   (b) Client will provide sufficient infrastructure to support the proper operation of the Equipment, including network connectivity equal or superior to DSL access.
   (c) Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards.
   (d) Client warrants that it will not use the Equipment for any purpose other than as contemplated hereunder and acknowledges that VocoVision is not responsible for any damages associated with such impermissible use.
   (e) Client agrees to provide appropriate local support to facilitate remote Contracted Telepractitioner's ability to fulfill the responsibilities outlined in Duties and Responsibilities below.
2. **Scheduling.** Client agrees to the minimum hours of Services per week as stipulated in Addendum A: Terms of Teleservices Assignment and will schedule the appropriate number of student sessions and other related services each week to meet or exceed the minimum hours requirement. Client and Contracted Telepractitioner will agree upon a weekly schedule for Services which will be loaded into the VocoVision system. Any revisions to the schedule must be submitted to the VocoVision Operations Department no later than 12:00 PM EST Friday for Services the following week. VocoVision requires a 24-hour notice to cancel scheduled Services. One cancellation without notice is permitted per school year. Additional cancellations with less than 24 hours' notice will be billed at the regular rate. Note that VocoVision Contracted Telepractitioners are encouraged to complete non-therapy work (e.g., paperwork, planning, file reviews, etc.) during any such cancellation time.
3. **Administrative Responsibilities.** Client shall be responsible for orienting Contracted Telepractitioner to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to, individual education plans or Client-specific program plans. During the contracted assignment, should Contracted Telepractitioner fail to submit paperwork as required per Client's policies and procedures, Client must notify VocoVision in writing within three (3) business days of alleged failure. Failure to notify VocoVision within the three (3) day period shall negate any Client claim to withhold payment due to paperwork non-compliance by Contracted Telepractitioner. Within three (3) business days following the conclusion of a contracted assignment, Client shall conduct a final review to determine whether the completion of additional paperwork is needed from the Contracted Telepractitioner. Failure to notify VocoVision prior to the fourth (4th) day after conclusion of the assignment will negate any Client claim to withhold payment due to paperwork non-compliance by Contracted Telepractitioner.

Duties and Responsibilities

The duties and responsibilities of a Contracted Telepractitioner include, but are not limited to the following:

a) Collaborates with the school district to identify students' communication characteristics, support resources, as well as any physical, sensory, cognitive, behavioral and motivational needs to determine the benefit a student may receive through telepractice.
b) Collaborates with the school district to determine assessment resources - including their potential benefits and limitations - in the telepractice setting, and to develop a plan to assess students appropriately.
c) Monitors effectiveness of services and modifies evaluation and treatment plans as needed.
d) Maintains appropriate documentation of delivered services in a format consistent with professional standards and client requirements.
e) Complies with state and federal regulations to maintain student privacy and security.
f) Facilitates behavior management strategies in students as appropriate.
g) Provides information and counseling to families and school personnel as needed

VocoVision Damaged Equipment Policy

If, during the course of contracted services, VocoVision computer equipment sustains damage or is missing components (keyboard, audio accessories, etc.), it should be reported immediately to the VocoVision Operations Department at 1-866-779-7005. Replacement equipment will be shipped to Client as needed. The costs of repairing or replacing the equipment (including shipping) will be charged to Client, but in no case shall exceed $1,000 per unit.

At the end of the VocoVision contract period, all equipment must be returned in original packaging within 15 days of completion of services. All returned equipment will be inspected for both physical and internal damage. If equipment is found to be damaged, VocoVision reserves the right to withhold from Client deposit the cost of repairing or replacing the damaged equipment. If no Client deposit exists, VocoVision will bill Client for such charges and will provide supporting documentation of all costs.

Packaging

All packaging, boxes and containers used to ship VocoVision equipment are considered property of VocoVision and must not be discarded. Packaging should be stored and kept in good condition during the course of the contract and must be used for return shipping at the conclusion of services. If VocoVision packaging is lost or damaged, Client is solely responsible for obtaining replacement packaging to ensure undamaged return of equipment to VocoVision. In such cases, we strongly recommend the use of a professional packaging and shipping service, such as the UPS Store or a FedEx retail location.

Rev 07.2025

Sunbelt

Client Assignment Confirmation

Education Division
Addendum A

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

Client Name:	Navigator Schools District		
Client Location:	166 West Harder Road | Hayward, CA 94544		
Sunbelt Consultant:	Joslin Johnson		
Position:	Speech Language Pathologist		
Assignment Start Date:	08/31/2026	Assignment End Date:	05/28/2027
Bill Rate *per Hour*:	$112.50	Overtime Rate *per Hour*:	$168.75
Minimum Weekly Hours:	15.0 Weekly hours are based on service date according to published school calendar		
Expenses:	Unless otherwise stated, Bill Rate is inclusive of all expenses.		
Miscellaneous:	-		

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

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

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

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

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

-

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

By: 350530-Navigator Schools District

Print Name: _____

Title: _____

Date: _____

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

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

AGREEMENT BETWEEN
ORANGE COUNTY BOARD OF EDUCATION AND
NAVIGATOR SCHOOLS
FOR THE OPERATION OF
ORANGE COUNTY PREP (A NAVIGATOR SCHOOL)

This Agreement is made and entered into this 3rd day of September 2025, by and between the Orange County Board of Education ("Board") and Navigator Schools, a nonprofit public benefit corporation operating Orange County Prep (A Navigator School) (hereinafter collectively referred to as "Charter School"). Hereinafter, the Board and Charter School shall be collectively referred to as "the Parties," and the Board-designated staff of the Orange County Superintendent of Schools ("County Superintendent") shall be referred to as "OCDE."

I. INTRODUCTORY PROVISIONS

A. The Board approved the Charter School's petition for a five-year period from **July 1, 2026,** through **June 30, 2031**.

B. Charter School will be operated by a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Corp. Code section 5110 et seq.). Navigator Schools is the California nonprofit public benefit corporation operating the Charter School. Charter School shall ensure that at all times throughout the term of its charter, the terms and conditions of any agreement between Charter School and a third party, as well as the Articles of Incorporation and Bylaws of Navigator Schools as they pertain to Charter School are and remain consistent with the Charter Schools Act, all applicable laws and regulations, provisions of the charter, and this Agreement. Charter School will notify OCDE of any amendments or modifications to the nonprofit public benefit corporation's articles of incorporation within **ten (10) business days** of the change. Amendments or modifications to the bylaws may require approval by the Board as a material revision to the petition.

C. The purpose of this Agreement is to set forth the responsibilities of the Parties with respect to the operational relationship between Charter School, the Board, and OCDE; to address those matters that require clarification; and to outline the Parties' agreements governing their respective fiscal and administrative responsibilities and their legal relationships. To the extent this Agreement contains terms inconsistent with the terms of the charter approved on **September 3, 2025**, the terms of this Agreement shall control.

II. TERM OF AGREEMENT

A. This Agreement is effective from the date upon which it is approved by the governing boards of each Party for the term of the charter, shall be reviewed at least annually, and may be amended at any time with written mutual agreement of the Parties.

B. The approved Agreement continues in existence until Charter School voluntarily closes or its charter is non-renewed or revoked, and closure procedures are completed, as determined by the Board and Charter School, after which the Agreement automatically expires. This Agreement is subject to termination during the charter term or during any subsequent renewal as specified by

law or as otherwise set forth in this Agreement.

C. Charter School may seek renewal of its charter by submitting a renewal request to the Board prior to the expiration of the term of the charter, and the Board will evaluate and decide on the renewal request in accordance with Education Code sections 47607, 47607.2, and 47605, and their implementing regulations. Charter School will submit its renewal petition for the new charter term to OCDE no sooner than **September 1** and no later than **March 1** of the final school year for which Charter School is authorized to operate.

III. FULFILLING CHARTER TERMS

A. Governance

1. Charter School acknowledges and agrees it shall comply with the Public Records Act, the Political Reform Act, the Ralph M. Brown Act, Government Code section 1090 et seq. as set forth in Education Code section 47604.1, and all applicable laws and regulations as they may be amended or added during the term of the charter, including all conflict of interest laws, federal and state nondiscrimination laws, and prohibitions against unauthorized student fees.

2. Charter School, the Board and OCDE are separate legal entities. OCDE is not the chartering authority and shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by Charter School. The Board, as the chartering authority, shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school in accordance with Education Code section 47604(d).

3. Within **ten (10) business days** of Charter School board meetings, including special and emergency board meetings, Charter School shall provide OCDE with a complete audio recording of the meeting and all materials provided to the governing board by its administration, contractors, or the public including approved previous meeting minutes, except for confidential communications as defined in Evidence Code section 952 and Government Code section 54963. Charter School will update OCDE of any changes to the Charter School board calendar within **ten (10) business days**.

4. Charter School will provide Brown Act and conflict of interest training to its governing board members and administrative staff within **45 days** of taking office or becoming employed, or as otherwise agreed with OCDE, and **at least once every year**. Charter School will certify that the trainings have been provided to the specified individuals.

B. Educational Program

1. Independent Study: Any independent study program operated by Charter School shall comply with all applicable laws and regulations regarding independent study.

2. Family Educational Rights and Privacy Act ("FERPA"): Charter School, its officers and employees will comply with FERPA and the California Education Code sections related to student information protection at all times. Charter School will authorize OCDE to access educational records maintained by Charter School, in accordance with FERPA, and provide notice of such in Charter School policies and Parent/Student Handbook.

3. Sound Educational Program: Charter School shall maintain courses of study, curriculum and teaching methods fully compliant with state and federal law. Such compliance includes, but is not limited to, requiring adherence to all applicable anti-discrimination laws, including, but not limited to, Title VI of the Civil Right Act of 1964, and preventing or rescinding federal funding for LEAs which support gender ideology or discriminatory equity ideology ("DEI") in K-12 curriculum, instruction, programs or activities. Children attending Charter School shall not: (1) be compelled to adopt identities as either victims or oppressors solely based on their skin color and other immutable characteristics; (2) be made to question whether they were born in the wrong body and whether to view their parents and their reality as enemies to be blamed; (3) be imprinted with anti-American, subversive, harmful and false ideologies such as, but not limited to, Critical Race Theory; and, (4) be assisted, encouraged or facilitated in any gender transition plan without parental consent. Charter School shall review and approve all individual teacher curriculum class materials provided to students before such materials are distributed.

C. Fiscal Operations

1. Charter School will be directly funded in accordance with Chapter 6 (commencing with Section 47630) of Division 4 of Title 2 of the Education Code. The Parties recognize the authority of Charter School to pursue additional sources of funding.

2. The Parties agree that OCDE is not responsible to provide funding in lieu of property taxes to Charter School.

3. Charter School shall comply with Generally Accepted Accounting Principles ("GAAP") applicable to public school finance and fiscal management.

4. Charter School shall adopt accounting policies and practices that establish separate accounts and/or sub-accounts for each affiliated charter school. The expenses attributable to each charter school shall be paid only from the account or sub-account of that charter school. Invoices, purchase orders, and other appropriate documentation shall be maintained by Charter School and shall be deemed to be public records subject to disclosure to OCDE upon request.

   a) Each year Charter School shall make all records relating to the expenses of all affiliated charter schools available to OCDE and Charter School's auditor for review and audit to ensure that all expenses are appropriately allocated. In addition, Charter School shall promptly respond as required by Education Code section 47604.3.

   b) Each year Charter School shall provide an updated organizational chart of all affiliated charter schools and all related parties operated or otherwise controlled by the same nonprofit public benefit corporation.

   c) Charter School may temporarily loan funds between schools that it operates pursuant to a resolution approved by its Board of Directors that specifies the duration and interest rate of the loan and understands and agrees to provide access to records of Charter School and its affiliated charter schools, upon request from OCDE in accordance with Education Code section 47604.3.

5. Charter School shall establish a fiscal plan for repayment of any loans received by and/or on behalf of Charter School. It is agreed that OCDE shall receive written notice of all loans received by the Charter School, and repayment of loans shall be the sole responsibility of Charter School.

6. Charter School will use all revenue received from the state and federal sources only for the educational services specified in the charter and this Agreement for the students enrolled and attending Charter School. Other sources of funding must be used in accordance with applicable state and federal statutes and the terms or conditions, if any, of any grant or donation.

D. Fiscal Agent

1. The Parties agree that neither the Board nor OCDE shall act as fiscal agent for Charter School. It is agreed that Charter School shall be solely responsible for all fiscal services such as payroll, purchasing, attendance reporting, and completion and submission of state budget forms but may contract with OCDE for such services by way of a separate written contract.

2. Charter School is responsible for establishing the appropriate funds or accounts in the Orange County Treasury for Charter School and for making the necessary arrangements for Charter School's participation in the State Teachers' Retirement System ("CalSTRS"), the Public Employees' Retirement System ("CalPERS"), or social security. Nothing in this paragraph shall be interpreted to mean that Charter School must maintain all funds in the County Treasury. If funds are not maintained in the County Treasury, they must be deposited with a federally insured commercial bank or credit union.

   a) OCDE will only withdraw funds from the Orange County Treasury to a charter school-owned bank account. Bank account name must match the charter school name or a Doing Business As ("DBA") reference. No fund transfers will be made to a third party.

   b) Orange County Treasury withdrawals will take place two (2) times per month. The first withdrawal will take place on the 10th day of each month, and the second withdrawal will take place at the end of each month.

   c) Charter School's Orange County Treasury account will maintain a minimum balance that is sufficient to cover one (1) month of CalSTRS and CalPERS retirement contributions.

E. Student Attendance Accounting and Reporting

Charter School shall utilize commercially available attendance accounting software.

F. Oversight Fees

1. Charter School will be charged an annual oversight fee not to exceed one percent (1%) of the revenue received by Charter School in accordance with Education Code section 47613. The oversight fee will be calculated on the LCFF base grant, supplemental grant and concentration grant funding provided at the First Principal Apportionment (P-1). The amount will be calculated in **April of each year** based upon first principal apportionment (P-1) data for ninety-five percent (95%) of the estimated total. The calculation will also include an adjustment for the preceding year based upon final revenue for that year.

2. Payment Schedule: Charter School shall pay to County Superintendent its actual oversight costs not to exceed one percent (1%) of the LCFF base grant, supplemental grant, and concentration grant revenue received by Charter School ("Oversight Fee") in two (2) equal payments during each Fiscal Year: (1) First Payment -- fifty percent (50%) of the Oversight Fee will be paid on or about **January 15**; and (2) Second Payment -- the remaining fifty percent (50%) plus any adjustment necessary to the First Payment, will be paid on or about **June 15**. County Superintendent will bill Charter School for the Oversight Fee that is due, and Charter School shall make payment within thirty (30) days from the date of receipt of the bill, or thirty-two (32) days from the date of the bill. If County Superintendent does not receive the payment within the above-specified timeframe, Charter School hereby authorizes County Superintendent to transfer the payment from Charter School account to County Superintendent's account upon expiration of the thirty (30) days from the receipt of the bill or thirty-two (32) days from the date of the bill.

G. Insurance and Liability

1. Charter School will provide certificates of insurance coverage to OCDE prior to opening and annually thereafter. The certificates shall indicate that the Board, County Superintendent, and OCDE are endorsed as additional insured under the coverage and shall include a provision that the coverage will be primary and will not participate with any valid and collectible insurance or program of self-insurance carried or maintained by the Board, County Superintendent or OCDE. Exhibit A, Insurance Coverage and Policies indicates the minimum insurance requirements and is incorporated by reference herein. Charter School shall forward any written notice to OCDE within **three (3) business days** of any modification, change or cancellation of any of the above insurance coverage. It shall be expressly understood that the coverage and limits referenced herein shall not in any way limit the liability of Charter School. In addition, Charter School shall assure that its vendors have adequate insurance coverage for the goods and/or services provided to Charter School to protect the interests of Charter School as well as OCDE, the Board and the County Superintendent.

2. Charter School shall hold harmless, defend, and indemnify the Board, the County Superintendent, and OCDE, its officers, agents, and employees from every liability, claim, or demand (including settlement costs and reasonable attorneys' fees) which may be made by reason of: (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm or Charter School related to any act, neglect, default or omission of Charter School, its officers, employees or agents, including any claims for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors. In cases of such liabilities, claims or demands, Charter School, at its own expense and risk, shall defend all legal proceedings which may be brought against it and/or the Board, the County Superintendent or OCDE, its officers and employees, and satisfy any resulting judgments up to the required Agreements that may be rendered against any of them. Notwithstanding the foregoing: (a) any settlement requiring the Board, the County Superintendent or OCDE to admit liability or to pay any money will require the prior written consent of the Board, the County Superintendent or OCDE, as applicable; and (b) the Board, County Superintendent and/or OCDE may join in the defense with its counsel at its own expense.

3. Charter School understands and agrees that its employees, contractors, subcontractors and agents shall not be considered officers, employees or agents of the Board, the County Superintendent or OCDE, and are not entitled to benefits of any kind or nature normally provided to OCDE employees. Charter School further assumes the full responsibility for acts and/or omissions of its employees, agents or contractors as they relate to the services to be provided under the charter and this Agreement. Charter School shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance (as applicable), social security and income tax withholding with respect to employees of Charter School.

4. Required Disclosures: Charter School shall notify OCDE in writing within **three (3) business days** of any pending or actual litigation and/or formal claim from any party or notice of potential criminal infraction, criminal or civil action against Charter School or any employee, or request for information by any governmental agency to the extent permitted by law. Charter School acknowledges and agrees it shall comply with all applicable laws and regulations as may be amended or added during the term of the charter.

H. Human Resources

CalSTRS and CalPERS Reporting Requirements: Charter School shall accept and assume sole financial responsibility for any and all CalSTRS and CalPERS reporting fines and penalties, including any and all financial consequences from the implementation of regulations, or any other action, that renders employees of Charter School ineligible to participate in a governmental defined-benefit retirement plan.

I. Contracts

1. Charter School shall not have the authority to enter into a contract that would bind the Board, County Superintendent and/or OCDE, nor to extend the credit of the Board, County Superintendent and/or OCDE to any third person or Party. Charter School shall clearly indicate in writing to vendors and other entities with which or with whom Charter School enters into an agreement or contract that the obligations of Charter School under such agreement or contract are solely the responsibility of Charter School and are not the responsibility of the Board, County Superintendent and/or OCDE.

2. Charter School shall ensure that all contracts for goods and services comply with the criteria noted in Title 5, section 11967.5.1 of the California Code of Regulations. Charter School shall comply with bidding requirements tied to receipt of any state, federal or grant funds that require compliance with bidding that is more stringent or purchasing requirements. Additionally, records and information regarding implementation of the contract will be provided to OCDE in accordance with Education Code section 47604.3.

3. Charter School will make every effort to ensure that vendors comply with all reasonable inquiries by OCDE for records and information related to this contract.

4. Charter/Education Management Organization (C/EMO) Contracts:

Entering into or substantively revising a contract with an Educational Charter Management Organization (E/CMO) shall be presented to the Board for approval as a material revision to

the charter.

Charter School shall ensure the following for any C/EMO contract:

a) Require that any C/EMO contract (or revision to an agreement) that is entered into be in compliance with state and federal law and the charter and includes language that:

   i. None of the principals of either the C/EMO or Charter School has conflicts of interest.

   ii. C/EMO shall comply with Education Code section 47604.3 and the California Public Records Act, Government Code section 6250 et. seq.

   iii. Any provision of the agreement that is in violation of state or federal law or the charter is void.

b) Upon approval by Charter School board, Charter School shall provide OCDE a copy of the following:

   i. C/EMO agreement (or revision to an agreement).

   ii. Evidence that the C/EMO is a nonprofit public benefit corporation.

   iii. A description of the C/EMO's roles and responsibilities for the management of Charter School and the internal controls that will be put in place to guide the relationship.

   iv. A list of other schools managed by the C/EMO.

   v. A list of and background on the C/EMO's leaders and board of directors.

J. Facilities Agreement

1. Prior to opening, Charter School will provide a written signed agreement, lease or other similar document indicating Charter School's right to use the principal school site identified in the charter, and any ancillary facilities identified by Charter School, for that school year unless Charter School has previously provided a long-term lease that includes the school year at issue, and evidence that the facility will be adequate for Charter School's needs.

2. A pre-opening site visit shall be conducted by OCDE prior to the opening of Charter School. Once open, Charter School must request a material revision to the charter petition in order to change facilities. Following an approved revision to the charter, OCDE will conduct, without unreasonable delay, a site visit of a new or changed Charter School facility prior to students attending the new facilities. Under extraordinary circumstances (e.g., a change of facilities necessitated by fire, natural disaster or inhabitability), the Parties may waive the pre-opening site visit.

K. Zoning and Occupancy

1. Charter School shall provide OCDE with a Certificate of Occupancy issued by the applicable permitting agency, allowing Charter School to use and occupy the site prior to opening, unless Charter School is located at a public school site provided pursuant to Proposition 39 or other

facilities use agreement with a school district. In lieu of the zoning certification, Charter School can provide OCDE with evidence that zoning ordinances have been overridden by the school district in which the facility is located or by another entity authorized to override zoning ordinances pursuant to current or then applicable state law. The facility must meet all applicable health and fire code requirements, zoning laws, and Americans with Disabilities Act ("ADA") requirements for a K-12 public school.

2. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to OCDE for each facility before the school is scheduled to open or operate in the facility or facilities. If Charter School ever seeks facilities from a school district in which it intends to locate (or is located) under Education Code section 47614 (Proposition 39), it will follow applicable statutes and regulations regarding submission of such a request to the school district.

3. Notwithstanding any language to the contrary in this charter, the interpretation, application and enforcement of this provision are not subject to the Dispute Resolution Process outlined in the charter. The Parties agree that should a dispute arise under this section, they will meet to attempt to resolve any concerns within ten (10) calendar days of the dispute.

L. Dispute Resolution

The Parties acknowledge and agree that in addition to the provisions of the charter, dispute resolution procedures shall be consistent with applicable laws and regulations, including Education Code section 47607(g). The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between OCDE and Charter School, except any controversy or claim that is in any way related to revocation of this Charter School, pursuant to the terms of the dispute resolution procedures in the charter.

IV. MATERIAL REVISIONS

Modifications of the approved charter must be in writing and submitted to OCDE for review and determination as to whether such amendments must be submitted to the Board as a material revision to the charter. Such amendments may only be submitted to the Board upon the approval of Charter School's board and will take effect only if approved by the Board.

V. SEVERABILITY

If any provision or any part of this Agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy or statute, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

VI. NON-ASSIGNMENT

No portion of this Agreement or the Charter petition approved by the Board may be assigned to another entity without the prior written approval of the Board.

VII. WAIVER

A waiver of any provision or term of this Agreement must be in writing and signed by both Parties. Any such waiver shall not constitute a waiver of any other provision of this Agreement. All Parties

agree that neither Party to this Agreement waives any of the rights, responsibilities and privileges established by the Charter Schools Act of 1992.

VIII. NONDISCRIMINATION

The Parties recognize and agree that in addition to complying with all nondiscrimination requirements of the Charter Schools Act, including agreement that Charter School shall not charge tuition, shall be nonsectarian, and pursuant to Education Code section 200 et seq., Charter School shall be open to all students. In addition to these nondiscrimination provisions, Charter School shall not discriminate against applicants or employees on the basis of any characteristics or categories protected by state or federal law. Charter School acknowledges and agrees that it shall comply with all applicable federal and state nondiscrimination laws and regulations as they may be amended.

IX. NOTIFICATION

All notices, requests and other communications under this Agreement shall be in writing and mailed to the proper addresses as follows:

To OCDE at:

Renee Hendrick, Deputy Superintendent
Orange County Department of Education
200 Kalmus Drive
Costa Mesa, CA 92626-5922

To Navigator Schools at:

Caprice Young, Ed.D. CEO & Superintendent
Orange County Prep
650 San Benito Street
Hollister, CA 95023

X. INTEGRATION

This Agreement contains the entire Agreement of the Parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the Parties with respect to the subject matter of this Agreement. No person or Party is authorized to make any representations or warranties except as set forth herein, and no Agreement, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements or promises by any of the Parties herein or any of their agents or consultants except as may be expressly set forth in this Agreement. The Parties further recognize that this Agreement shall only be modified in writing by the mutual agreement of the Parties.

XI. ORDER OF PRECEDENCE

The Parties further acknowledge and agree that, unless otherwise noted in this Agreement, any inconsistency in the charter shall be resolved by giving precedence in the following order:

1. This Agreement
2. Documents incorporated by reference to the Agreement, including Exhibit A
3. The Charter, as approved by the Board
4. The bylaws and articles of incorporation of the nonprofit public benefit corporation operating as the Charter School

For Charter School:

Date: 1/10/2026

Name: Caprice Young

Title: CEO & Superintendent

Signature:

For the Board:

Date: 2/17/2026

Name: Mari Barke

Title: President

Signature: Mari Barke

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EXHIBIT A

INSURANCE COVERAGE AND POLICIES

Charter School, at its sole cost and throughout the charter term, shall procure and maintain in effect each insurance listed below. All required insurance, and if self-insurance will be provided, must contain coverage that complies, at a minimum, with the following requirements:

1. Property Insurance for replacement value, if offered by the insurance carrier, including coverage for all assets listed in Charter School's property inventory and consumables. If full replacement value coverage is unavailable, Charter School shall procure property insurance in amounts as close to replacement value as possible and sufficient to protect the school's interests.

2. General Commercial Liability with at least $2,000,000 per occurrence and $5,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, and fire legal liability of Charter School, its governing board, officers, agents, employees, and/or students. The deductible per occurrence for said insurance shall not exceed $20,000 for any and all losses resulting from negligence, errors and omissions of Charter School, its governing board, officers, agents, employees, and/or students.

3. Workers' Compensation insurance in accordance with the California Labor Code, adequate to protect Charter School from claims under workers' compensation acts, which may arise from Charter School's operation, with statutory limits. The workers' compensation insurance coverage must also include employer's liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

4. Commercial Auto Liability, including owned, leased, hired, and non-owned coverage with limits of $1,000,000 combined single limit per occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 combined single limit per occurrence.

5. Crime Insurance or Fidelity Bond coverage to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School's funds, supplies, equipment or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence, with no self-insured retention.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

9. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Powered by BoardOnTrack

Santa Clara County Office of Education
Dr. David M. Toston, Sr.
County Superintendent of Schools

Bulletin
For Santa Clara School Districts

District Business and Advisory Services

Bulletin: 26-028

Date: May 6, 2026

To: Charter School Administrators

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

Re: Direct-Funded Charter School Retirement Reporting Agreement for Fiscal Year 2026-27

Deadline: July 1, 2026

The purpose of this bulletin is to remind all directly funded charter schools to submit the attached *Agreement for Charter School Retirement Reporting Services* together with the annual fee of $3,500 for fiscal year 2026-27 on or before July 1, 2026. Please mail the check and signed agreement to:

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

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

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

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

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

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

Transforming Education through Leadership, Service, and Advocacy

Santa Clara County Office of Education

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

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

1. Overview

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

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

2. Goals

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

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

3. Responsibilities

3.1. The Agency Responsibilities:

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

3.2. The SCCOE Responsibilities:

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

Santa Clara County Office of Education

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

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

Name: Keya Smith

Title: Senior Benefits and Retirement Specialist

E-Mail: ksmith@charterimpact.com

Phone: 323-515-2010

4. Duration of Agreement

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

5. Articulation of Monies/Compensation

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

- In the event that the Charter fails to remit any penalties or fees to the SCCOE, the SCCOE reserves the right to deduct the amount owed from any available funds held by the Charter.

- The SCCOE will notify the Charter Authorizer when any processing payment or late fee is assessed to the Charter.

6. Other Terms

6.1. Entire Agreement: This Agreement and its appendices and exhibits (if any) constitute the final, complete, and exclusive statement of the terms of the agreement between the Parties. It incorporates and supersedes all the agreements, covenants and understandings between the Parties concerning the subject matter hereof, and all such agreements, covenants and understandings have been merged into this Agreement. No prior or contemporaneous agreement or understanding, verbal or otherwise, of the Parties or their agents shall be valid or enforceable unless embodied in this Agreement.

6.2. Amendments: This Agreement may only be amended by a written instrument signed by the Parties.

6.3. Severability: Should any part of this Agreement between SCCOE and the Agency be held invalid, illegal,

Santa Clara County Office of Education

or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect the validity of the remainder of the Agreement, which shall continue in full force and effect, provided that such remainder can, absent the excised portion, be reasonably interpreted to give the effect to the intentions of the parties.

6.4. Third-Party Beneficiaries: This Agreement does not, and is not intended to, confer any rights or remedies upon any person or entity other than the Parties.

6.5. Assignment: No assignment of this Agreement or of the rights and obligations hereunder shall be valid without the prior written consent of the other Party.

6.6. Use of SCCOE Name and Logo for Commercial Purposes: Agency shall not use the name or logo of SCCOE or reference any endorsement from SCCOE in any manner for any purpose, without the prior express written consent of SCCOE as provided by the SCCOE's authorized representative, or designee.

6.7. Governing Law, Venue: This Agreement has been executed and delivered in, and shall be construed and enforced in accordance with, the laws of the State of California. Proper venue for legal action regarding this Agreement shall be in Santa Clara County.

7. Insurance/Hold Harmless

9.1 Insurance: The SCCOE and the Agency shall maintain a certificate of insurance in the Business Office of each respective office.

9.2 Indemnification: Each Party will defend, indemnify, and hold the other Parties, their officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, employees, or agents.

8. Execution Authority

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

9. Electronic Signatures/ Signatures

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

Authorized Signatures: continued on the next page

Santa Clara County Office of Education

SCCOE:

By: _____
Signature of Authorized SCCOE Official

Name: _____

Title: _____

Date: _____

Address: Santa Clara County Office of Education
1290 Ridder Park Drive, San Jose, CA 95131

Phone: _____

Email: _____

***(Enter Agency Name)*:**

By: _____
Signature of Authorized Agency Official

Name: _____

Title: _____

Date: _____

Address: _____

Phone: _____

Email: _____

Approved by the Charter Governing Board on:

Date: _____

For Contracts Office/Risk Management use only:

RM#: _____

Date: _____

Signature: _____

v. 11/01/2021

BOARD RESOLUTION FOR SIGNATORY AUTHORITY FOR NAVIGATOR SCHOOLS BUSINESS AND BANKING

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools regarding signatory authority for Navigator Schools business and banking:

WHEREAS, Navigator Schools engages in business and banking for the operation of the five California public charter schools under its auspices;

WHEREAS, it is in the best interests of Navigator Schools to identify the names, titles, and signatures of the individuals with signatory authority for Navigator Schools business and banking.

Now therefore, it is:

RESOLVED, that the following individuals have been authorized by the Navigator Board of Directors for signatory authority for Navigator business and banking:

1. Nora Crivello, Board Chair

   _____/s/_____

2. Anthony DiVittorio, Treasurer

   _____/s/_____

3. Bryan Adams, Fractional CFO

   _____/s/_____

4. Interim CEO (to be named)

   _____/s/_____

FURTHER RESOLVED, that this resolution will be amended when the identity of the Interim CEO is named by the Navigator Board of Directors, and at any subsequent time in which there is a change in the name and title of an individual so authorized.

FURTHER RESOLVED, that this resolution shall take effect on July 1, 2026.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting for which a quorum was present on June 15, 2026, held in Gilroy, Santa Clara County, California.

_____	Tomislav Peraic	_____
Signature of Secretary	Name	Date

California Department of Education **Consolidated Application**

Gilroy Prep (a Navigator School) (43 69484 0123760)

Status: Draft
Saved by: charter impact
Date: 5/23/2026 10:57 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Caprice Young
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

Gilroy Prep (a Navigator School) (43 69484 0123760)

Status: Draft
Saved by: charter impact
Date: 5/23/2026 10:57 AM

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2024
Authorized Representative's Full Name	Ami Ortiz
Authorized Representative's Title	Director of Compliance & Operations

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California Department of Education **Consolidated Application**

Gilroy Prep (a Navigator School) (43 69484 0123760)

Status: Draft
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Date: 5/23/2026 10:58 AM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

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

District English Learner Advisory Committee Review

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

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

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

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

Gilroy Prep (a Navigator School) (43 69484 0123760)

Status: Draft
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Date: 5/23/2026 10:58 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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Gilroy Prep (a Navigator School)
Budgeted Expenditures: July 1, 2026 to June 30, 2027
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	1,122,037.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		1,122,037.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	892,132.75
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	229,904.25
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,122,037.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

California Department of Education **Consolidated Application**

Hollister Prep (35 67470 0127688)

Status: Draft
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Date: 5/22/2026 3:12 PM

2024–25 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	$13,922
Transferred–in amount	$0
Transferred–out amount	$13,922
2024–25 Total allocation	$0

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2024–25 Unspent funds	$0

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California Department of Education **Consolidated Application**

Hollister Prep (35 67470 0127688)

Status: Draft
Saved by: charter impact
Date: 6/9/2026 1:53 PM

2024–25 Title III English Learner YTD Expenditure Report, 24 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2024–25 Title III EL student program allocation	$19,866
Transferred-in amount	$0
2024–25 Total allocation	$19,866
Object Code - Activity	
□000–□□□□ Certificated personnel salaries	$19,866
2000–2□□□ Classified personnel salaries	$0
□000–□□□□ Employee benefits	$0
4000–4□□□ Books and supplies	$0
5000–5□□□ Services and other operating expenditures	$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total year-to-date expenditures	$19,866
2024–25 Unspent funds	$0

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California Department of Education **Consolidated Application**

Hollister Prep (35 67470 0127688)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 3:33 PM

2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	$15,311
Transferred–in amount	$0
Transferred–out amount	$0
2025–26 Total allocation	$15,311

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2025–26 Unspent funds	$15,311

Warning
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2025–26 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2025–26 Title III EL student program allocation	$19,325
Transferred-in amount	$0
2025–26 Total allocation	$19,325
Object Code - Activity	
1000–1999 Certificated personnel salaries	$0
2000–2999 Classified personnel salaries	$0
3000–3999 Employee benefits	$0
4000–4999 Books and supplies	$0
5000–5999 Services and other operating expenditures	$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total year-to-date expenditures	$0
2025–26 Unspent funds	$19,325

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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Tina
Homeless liaison last name	Hill
Homeless liaison title	Director of Student Services
Homeless liaison email address (Format: abc@xyz.zyx)	tina.hill@navigatorschools.org
Homeless liaison telephone number (Format: 999-999-9999)	805-610-0762
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	2

Homeless Liaison Training Information

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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	10/24/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation	$98,157
2025–26 Title I, Part A direct or indirect services to homeless children reservation	$2,500

*****Warning*****
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California Department of Education **Consolidated Application**

Hollister Prep (35 67470 0127688)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 3:19 PM

2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$2,500
Homeless services provided (Maximum 500 characters)	clothes, hygiene productts, school supplies, transportation, food
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****
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California Department of Education **Consolidated Application**

Hollister Prep (35 67470 0127688)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 3:09 PM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Caprice Young
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2024
Authorized Representative's Full Name	Ami Ortiz
Authorized Representative's Title	Director of Compliance & Operations

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California Department of Education **Consolidated Application**

Hollister Prep (35 67470 0127688)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 3:10 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

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

District English Learner Advisory Committee Review

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

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

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

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title V, Part B Subpart 2 Rural and Low-Income School Grant ESSA Sec. 5221 SACS 4126	Yes

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California Department of Education **Consolidated Application**

Hollister Prep (35 67470 0127688)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 3:11 PM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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Hollister Prep
Budgeted Expenditures: July 1, 2026 to June 30, 2027
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	106,784.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		106,784.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	84,904.07
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	21,879.93
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		106,784.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

California Department of Education **Consolidated Application**

Watsonville Prep (44 77248 0138909)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 9:30 AM

2024–25 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	$15,957
Transferred–in amount	$0
Transferred–out amount	$15,957
2024–25 Total allocation	$0

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2024–25 Unspent funds	$0

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Title III English Learner YTD Expenditure Report, 24 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2024–25 Title III EL student program allocation	$34,631
Transferred-in amount	$0
2024–25 Total allocation	$34,631
Object Code - Activity	
1000–1999 Certificated personnel salaries	$17,340
2000–2999 Classified personnel salaries	$0
3000–3999 Employee benefits	$0
4000–4999 Books and supplies	$0
5000–5999 Services and other operating expenditures	$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total year-to-date expenditures	$17,340
2024–25 Unspent funds	$17,291

Warning
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California Department of Education **Consolidated Application**

Watsonville Prep (44 77248 0138909)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 11:47 AM

2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	$19,582
Transferred–in amount	$0
Transferred–out amount	$0
2025–26 Total allocation	$19,582

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2025–26 Unspent funds	$19,582

Warning
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2025–26 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2025–26 Title III EL student program allocation	$29,804
Transferred-in amount	$0
2025–26 Total allocation	$29,804
Object Code - Activity	
1000–1999 Certificated personnel salaries	$0
2000–2999 Classified personnel salaries	$0
3000–3999 Employee benefits	$0
4000–4999 Books and supplies	$0
5000–5999 Services and other operating expenditures	$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total year-to-date expenditures	$0
2025–26 Unspent funds	$29,804

Warning
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2025–26 Title III Immigrant YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:
Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2025–26 Title III immigrant student program allocation	$465
Transferred-in amount	$0
2025–26 Total allocation	$465
Object Code - Activity	
1000–1999 Certificated personnel salaries	$0
2000–2999 Classified personnel salaries	$0
3000–3999 Employee benefits	$0
4000–4999 Books and supplies	$0
5000–5999 Services and other operating expenditures	$0
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total year-to-date expenditures	$0
2025–26 Unspent funds	$465

Warning
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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Tina
Homeless liaison last name	Hill
Homeless liaison title	Director of Student Services
Homeless liaison email address (Format: abc@xyz.zyx)	tina.hill@navigatorschools.org
Homeless liaison telephone number (Format: 999-999-9999)	805-610-0762
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	2

Homeless Liaison Training Information

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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	10/24/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation	$157,776
2025–26 Title I, Part A direct or indirect services to homeless children reservation	$3,000

*****Warning*****
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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$3,000
Homeless services provided (Maximum 500 characters)	Clothes, school supplies, transportation, food, hygiene products
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

Watsonville Prep (44 77248 0138909)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 9:28 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Caprice Young
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****
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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2024
Authorized Representative's Full Name	Ami Ortiz
Authorized Representative's Title	Director of Compliance & Operations

Warning
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California Department of Education **Consolidated Application**

Watsonville Prep (44 77248 0138909)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 9:29 AM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

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

District English Learner Advisory Committee Review

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

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

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

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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California Department of Education **Consolidated Application**

Watsonville Prep (44 77248 0138909)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 9:29 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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Watsonville Prep
Budgeted Expenditures: July 1, 2026 to June 30, 2027
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	109,792.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		109,792.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	87,295.73
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	22,496.27
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		109,792.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

California Department of Education **Consolidated Application**

Hayward Collegiate Charter (01 10017 0138867)

Status: Draft
Saved by: charter impact
Date: 5/23/2026 10:38 AM

2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	$7,179
Transferred–in amount	$0
Transferred–out amount	$0
2025–26 Total allocation	$7,179

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2025–26 Unspent funds	$7,179

Warning
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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Tina
Homeless liaison last name	Hill
Homeless liaison title	Director of Student Services
Homeless liaison email address (Format: abc@xyz.zyx)	tina.hill@navigatorschools.org
Homeless liaison telephone number (Format: 999-999-9999)	805-610-0762
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	2

Homeless Liaison Training Information

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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	10/24/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation	$51,024
2025–26 Title I, Part A direct or indirect services to homeless children reservation	$2,000

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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$2,000
Homeless services provided (Maximum 500 characters)	Clothes, school supplies, transportation, hygiene products
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

Hayward Collegiate Charter (01 10017 0138867)

Status: Draft
Saved by: charter impact
Date: 5/23/2026 10:34 AM

2024–25 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	$5,795
Transferred–in amount	$0
Transferred–out amount	$5,795
2024–25 Total allocation	$0

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2024–25 Unspent funds	$0

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California Department of Education **Consolidated Application**

Hayward Collegiate Charter (01 10017 0138867)

Status: Draft
Saved by: charter impact
Date: 5/23/2026 10:31 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Caprice Young
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2024
Authorized Representative's Full Name	Ami Ortiz
Authorized Representative's Title	Director of Compliance & Operations

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California Department of Education **Consolidated Application**

Hayward Collegiate Charter (01 10017 0138867)

Status: Draft
Saved by: charter impact
Date: 5/23/2026 10:32 AM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

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

District English Learner Advisory Committee Review

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

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

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

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

Hayward Collegiate Charter (01 10017 0138867)

Status: Draft
Saved by: charter impact
Date: 5/23/2026 10:33 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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Hayward Collegiate Charter
Budgeted Expenditures: July 1, 2026 to June 30, 2027
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	49,632.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		49,632.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	39,462.45
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	10,169.55
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		49,632.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Orange County Prep
Budgeted Expenditures: July 1, 2026 to June 30, 2027
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	13,160.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		13,160.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	10,463.53
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	2,696.47
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		13,160.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

April 3, 2026

Communication Sent via Email

Nancy Salazar, Principal
John Flaherty, Board Chair
Watsonville Prep School
650 San Benito St., Ste 230
Hollister, CA 95023

Dear Principal Salazar and Board Chair Flaherty:

Subject: Letter of Concern Regarding 2024–25 Independent Audit Report Financial Statement Findings

The purpose of this letter is to inform the Watsonville Prep (WP) Board of the California Department of Education's (CDE) concerns over two repeated audit findings and one new audit finding in the WP audit report for fiscal year (FY) ending June 30, 2025, performed by Green Hasson & Janks LLP:

- **Findings 2025–3 and 2024–001: Internal Controls Related to Financial Closing and Reporting Process**

  Navigator Schools (Navigator), the Central Management Office of WP, has material weaknesses in internal controls over financial closing and reporting process related to current year closing, as well as adjustments to prior period reported balances. The auditor experienced significant delays in completing and issuing the audit report due to the financial close and reporting process. An accumulated audit adjustment of $1,729,435 was required to correct prior period net assets (Attachment 1, p. 52).

  In addition, the audit report includes a prior year financial statement reporting audit finding identified as not implemented (Attachment 1, p. 42).

- **Finding 2025–2 and 2024–003: Transitional Kindergarten (TK) Early Enrollment—Average Class Enrollment**

  WP is not in compliance with California *Education Code* (*EC*) Section 48000.15(e)(1). WP has significant deficiency over the internal controls to monitor average class enrollment of classrooms with early enrollment TK

students that WP's each of two classrooms tested exceeded the 20 student maximum. (Attachment 1, p. 41)

In addition, the audit report includes a prior year financial statement reporting audit finding identified as not implemented (Attachment 1, p. 42).

- **Finding 2025–4: Internal Controls Related to Review and Approval of Timecards**

  WP is not in compliance with Title 2, *Code of Federal Regulations*, Section 200.430. WP has significant deficiency over internal control over compliance related to employee timecards monitoring process that four of the forty employee timecards tested are without supervisor's approval. (Attachment 1, p. 53)

As required by *EC* Section 47605(c)(5)(I), annual independent financial audits shall be conducted employing generally accepted accounting principles, and audit exceptions and deficiencies shall be resolved to the satisfaction of the State Board of Education (SBE).

Furthermore, the WP petition states that the Audit Committee of the WP Executive Board will review any audit exceptions or deficiencies and report to the full WP Executive Board with recommendations on how to resolve them. The WP Executive Board will report to the CDE regarding how the exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of the CDE (Attachment 2, p. 106).

To remedy these concerns, the CDE is requesting that the WP Board provide the following:

- The WP internal control policy for financial statement reporting to ensure that the financial records are properly reconciled in a timely manner.
- The training provided by Navigator to improve internal controls within WP.

Please submit the requested internal control policies and procedures in addition to training documents to resolve the audit exceptions via e-mail to SBEOVERSIGHT@cde.ca.gov. The requested documentation is **due within 30 days of the date of this letter**.

If the WP Board is unable to provide the requested documents, the CDE may request that the SBE consider these matters for possible action.

If you have any questions or need any additional information regarding this subject, please contact Kylie Kwok, Education Fiscal Services Consultant, Charter Schools Division, by phone at 916-319-0498 or by e-mail at kkwok@cde.ca.gov.

Sincerely,

/s/

Ric Reyes, Director
Charter Schools Division

RR:kk
Attachment

cc: Brooks Allen, Executive Director, California State Board of Education
Len Garfinkel, General Counsel, Legal, Audits, and Charters Branch, California Department of Education

Sent via Email to the Following:
nancy.salazar@navigatorschools.org
john.flaherty@navigatorschools.org

Navigator Schools
Charting a new course in education

Via Email to: SBEOVERSIGHT@cde.ca.gov

Ric Reyes, Director
Charter Schools Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Re: Response to April 3, 2026, Letter of Concern Regarding 2024–25 Independent Audit Report Financial Statement Findings

Dear Director Reyes:

On behalf of the Navigator Schools Board, we write in response to the California Department of Education's April 3, 2026, Letter of Concern regarding the 2024–25 independent audit report financial statement findings for Watsonville Prep. We recognize the seriousness of the repeat findings related to internal controls over financial closing and reporting and Transitional Kindergarten early enrollment, as well as the new finding related to review and approval of timecards. As the governing board of Navigator Schools, we understand that it is our responsibility to ensure that these issues are addressed fully and that the corrective actions taken are sufficient to prevent recurrence and to satisfy the expectations of the State Board of Education and the CDE

Internal Control Policy for Financial Statement Reporting
As the governing board of Navigator Schools, operating Watsonville Prep School (WPS), we acknowledge the repeat audit findings related to internal controls over financial closing and reporting and take full responsibility for ensuring that these issues are corrected and do not recur. In direct response, the Board has adopted its fiscal policies and directed the implementation of a strengthened internal control framework for financial statement reporting and year-end close.

Our fiscal policies, as reinforced by Board action, require the following:

- The CFOO and CEO review financial statements and performance against budget monthly, and the Board of Directors reviews financial reports at least quarterly.
- The Finance Team submits a monthly revenue and expense summary to the CEO, including review of restricted accounts and any line items substantially over budget (greater than 10 percent of the approved budget and over 10,000).
- The Finance Team prepares an updated budget forecast quarterly, highlighting any variances from the approved budget for Board review.
- The Finance Team prepares the First Interim, Second Interim, and Unaudited Actuals and provides them to the CEO, Finance Committee, and Board for approval

prior to submission to authorizers, in accordance with required due dates (December 15, March 15, and September 15, respectively).

- Navigator Schools holds regular Finance Committee meetings to review budget revisions, forecasts, financials, and key variances, and the Finance Team provides additional reports to the CEO, Finance Committee, and full Board as needed.

For year-end close, the Board has reaffirmed and expects full adherence to the detailed closing procedures that the Finance Team to:

- Begin preclosing activities 30 days before fiscal year-end and complete all recording and reconciliation of transactions no later than 45 days after year-end.
  Update: The finance team has conducted a full audit of the FY26 timecards ensuring compliance with audit guidelines and funding regulations. Additionally, after-the-fact certifications have been completed on a semiannual basis.

- Perform defined steps across all major areas, including revenues and receivables, expenses and payables, payroll, fixed assets, debt, fund accounting, reconciliations, financial statement preparation, audit preparation, compliance and regulatory reporting, system close, and new year setup.
  Update: The finance team has commenced the preliminary audit work on May 20, 2026, for fiscal year ending June 30, 2026, in preparation for timely audit completion.

- Obtain CFOO review of all closing entries and final financial statements and present those financial statements to the Board for review and approval, with any post-closing adjustments documented for Board awareness.

At the Board's direction, Navigator has also instituted focused internal review procedures over critical financial statement categories identified in the audit, including revenue recognition and collectability of accounts receivable, reconciliation of key asset and liability accounts, and intercompany reconciliations. The Board expects and will monitor these internal audit and review procedures to ensure discrepancies are identified and addressed prior to audit fieldwork, thereby reducing the risk of any prior-period adjustments and delayed audit issuance.

The Board further notes that these policy reinforcements are aligned with broader improvements to fiscal oversight described in Navigator's Finance Committee materials dated May 28, 2026, including engagement of Charter Impact for back-office services, adoption of new governance policies on segregation of duties and approvals, and increased Board committee attention to internal control improvements. As a Board, we have directed these changes, will continue to review their implementation, and will hold management accountable for maintaining timely, accurate, and well-supported financial reporting.

Training for Navigator and Charter Impact Staff

The Board also recognizes that effective internal controls depend on staff understanding and consistent execution. Additionally, we have directed management to provide targeted training and implementation support to improve internal controls and will receive reports on the content and participation in those training courses.

From the Board's perspective, the expectation is that key elements of this training program include:

- Financial close and reporting training: Navigator and Charter Impact staff will be updated on month-end and year-end close calendar, required account reconciliations, documentation standards, review expectations, and preparation of interim and year-end financial statements. Staff will also be trained in enhanced review of critical financial statement categories (including receivables, major balance sheet accounts, and intercompany transactions) so that potential issues are surfaced and resolved before audit commencement.
- TK enrollment controls training: In response to the TK early enrollment finding, staff have been trained on the revised TK enrollment procedures, including the 20-student class cap, SchoolMint seat configuration, lottery execution, offer logging, family response and registration timelines, daily seat monitoring, and the sequencing of student information system entry and rostering. These procedures are documented in the attached process narrative to ensure class capacity limits and compliance with EC Section 48000.15(e)(1) are consistently maintained.
- Timecard review and approval training: To address the timecard control finding, staff have been trained on the requirements for supervisor review and approval of timecards, the documentation expectations, and the monitoring procedures needed to comply with Title 2, Code of Federal Regulations, Section 200.430.
  Update: Revised timecard procedures were implemented April 13, 2026, to ensure accurate and approved time & labor activity is documented.

The Board receives updates on the improvements and upcoming training to the fiscal environment including agendas, materials, and participation, and expects management to continue providing refresher training and support as needed. As part of our oversight role, the Board, through its Finance Committee and Audit Committee, will monitor adherence to these policies and training outcomes and will request corrective action if implementation falls short of expectations.

Board statement of commitment
As a Board, we understand that repeated findings are a significant concern and that it is our responsibility to ensure they are remedied and do not recur. We believe these corrective actions, together with the implemented policies, procedures, internal reviews, and training described above, will fully resolve the audit findings, prevent their recurrence in future years, and demonstrate that Watsonville Prep is operating with strong, sustainable internal controls to the satisfaction of the State Board of Education and the CDE.

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If you need additional information or further documentation, please contact:

Dr. Caprice Young, Chief Executive Officer & Superintendent
caprice.young@navigatorschools.com
(831) 833-6627

Respectfully submitted,

Nora Crivello
Board Chair, Navigator Schools
Email: nora.crivello@navigatorschools.org

Attachments

- Attachment 1 - Board Approved Financial Policies (refer to pages 7-11 for Internal Control Policy for Financial Reporting and Year-End Close)
- Attachment 2 - Board Approved Segregation of Duties Policy
- Attachment 3 - Charter School Compliance Training
- Attachment 4 - GHJ Nonprofit Accounting and Tax Update Training
- Attachment 5 - TK Enrollment Process Narrative
- Attachment 6 - Timekeeping Procedures & Timecard Process Guides
- Attachment 7 - Draft Policy Charging Salaries to Fed Awards
- Attachment 8 - Finance Committee Meeting Presentation

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Financial Policies

September 12, 2024

Finance Committee Recommended: September 12, 2024

Board Approved: October 22, 2024

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OVERVIEW

The purpose of these Financial Policies and Procedures is to uphold the letter and spirit of all applicable State and Federal regulations concerning the expenditure and accounting of public funds. As Navigator Schools ("Navigator") evolves and regulations change, these Policies and Procedures may require modifications. The Board of Directors ("Board") has approved these financial policies and reviews them regularly to ensure the optimal use of Navigator Schools' funds in support of our mission while also ensuring that funds are budgeted, accounted for, expended, and maintained appropriately.

Policy Guidelines

- The Board delegates the creation, administration, and necessary ongoing revisions of financial policies and procedures to the CEO & Superintendent ("CEO") or their designee. The Board is responsible for reviewing and approving these policies.
- The CEO or their designee is accountable for all operations and activities related to Navigator Schools' financial management.
- Financial duties and responsibilities must be separated to ensure that no single employee has sole control over cash receipts, disbursements, payroll, and bank account reconciliations.
- Regarding the following procedures, if the organization does not have a Chief Financial and Operating Officer ("CFOO"), these responsibilities may be managed on a contractual basis or by a designee of the CEO in accordance with the outlined procedures.
- Any Board member with a financial interest in a matter presented to the Board must fully disclose that interest before the Board discusses the issue and must recuse themselves from both the discussion and voting on the matter. The Board will develop a separate, more comprehensive policy addressing conflicts of interest, hiring of relatives, and compliance with Government Code 1090 and the Fair Political Practices Act to the extent it applies to the organization.

I. ACCOUNTING STANDARDS

i. Basis of Accounting

The accounting procedures used by Navigator Schools shall conform to Generally Accepted Accounting Principles (GAAP) to ensure the accuracy of information and compliance with external standards.

The fiscal year is July 1-June 30.

ii. Audit and Tax Compliance

Audit Objectives

In compliance with California Education Code 47605(b)(5)(l), the Board of Directors will arrange for an independent financial audit to be performed following the close of the fiscal year. The audit shall include, but not be limited to, (1) an audit of the accuracy of each School's financial statements, (2) an audit of each School's attendance accounting and revenue claims practices, (3) an audit of each School's internal controls practices for the purpose of determining financial statement accuracy, and (4) other programmatic compliance as outlined within the California K-12 Audit Guide.

Audit Requirements

Audits must be conducted in accordance with generally accepted auditing standards in the United States of America. If Navigator Schools expends over $750,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars.

Audit Committee

The Audit Committee will oversee the audit process each year. In close concert with Navigator's Finance and Accounting department, these activities may include soliciting audit firm proposals, participating in planning with the selected audit firm, addressing questions during interim or fieldwork, and responding to findings or concerns raised by the audit firm.

Audit Firm Selection

The Audit Committee will solicit proposals from approved firms, as found here: http://cpads.sco.ca.gov/CPAList.aspx. Following proposal solicitation and evaluation, the audit committee will recommend a firm and engagement length based on several factors, including experience with charter school finance, auditing experience, and cost. The auditor will not have a direct financial stake in matters audited.

Each year, no later than April 1st, each School will notify its authorizer and the appropriate county office of education of the selected firm to perform the independent financial audit following the close of the fiscal year.

Audit Procedures - Internal Control

Navigator Schools will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The CEO, CFOO, and the Board Audit Committee will be knowledgeable about the audit guide "Standards and Procedures for Audits of California K-12 Local Educational Agencies".

Audit Review and Submission

Following the conclusion of audit fieldwork and the preparation of the final audit report, the Audit Committee will review and respond to any findings or concerns flagged within the audit report. The audit firm will conduct a final meeting with appropriate school staff, the Audit Committee, and/or other board members as necessary.

A completed audit report will be provided to the Board Audit Committee by December 8. The Board of Directors will then review the completed audit report, including any audit committee responses, and will approve the submission of the audit report to the required parties.

The selected audit firm will be responsible for transmitting the final audit report and accompanying schedules by December 15th to all required parties by law, including but not limited to the California Department of Education, the State Controller, and each School's authorizer.

Form 990 Federal Tax Return

The selected audit firm will prepare the Form 990 tax return and send a copy to the staff members responsible for the audit. Navigator staff will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, Navigator Schools will notify the audit firm, which will prepare the final return for filing.

iii. Bank Reconciliations

Bank reconciliations will be prepared by the 20th of the month by assigned staff who do not have the ability to approve expenses or disburse funds from the account. The CFOO or designee will approve the reports. All reports will be filed according to recordkeeping guidelines.

iv. Monthly Close

The Finance and Accounting Supervisor monitors and updates the monthly closing procedures schedule, ensuring that all monthly transactions are accurately recorded. The month-end closing process will be completed by the 20th of the month.

v. Bank Checks

- The Board will approve, in advance, the list of authorized signers on the school bank accounts.
- The Board will authorize the opening and closing of all bank accounts.
- The business office will be responsible for all blank checks and keep them locked and secure.
- Under no circumstances will any individual sign a blank check.

vi. Returned Checks

A returned check processing fee will be charged for checks returned as insufficient funds (NSF).

If a second NSF check is received from any individual, the individual will lose check-writing privileges in addition to the processing fee. Payment of the NSF check must be made by money order, certified check, or cash.

If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the advice of the General Counsel and the discretion of the CFOO, CEO, or Board of Directors.

vii. Stale Checks

Checks are considered stale if they have not been cashed within 180 days (6 months) from the date of issuance. The month-end closing procedures, Bank Reconciliation, include reviewing outstanding checks approaching their stale date, which are flagged for follow-up. Finance staff will attempt to contact the payee to void and reissue the payment.

viii. Financial Reporting

The Finance Team prepares financial reports to monitor Navigator Schools' financial health, performance against budget, and adherence to fiscal policies. The CFOO and CEO will review financial statements and performance against budget reports monthly, and the Board of Directors will review them quarterly.

The Finance Team will submit a monthly revenue and expense summary to the CEO, including a review of the restricted accounts and any line items that are substantially over budget (greater than 10% of the approved budget and over $10,000).

The financial team will prepare an updated budget forecast quarterly, highlighting any variances from the approved budget.

The Finance Team will prepare the first and second interim reports and provide them to the CEO, Finance Committee, and Board of Directors for approval before submitting them to the authorizing entities. The First Interim is due to the authorizing entity by December 15, the Second Interim is due by March 15, and the Unaudited Actuals are due by September 15.

Navigator Schools will hold regular finance committee meetings to review budget revisions and financials

The finance team will also provide the CEO, Board Finance Committee, and Board of Directors with additional financial reports as needed.

ix. Year-End Closing Procedures

To complete the year-end close of the financial books, the Finance team will ensure all transactions are properly recorded, reconciled, and reported no later than 45 days after the fiscal year-end. The preclosing process shall begin 30 days before the year-end and be completed on or before August 15th.

Procedures:

1. Pre-Closing Preparations (30 days before year-end)
    a. Review outstanding purchase orders and encumbrances
2. Notify all departments of cut-off dates for invoices and reimbursement requests
3. Prepare a schedule of closing tasks and assign responsibilities
4. Review and update the chart of accounts if necessary
5. Revenue and Receivables
    a. Ensure all revenues are recorded and reconciled with grant expenditures
    b. Record any accrued revenue
    c. Review accounts receivable and write off any uncollectible accounts (with appropriate approval)
    d. Reconcile all revenue accounts with supporting documentation
6. Expenses and Payables
    a. Record all outstanding invoices for goods and services received
    b. Accrue for any expenses incurred but not yet invoiced
    c. Review and reconcile all prepaid expenses
    d. Ensure all employee reimbursements are processed
    e. Reconcile accounts payable subsidiary ledger to the general ledger
7. Payroll
    a. Ensure all payroll periods falling within the fiscal year are recorded
    b. Accrue for any partial pay periods crossing fiscal years
    c. Reconcile all payroll tax accounts and payments
    d. Review and adjust accrued vacation and sick leave balances
8. Fixed Assets
    a. Update the fixed asset schedule with all additions and disposals
    b. Calculate and record depreciation for the year
    c. Conduct a physical inventory of fixed assets
    d. Reconcile the fixed asset subsidiary ledger to the general ledger
9. Investments and Debt
    a. Record all investment income and adjust to a fair market value
    b. Ensure all debt payments are recorded and reconcile loan balances

c. Record accrued interest on outstanding debt

10. Fund Accounting
    a. Ensure all inter-company transactions are balanced and properly recorded
    b. Review and adjust fund balances as necessary
    c. Ensure restricted funds are properly classified and recorded
11. Reconciliations
    a. Perform final bank reconciliations for all accounts
    b. Reconcile all balance sheet accounts to supporting documentation
    c. Review and reconcile all revenue and expense accounts
12. Financial Statements and Reporting
    a. Generate preliminary financial statements and review them for accuracy
    b. Prepare any required supplementary schedules
    c. Calculate and record any necessary year-end adjusting entries
    d. Generate final financial statements
    e. Prepare management discussion and analysis
13. Audit Preparation
    a. Compile all necessary documents for the annual audit
    b. Prepare audit schedules as required by external auditors
    c. Document any significant accounting policies or changes in policies
14. Compliance and Regulatory Reporting
    a. Ensure all regulatory reports are filed (e.g. Form 990)
    b. Review compliance with debt covenants and grant requirements
    c. Prepare and submit required reports to the charter authorizers and state education department
15. System Close and New Year Setup
    a. Once all entries are made and reconciled, close the fiscal year in the accounting system, Sage Intacct.
    b. Set up the new fiscal year, including rolling forward balances and setting up new budgets
16. Review and Approval
    a. CFOO to review all closing entries and final financial statements
    b. Present financial statements to the Board of Directors for approval
    c. Document any post-closing adjustments required after the Board review

II. INTERNAL CONTROLS

x. Conflict of Interest

No employee will make any purchase or incur any obligations for or on behalf of the Charter School from any private business, contractor, or vendor in which or with which the employee has a direct or indirect financial or ownership interest.

Purchases or contracted services from any private business or venture in which any employee of this School has a direct or indirect financial or ownership interest will be made on a competitive bid basis strictly in accordance with the following procedures:

- The interested employee, the business, the contractor, or the vendor will fully disclose, in writing, the employee's exact relationship to the business, the contractor, or the vendor.
- The affected business, the contractor, or the vendor may submit a bid in compliance with the specifications outlined by the school.
- The interested employee will not be involved in any part of the bidding process, including but not limited to preparing specifications, advertising, analyzing, or accepting bids; and
- This policy will apply to any organization, fund, agency, or other activity maintained or operated by the school.

No employee will solicit gifts, gratuities, favors, prizes, awards, merchandise, or commissions as a result of ordering any items or as a result of placing any purchase order with a business, contractor, or vendor on behalf of the Charter School nor accept anything of monetary value from a business, contractor, or vendor except for unsolicited gifts of $50 or less in value.

Violations

Any Charter School officer, employee, or agent who violates this policy may be subject to disciplinary action, including but not limited to a fine, suspension, or termination. Violations of law shall be referred to the local, State, or federal authority having proper jurisdiction.

Additionally, Navigator Schools has implemented a Conflict of Interest Code to protect its interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

xi. Lines of Authority – new future policy

Intentionally blank

xii. Segregation of Duties – new future policy

Intentionally blank

xiii. Gift Acceptance

The purpose of the Gift Acceptance Policy is to delineate policies and guidelines governing the acceptance of gifts by Navigator Schools employees and to provide guidance to prospective donors when making gifts to the organization.

Navigator Schools solicits and accepts gifts that are consistent with its mission and support its core programs and special projects. Donations and other forms of support will generally be accepted from individuals, partnerships, corporations, foundations, government agencies, or other entities, although Navigator Schools will not engage in any of the following gift-receiving practices:

- Accepting gifts that violate federal or municipal laws.
- Accepting gifts that would result in Navigator Schools losing its status as an IRC§501(c)(3) not-for-profit organization.
- Accepting gifts that require Navigator Schools to provide special consideration or treatment to any client, donor, entity, etc.
- Accepting gifts that require Navigator Schools to deviate from its normal hiring, promotion, or contracting procedures.
- Accepting personal gifts in any cash amount, including gift certificates, coupons, entertainment tickets, or the like.
- Accepting gifts from organizations whose core activities may directly conflict with the mission of Navigator Schools, or which may limit our ability to provide our services.

xiv. Record Retention

Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation, will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or CEO, certain documentation may be maintained for a longer period of time.

Financial records will be shredded at the end of their retention period.

Appropriate backup copies, including financial and attendance accounting data, will be regularly prepared.

Public Records Requests: All documents formally shared through a public records request will be held in perpetuity at the Navigator's Support Office, 650 San Benito St, Suite 230, Hollister, CA 95023.

Below is a list of records that require retention and the applicable period for which the information will be retained.

Corporate Records

Article of Incorporation to apply for corporate status	Permanent
IRS Form 1023 (in the USA) to file for tax-exempt and/or charitable status:	Permanent
By-Laws	Permanent
State Application for Tax Exempt Status (Form 3500)	Permanent
Letter of Determination (for example, from the IRS in the USA or the state) granting tax exempt and/or charitable status	Permanent
Board Policies	Permanent
Resolutions	Permanent
Board and Committee Meeting agendas and minutes	Permanent
Sales Tax Exemption Documents	Permanent
Tax or employee ID Number Designation	Permanent
Annual Corporate Filings	Permanent

Financial Records

Chart of Accounts	Permanent

Fiscal Policies	Permanent
Audits	Permanent
Financial Statements	Permanent
General Ledger	Permanent
Check Registers/Financial records	7 years
Business Expenses Docs	7 years
Bank Deposit Slips	7 years
Cancelled Checks	7 years
Invoices	7 years
Investment Records (deposit, earning, withdrawals)	7 years
Property/asset inventories	7 years
Petty cash receipts /documents	7 years
Credit card receipts	7 years

Tax Records

Annual Tax Filing for the organization (IRS Form 990 in the USA)	Permanent
FTB Annual Form 199	Permanent
Payroll Registers	Permanent
Filings of fees paid to professionals (IRS Form 1099 in the USA)	7 years
Payroll tax withholdings	7 years
Earnings records	7 years
Payroll tax returns	7 years
W-2 statements	7 years

Personnel Records

Document	Time Period
Recruitment, Hiring, and Job Placement Records • Job applications • Resumes • Letters of recommendation • Other job inquiries sent to the Charter School • Job advertisements/postings • Results of non-medical pre-employment tests • Offers of employment • Employment agreements • Signed pre-employment disclosures (employee handbook acknowledgment, complaint procedures, etc.) • Employee training (harassment prevention, mandated reporting, etc.) • Employee certificates, credentials, licenses, and other evidence of qualifications • Certificate of criminal background check clearance (or failure)	3 years after separation or for the duration of any claim or litigation regarding hiring practices
Employee Performance and Other Personnel Records • Job descriptions • Training and testing • Performance goals • Performance evaluations • Written feedback and commendations • Promotions and demotions • Letters of reprimand and discipline • Performance Improvement Plans • Termination, resignation, lay-offs, etc. • Notices and letters	3 years after separation
Employee Medical Leave Records (PDL, FMLA, CFRA, etc.) * • Requests for leave • Health care provider notes • Leave calculations • Records of disputes regarding leave • Employee benefits related to leave • Leave Policies	3 years after separation * Records that contain employee confidential medical information should be retained in a separate, secure file.

Employee Wage Records • Employment agreements • Wage rates and calculations • Shift schedules (hours and days) • Timecards • Individual calculations for absences, sick days, vacation days, etc. • Itemized wage statements/pay stubs	3 years after separation Note: If a record is both a wage record and a payroll record, follow the longer retention period.
Employee Payroll Records ➢ Employee name, address, age, and occupation ➢ Individual wage records ➢ Regularly hourly rate ➢ Hours worked (daily/weekly) ➢ Weekly overtime earnings ➢ Daily and weekly straight-time earnings ➢ Deductions from or additions to wages ➢ Wages paid each pay period ➢ Pay dates and pay periods ➢ Unemployment Insurance Records	4 years, generally
Employment Eligibility (I-9 Forms)	The latter of (a) 1 year after separation, or (b) 3 years from date of hire.
Employee Health Records* ➢ First-aid records ➢ Job injuries (causing loss of work time) ➢ Drug and alcohol test records	5 years after separation * Records that contain employee confidential medical information should be retained in a separate, secure file.
Employee Workers' Compensation Records ➢ Copies of claim forms ➢ Reports of occupational injury or illness	5 years after date of injury and 2 years after claim has been closed.

➢ Letters of denial of benefits ➢ Reports to the Division of Workers' Compensation ➢ Benefits paid ➢ Estimates of future benefits ➢ Applications to the Workers' Compensation Appeals Board ➢ Orders and Awards of the Workers' Compensation Appeals Board	* Records that contain employee confidential medical information should be retained in a separate, secure file.
• Employee Benefit Records • Benefits elections • Beneficiary designations • Eligibility determinations • COBRA notices • Summary plan descriptions • Other welfare benefit plan information (life, health, disability, long-term care, post-retirement medical)	6 years after separation, but not less than 1 year following a plan termination. * Records required to determine retirement benefits, including 401(k) and similar plans, must be kept indefinitely.
Chemical Safety and Toxic Exposure Records	30 years after separation (medical records of employees who have worked for less than (1) year for the employer need not be retained beyond the term of employment if they are provided to the employee upon the termination of employment)

Note: For simplicity, Navigator may choose to keep the majority of an employee's personnel file and other records for the duration of employment plus four (4) years. This time period covers nearly every law, with the exception of three (3) types of records, as outlined above, that must be removed from a file before it is disposed of and retained for a longer duration:

- Pension and welfare plan information (6 years)
- First aid records of job injuries causing loss of work time (5 years)
- Safety and toxic or chemical exposure records, including safety data sheets (30 years)

Insurance Records

Property Insurance Policy	Permanent
Directors and Officer's Insurance Policy	Permanent
Workers' Compensation Insurance Policy	Permanent
General Liability Insurance Policy	Permanent
Insurance Claims Applications	Permanent
Insurance Disbursements/ Denials	Permanent

Contracts

All insurance Contracts	Permanent
Employee Contracts	7 years after termination
Construction Contracts	Permanent
Legal Correspondence	Permanent
Loan/mortgage and Real Estate Documents	Permanent
Leases/Deeds	Permanent
Vendor Contracts	7 years
General and all other Contracts	7 years

Donations / Funder Records

Grant Dispersal Contract and any related documents	Permanent
Donor Lists	7 years
Grant Applications	7 years
Donor Tax Letters	7 years

Management Plans and Procedures

Strategic Plan	7 years
Staffing, programs, marketing, finance, fundraising, and evaluation plans	7 years
Vendor Contracts	7 years
Disaster Recovery Plan	7 years

III. FINANCIAL MANAGEMENT

xv. Borrowing Funds/Loans

The Board of Directors approves the assumption of debt, including lines of credit or loans from banks and other financial lenders. Board authorization for a line of credit provides management with the discretion to draw on the line as needed. Management may establish trade lines of credit with suppliers as needed, without board approval, within the scope of purchasing and contract approval thresholds.

Employee loans are not allowed.

Borrowing, lending, and transferring funds between Navigator schools is not permitted.

xvi. Budgeting Process

In consultation with the CEO, the Finance Team will prepare an annual budget, including revenues, expenditures, and cash flow projections for presentation to the board of directors. The budget is to be approved by the Board of Directors no later than June 30, prior to the start of each fiscal year and subsequent to the approval of the Local Control Accountability Plan (LCAP).

The CEO and CFOO will collaborate with the Support Team, Principals, and all program managers to ensure that the annual budget accurately reflects the programmatic and infrastructure goals for the coming year.

The Board may adopt an amended budget as expenses and revenue projections change during the year.

xvii. Cash Management

All funds will be maintained in an FDIC-insured financial institution or invested in accordance with the current investment policy. The following investing objectives, in order of priority, are preservation and safety of principal, liquidity, and yield. The CEO will obtain Board approval before opening or closing a bank account or investment account.

xviii. Insurance

Navigators Schools will ensure appropriate insurance is maintained at all times.

The business office will maintain the insurance policy files, including up-to-date copies of all certificates of insurance, insurance policies, and related claim forms.

The CEO, CFOO, Director, Compliance & Operations, and Director, People Support, will carefully review insurance policies prior to renewal on an annual basis.

The organization will always maintain insurance with a high-quality insurance agency for:

- General Liability
- Property
- Workers' Compensation
- Professional Liability

- Directors' and Officers' Coverage
- Umbrella coverage
- Student accident

Coverage will align with the limits set forth in the school's approved charter petitions.

xix. Operating Reserves

The organization will ensure adequate reserve balances to meet annual cash flow needs. The CEO and the Governing Board are responsible for understanding the organization's cash situation and prioritizing payments as necessary to manage cash flow.

The CFOO and CEO will monitor the organization's reserve level and report it to the board of directors quarterly.

The Governing Board may recommend restricting a portion of the operating reserve fund for strategic goals

xx. Reserve Policy for Navigator Schools

The objective of the reserve policy is to establish rules governing the usage of funds held in school reserves. The school's reserve policy will guide multiyear planning of school expenditures and seek to protect against sudden declines in revenues or unforeseen large expenditures.

Minimum Reserve Requirements

Navigator schools at full enrollment are expected to end each fiscal year with an unrestricted fund balance equal to or exceeding an amount equivalent to **25% of the current fiscal year budgeted operating expenses.** Exceptions will be granted in the following instances with Board approval only if the following conditions are met:

1. Approval by the Board prior to the fiscal year in the Jul 1 budget process.
2. A 5% decline in budgeted state revenues occurs after the Board approves the Jul 1 budget.

3. The school experiences a 2-month or more delay in state funding (i.e., deferrals).
4. P-2 ADA projections decline below the P-2 ADA target (listed in the approved budget) by 5% or more.
5. An unanticipated school expense greater than $100,000 requires payment

Reserve Targets

The Board finance committee may set targets for school reserve levels that are above minimum requirements. The finance committee will work in conjunction with members of Navigator's Executive Leadership Team to set reserve targets in accordance with Navigator's long-term strategy and priorities. General guidelines are as follows:

- Navigator's finance department will maintain a five-year financial forecast for all aspects of the organization. This forecast will enable the Board and Leadership Team to develop insight into key drivers and see trends that are not evident in annual budgets.

- Reserve targets will be set based on an assessment of:
    - Funds needed to accomplish objectives in Navigator's long-term strategic plans while maintaining minimum reserve requirements
    - The current year reserve percentage projection for the current year, upcoming budget year, and for two successive years.
    - Changes in the local environment or economic conditions may require adjustments to current reserve balances.

- The Board finance committee may set a reserve target below the school's current reserve level for (but not limited to) the following purposes:

- To fund programmatic investments not to exceed two years in length
- To fund research & development (pilots)
- To fund repairs and maintenance beyond the scope of scheduled work.
- To fund structural operational changes.

- Navigator schools should work each fiscal year with an unrestricted fund balance equal to or exceeding an amount of the target set by the Board Finance Committee in the budget approval process. Missed targets may be permitted by the Board Finance Committee if the following conditions

are met:

- A 5% decline in budgeted state revenues occurs after the Board approves the new fiscal year budget.
- The school experiences a 2-month or more delay in state funding (i.e., deferrals).
- ADA projections decline below the ADA target in the approved budget by 5% or more.
- An unanticipated school expense greater than $100,000 requires payment

.

The Governing Board may develop an additional Operating Reserve Policy to specify the use of the Operating Reserves.

xxi. Reserve Policy for Navigator Network

The objective of the reserve policy contained within is to establish rules governing the usage of funds held in Network reserves. The network reserve policy will guide multiyear planning of management expenditures and facilities projects. It also seeks to provide protection against sudden declines in revenues or unforeseen large expenditures.

Minimum Reserve Requirements

The Navigator Network is required to maintain an unrestricted fund balance equal to or exceeding an amount equivalent to **25% of the current year's budgeted operating expenses in its unrestricted fund balance.**

The network can use reserve funds below the minimum reserve requirement with Board approval only if the following conditions are met:

- A planned decision by the Board in the Jul 1 budget setting process
- A 5% decline in budgeted state revenues occurs after the Board approves the Jul 1 budget.
- One or more Navigator schools experience a 2-month or more delay in state funding (i.e., deferrals).
- Network-wide P-2 ADA projections decline below network-wide P-2 Target ADA (listed each school's approved budget) by 5% or more.
- An unanticipated NNT expense greater than $100,000 requires payment

Setting Reserve Targets

The board finance committee may set reserve targets below the network's current reserve level (but above the minimum) for (but not limited to) the following purposes:

- To fund a deficit in network revenue in a particular year driven by:
  - Sudden declines or delays in funding from the state (deferrals)
  - Sudden drops in enrollment
- To fund research & development (pilots)
- To fund a capital or facility project not fully funded by the facilities reserve

Policy Review

- Reserves will be reviewed annually as part of the final audit review process (done in the late-Nov to mid-Dec timeframe) and also as part of the June budget approval process
- During these reviews, attention will be paid to the following:
  - The Current Year Reserve percentage projection for the current year, the upcoming budget year, and two successive years.
  - Changes in the local environment or economic conditions may require adjustments to current reserve balances.
- The adequacy and efficacy of the reserve policy will be evaluated by the Finance Committee every 2 years during the November-December time frame.
- If a change in policy is required, the Finance Committee will develop a proposal highlighting the changes and the rationale for them for consideration by the Board.
- The Board will review and decide on the proposal put forth.
- If adopted, such policy change will go into effect for the next fiscal year.

xxii. CMO Revenue

Navigator Schools CMO will acquire revenue primarily through two sources: (i) Management Fees from Navigator Schools in exchange for support services and (ii) Fundraising through donations or non-public grants.

Management Fee Determination

In consideration for the support services described below (see Scope of Support Services), the CMO shall receive a quarterly Management Fee from each school based on the affordability of each school's operations and calculated on the school revenue (excluding revenues from EPA and

reimbursement programs such as NSLP and school uniforms, ASES, PCSGP, Special Education, and Federal Title revenue) determined in accordance with United States generally accepted accounting principles which are consistently applied.

Scope of Services

Navigator will provide the following services in exchange for management fees received:

- Creating the School, including, but not limited to, any and all required legal and financial filings.
- Creating, preparing, and submitting the school's charter.
- Providing professional and leadership development training for certain employees before the commencement of the school year and continuing throughout the school year as necessary.
- Providing office services, such as accounting, payroll, human resources/people support, and billing.
- Supervising the annual budget.
- Managing recruitment, interviewing, candidate selection, offboarding, onboarding and credentialing.
- Ensuring human resource compliance with current labor laws.
- Developing and executing fundraising opportunities.
- Working with the Charter Authorizer, CDE, and other agencies as necessary, including complying with reporting requirements and any other general inquiries received from these agencies.
- Supervising parent coordination and parent involvement generally.
- Marketing for student enrollment and teacher recruitment.
- Assisting with public relations.
- Writing grants for state and other funding.
- Providing guidance relating to the curriculum.
- Providing support for information technology.
- Securing working capital financing for the school.
- Providing financial support as needed; provided, however, that such support be agreed to by the parties in separate writing.

- Provide any other operational or educational needs relating to the school that the school may reasonably request of the CMO.
- Collecting Special Education funds and managing the Special Education program budget on behalf of all Navigator schools that are part of the El Dorado County SELPA and therefore, having the authority to determine the allocation of Special Education dollars based on Special Education needs at each site.
- Providing guidance relating to model development and innovation.

CMO Expenditures

The Navigator CMO will provide all services listed in the scope of services. Accordingly, certain expenditures have been eliminated from the school-level budget because the CMO will provide the services to the school. Specifically, the following expenditures have been eliminated:

- Audit Fees
- Business Services Fees
- Financial Service Contracts
- Payroll Processing Fees
- Insurance Expenses
- Fundraising Expenses
- Legal Fees
- Staff Recruiting Expenses
- Marketing/Outreach Expenses
- Internet/Website Consulting Expenses
- Board Expenses

Schools shall be responsible for incorporating into their budgets all other costs and expenses necessary to fulfill their obligation to the mission.

IV. REVENUE & ACCOUNTS RECEIVABLES

xxiii. Cash Receipts & Deposits

- Receipts of cash and/or checks will be collected by the school office who will account for the funds according to the event, tabulate the total, and prepare the deposit slip.
- The school office turns the deposit into the business office where the deposit is re-counted to verify the deposit total.

- Funds are deposited as soon as practical, ideally the same day and in no case later than three working days.
- All cash is immediately put into a locked, secure place.
- Checks deposited are copied and attached to the duplicate deposit slip.
- Documentation will be maintained for all deposits.

V. EXPENSE AND ACCOUNTS PAYABLE

xxiv. Accounts Payable

- All original invoices will be forwarded to the business office for processing.
- All documentation (purchase order, packing slip) will be attached to the invoice.
- The business office will review the invoice, code it for accounting purposes, and enter it into the accounting system for payment.
- All documentation will be attached to the check and presented for signature.
- Checks (outside of payroll), over $10,000 must be signed by two authorized signers.
- Check stubs will be attached to the invoice and filed by the vendor.
- Voided checks will be recorded in the accounting system, with 'VOID' written across them in ink, and maintained in a separate file.
- Navigator processes payments every week.
- Navigator's terms for payment of invoices is net 30.

xxv. Cell Phone

Employees shall abide by the cell phone reimbursement policy as set forth in the employee handbook.

xxvi. Credit Cards

School credit cards shall only be allowed for school purchases.

Authorized cardholders are assigned by the CEO or CFOO

Receipts are uploaded to Expensify, and the business office will review and reconcile statements.

Cardholders will specify the expense so it can be appropriately accounted

for in the accounting system.

Failure to turn in receipts in a timely manner may revoke the employee's charging privileges.

xxvii. EFT Payments

All electronic payments (wire, ACH, transfer between bank accounts, etc.) shall be approved by the CEO, CFOO, and their designee.

xxviii. Employee Reimbursements

Employees will be reimbursed for expenditures within 10 days of presenting appropriate documentation.

Receipts are required for all expenses to be reimbursed.

The employee and their supervisor must sign the expense reimbursement. The CEO's expense report shall be approved by the DCO.

xxix. Governing Board Expenses

Any Board Member incurring authorized expenses while carrying out the duties of the organization will complete and sign an expense reimbursement form.

The CEO will approve and sign the expense reimbursement form and submit it for payment.

xxx. Payroll

All non-exempt employees are responsible for completing a timesheet, including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet.

The completed timesheet will be submitted on the last working day of the designated payroll period.

Overtime only applies to classified non-exempt employees. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor.

Overtime will not be granted routinely and is only reserved for extraordinary or unforeseen circumstances.

All employees are paid on a bi-weekly pay cycle.

xxxi. Petty Cash

Navigator Schools will not have a petty cash fund, but the Board may authorize one in the future.

xxxii. Procurement and Purchases

The CEO and CFOO may sign related contracts within the approved budget.

When approving purchases, the CFOO or designee will verify if the expenditure is budgeted and will determine if funds are currently available for expenditures. If expenditure is allowable under the appropriate revenue source, the DCO will issue a purchase order number to the vendor.

Any individual making an authorized purchase on behalf of the school must provide appropriate documentation of the purchase.

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check or through Expensify/Ramp upon receipt of appropriate documentation of the purchase.

Teachers are allotted $600 annually for classroom purchases, and paraprofessionals and Small Group Instructors are allotted $100 annually. Authorized purchases will be promptly reimbursed by bank check upon receipt of appropriate documentation of the purchase.

Purchases requiring prepayment are allowed with prior written approval of the CEO, CFOO, or designee.

xxxiii. Travel

Employees shall abide by the travel and expense reimbursement policy as set forth in the employee handbook.

xxxiv. Asset Management

Capitalization and Depreciation:

Navigator Schools will capitalize and depreciate all assets costing $5,000 or more. All other assets not categorized below are charged to expense in the year incurred.

Capitalized assets are recorded at cost and depreciated under the straight-line method over the estimated useful life, which can range from:

- Leasehold Improvements: Lease term or five (5) years, whichever is shorter.
- Equipment: 3 years
- Furniture: 5 years

Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings for the year.

Disposal of Surplus Property and Donations:

- Surplus property means property that is no longer in use, is damaged beyond repair, or that Navigator Schools deems has no future value to the school's program.
- The Board or the CEO shall declare the property surplus and direct staff on the means of disposal, such as sale, donation, destruction, or disposal.
- Should the school wish to sell equipment or other surplus property, the Board or the CEO shall direct staff by giving specific guidance regarding the manner in which such property is to be sold.
- Once equipment or other property has been declared surplus by the Board or CEO, requirements for potential organizations shall include:
    - The organization is fully independent of the school, with none of the school's Board members or key personnel involved in the Donee organization.
    - The organization is a non-profit or governmental entity related to education.
- Navigator Schools will receive a receipt from the Donee organization for the donated property.
- The donated assets shall be removed from the school's books, and the donation shall be recorded as required by state and federal audit guidelines.
- Before any property acquired with federal grant funds (costing $3,000 or more) is donated or disposed of, the school shall first notify the federal contract administrator.

Segregation of Duties Policy

Purpose

The purpose of this policy is to ensure proper oversight, accountability, and the prevention of errors or fraud within the financial and operational processes of the charter school.

Scope

This policy applies to all employees, board members, and contractors involved in financial operations.

Policy Details

1. **Definition of Segregation of Duties**
    - **Segregation of duties** refers to the practice of dividing responsibilities among different individuals to reduce the risk of error or inappropriate actions. This ensures that no single individual has control over all aspects of a financial transaction.
2. **Key Responsibilities**
    - **Authorization**: Individuals responsible for approving transactions must not be involved in processing those transactions.
    - **Custody**: Those who handle cash or assets must not have authorization or record-keeping responsibilities.
    - **Record-Keeping**: Individuals responsible for maintaining financial records should not be involved in the approval of transactions.
3. **Implementation Steps**
    - Identify critical functions that require segregation of duties.
    - Assign roles and responsibilities to ensure proper divides.
    - Regularly review and update roles based on any changes in staff or organizational structure.
4. **Monitoring and Review**
    - Conduct audits at least annually by the CFOO to ensure compliance with the policy.
    - Random audits by Board members, as may occur.
    - External audits to provide oversight, as may be prudent.
5. **Training**
    - Provide training to staff about the importance of segregation of duties and how to implement the policy effectively.

Compliance

Navigator Schools shall abide by and implement this policy pursuant to the Segregation of Duties Matrix attached hereto as Exhibit A.

Exhibit A

Navigator Schools

Charter Training — Segregation of Duties Matrix

Date: March 13, 2026 | Based on the review of information below, functions are properly segregated

Listing of Key Employees

Code	First & Last Name	Title
A	Caprice Young	CEO
B	Noel Russel-Unterburger	CFOO
C	Ami Ortiz	Director of Compliance, Ops, IT
D	Melissa Alatorre	Director of People Support
E	Andrew Huaracha	Accounting Supervisor
F	Serena Costanza	Staff Accountant
G	Ashley Alnas	AP Tech / Executive Assistant
H	Board of Directors	
I	School Office Staff	
J	Charter Impact	

Function Type Legend

Function Key (for internal purposes only)

A	Authorization function
R	Recordkeeping function
REC	Reconciliation function
C	Custody function

Charter Impact

Title	First & Last Name
Director of Client Finance (DOCF)	Roger Castillo/Nick Miller
Accounting Manager (AM)	Yulia El Khoury
Payroll Supervisor (PS)	Mary Jane Tan
Payroll Specialist (PSPEC)	Alma De Luna
Retirement Specialist (RS)	Keya Smith
AP Manager (APM)	Jessie Organista
AP Supervisor (APS)	Jennifer Moran
Senior Accountant (SA)	Carmela Uyeke
Staff Accountant (STA)	Evelyn Aguilar
Director of Accounting	Sam Burris
Internal Auditor	Javier Uriarte
Student Data Manager	Iris Benetiz
Data Coordinator	Baothanh Torii
Director of Student Services	Kat Michiels

Cash Receipts & Donations Function — NOTE: Cash Receipts include cash, check and credit card receipts.

Type	Function	A	B	C	D	E	F	G	H	I	J	Comments
C	1. Opens mail						X					
C	2. Receives from public/walk-in					X		X		X		
C	3. Prepares list of receipts (receipt log)					X		X		X		
C	4. Prepare deposit						X					
R	5. Post receipt to receivable subsidiary ledger										SA	
C	6. Transports deposit to bank					X						
R	7. Determines general ledger account					X					AM	
Rec	8. Monitors daily cash report or Cash in County postings					X					DOCF	CI prepares CFP weekly. DOCF can work with Navi to update/refine cashflows.
Rec	9. Compares receipt log with bank deposits		X								SA	
R	10. Maintains cash receipts journals										SA	
Rec	11. Compares bank deposits with general ledger posting										SA	
R	12. Posts receipt to General Ledger										SA	
Rec	13. Reviews general ledger and cash receipt information/documentation periodically for reasonableness, completeness and appropriateness.		X			X					AM	
R	14. Assures compliance with donor restrictions and/or compliance with grant agreement.	X	X			X					DOCF	CI/DOCF will assist Navi by tracking and reporting restricted funds from a fiscal point, but Navi must plan and tag according to each program/grant rules, AKA allowable uses. The program staff is responsible for each grant and must spend appropriately.
A	15. Determine the allowance for doubtful accounts		X			X						
R	16. Post journal entries to update the allowance		X									
R	17. Write off balances in the general ledger		X			X					SA,AM,DOCF	DOCF will can also help inform on grant write offs with information gathered from Navi, CDE, Auditor, Etc, and is a team effort.
C	18. Add a donor to the donor database					X						
R	19. Add/delete/edit payments in the donor database					X						
R	20. Write off balances in the donor database		X									
Rec	21. Reconcile the donor database to the general ledger		X			X						
Rec	22. Review the reconciliation of the donor database to the general ledger		X			X					AM, DOCF	DOCF will inform the creation of new & private restricted resource codes to help Navi track various donations/donors.

Program Service Revenue (only if material and/or significant such as TUITION, you need to define this):

Type	Function	A	B	C	D	E	F	G	H	I	J	Comments
A	1. Authorize a program or fee related revenue											N/A
R	2. Change on-line program fees or revenue											N/A
C	3. Access payments received in currency or checks											N/A
R	4. Initiate a billing											N/A
R	5. Initiate a credit memo											N/A
A	6. Authorize a credit memo											N/A
R	7. Change computer master files affecting services or program fees											N/A
R	8. Change computer master files affecting customer accounts											N/A

Cash Disbursement Function:

Type	Function	A	B	C	D	E	F	G	H	I		Comments
C	1. Access to blank check stock					X	X	X				
A	2. Approves disbursement		X			X						
R	3. Prepares checks						X	X			APS	
A	4. Signs checks	X	X	X								
A	5. Counter signs checks	X	X	X								
A	6. Has access to authorized signature stamp											N/A Navigator does not use a signature stamp
C	7. Prepares checks for mailing/mail checks						X	X				
R	8. Posts disbursement to general ledger						X				APS	
R	9. Change on-line master files for accounts payable or vendors											Auto
Rec	10. Reconciles vendor statements to accounts payable subsidiary records					X	X				APS	
Rec	11. Reconciles accounts payable subsidiary records to general ledger account						X				APM	
R	12. Makes transfers					X						
Rec	13. Reviews bank transfers	X	X									
C	14. Receives, opens, and scans bank statement contents					X	X					
Rec	15. Reviews canceled check endorsements						X					
Rec	16. Reconciles bank accounts						X				SA	
Rec	17. Reviews bank reconciliation					X					AM,DOCF	
Rec	18. Reviews general ledger and cash clearing information/documentation periodically for reasonableness completeness and appropriateness		X			X					AM	

Capital Expenditures:

Type	Function	A	B	C	D	E	F	G	H	I	J	Comments
A	1. Initiate a capital expenditure		X									
A	2. Approves a capital expenditure	X										
A	3. Initiate a capital asset disposal		x									n/a
R	4. Record capital asset transactions in the general ledger or other tracking system		X	x							APS	
R	5. Obtains competitive quotes or bids	X	X									
Rec	6. Review depreciation calculations		X			X					AM	
Rec	7. Review proper coding of purchases as capital, or other		X								AM	

Purchasing & Receiving Functions:

Type	Function	A	B	C	D	E	F	G	H	I		Comments
C	1. Access to blank Purchase Order (PO) stock											n/a
C	2. Controls Requisition numbers											n/a
C	3. Controls Purchase Order numbers					X						
R	4. Maintains PO log or equivalent											System
R	5. Creates requisitions					X	X					
A	6. Approves purchase requisition		X			X						
R	7. Determines general ledger account number					X	X				APS	
A	8. Compares potential expenditure to budget		X								DOCF	DOCF will help to forecast based on trends and input/commitment from Navi. This is for line-items budgets and not other sub-budgets within Navi.
R	9. Issues purchase order						X					
A	10. Approves purchase orders (other than services)		X			X						
A	11. Approves purchase of services		X			X						
C	12. Orders/buys the requested goods/services									X		
C	13. Receives item									X		
C	14. Issues/signs receiving documents									X		
R	15. Matches invoices to supporting documents					X						
R	16. Reviews invoices for accuracy					X				X	APS	
A	17. Approves invoices for payment		X			X						
Rec	18. Reconciles/Monitors unmatched P.O.'s to PO listing					X						
Rec	19. Reviews general ledger and purchasing documents/information periodically for reasonableness, completeness and appropriateness		X			X					AM	

Payroll Functions:

Type	Function	A	B	C	D	E	F	G	H	I	J	Comments
A	1. Hires new employee				X							
R	2. Maintains personnel files				X							
R	3. Creates employee in the computer system						X				PSPEC	
A	4. Authorizes salary and salary changes		X		X							
R	5. Changes rate of pay in the computer system						X				PSPEC	
R	6. Terminates employees pay						X				PSPEC	
A	7. Approves time sheet cards, etc.									X		
R	8. Inputs time to be paid into computer											System
A	9. Approves payroll input									X		
Rec	10. Compares time entry to output reports						X				PSPEC	
R	11. Prepares payroll journal/checks						X				PSPEC	
A	12. Signs payroll checks	X	X	X								
C	13. Distributes checks						X					
C	14. Maintains custody of unclaimed wages											n/a
A	15. Determines benefits for employee				X							
R	16. Adds employee to benefit vendor record/invoice				X							
R	17. Terminates benefits for employee				X							
Rec	18. Reconciles bank balances to the general ledger account (if different for payroll accounts)										SA	n/a
Rec	19. Reconciles employee payroll records to the control account/master payroll list				X	X					PS	
Rec	20. Reviews general ledger and payroll and benefits information/documentation periodically for reasonableness, completeness and appropriateness		X			X					AM	

Journal Entry Functions:

Type	Function	A	B	C	D	E	F	G	H	I		Comments
R	1. Initiates journal entries		X								SA	
R	2. Prepares journal entries										SA	
A	3. Approves journal entries	X	X								AM	
R	4. Inputs journal entries										SA	
R	5. Files journal entry back-up											n/a
Rec	6. Review appropriateness of journal entries		X			X					AM	
Rec	7. Reviews general ledger and journal entry information/documentation periodically for reasonableness, completeness and appropriateness.		X			X					DOCF	DOCF will also work with Navi to prepare reclasses to move staff, corrrect allocations, and help Navi spend down grants based on program input and allowable uses.

Financial Close and Reporting:

Type	Function	A	B	C	D	E	F	G	H	I	J	Comments
C	1. Modify chart of accounts					X					AM, DOCF	Keep standard CI structure for growth and 10 yr modeling.
R	2. Update or change budget data		X								DOCF	With inputs from Navi.
R	3. Close general ledger for month end		X								AM	
R	4. Close general ledger for year end		X								AM	
C	5. Prepare budget		X								DOCF	With assumptions provided and refined with Navi input.
A	6. Approve budget	X							X			
R	7. Adjust a closed period		X								AM, DOCF	
R	8. Preparing financial statements, including disclosures		X			X					DOCF	
A	9. Reviewing financial statements, including disclosures	X	X						X			
Leases:												
Type	Function	A	B	C	D	E	F	G	H	I		Comments
R	1. Initiate a lease payment					X						
A	2. Approve a lease payment	X	X									
R	3. Initiate a lease agreement	X	X									
A	4. Approve a lease agreement	X							X			
A	5. Modifying a lease agreement	X							X			
R	6. Record lease-related transactions in the general ledger or other tracking system					X					SA	
R	7. Initiate lease renewals, terminations, modifications, etc.	X	X									
REC	8. Review of lease agreements for appropriate accounting and disclosure considerations, as well as election of practical expedients	X	X						X		AM, DOCF	
R	9. Review of contracts that may contain a lease	X	X									
R	10. Review of lease renewals, terminations, modifications, etc.	X	X									
R	11. Review of lease payments	X	X			X					SA, AM	
REC	12. Review and validation of completeness and accuracy of leasing information	X	X			X						
R	13. Review lease contracts for proper classification as operating or finance		X								SA, AM	
REC	14. Review of lease information and calculations, such as inputs, asset and liabilities and critical assumptions, e.g. discount rate, separation of lease and non lease components, etc.		X								SA,AM,DOCF	
REC	15. Review proper recording of lease-related transactions		X			X					AM	

Navigator Schools
Charting a new course in education

May 14, 2026

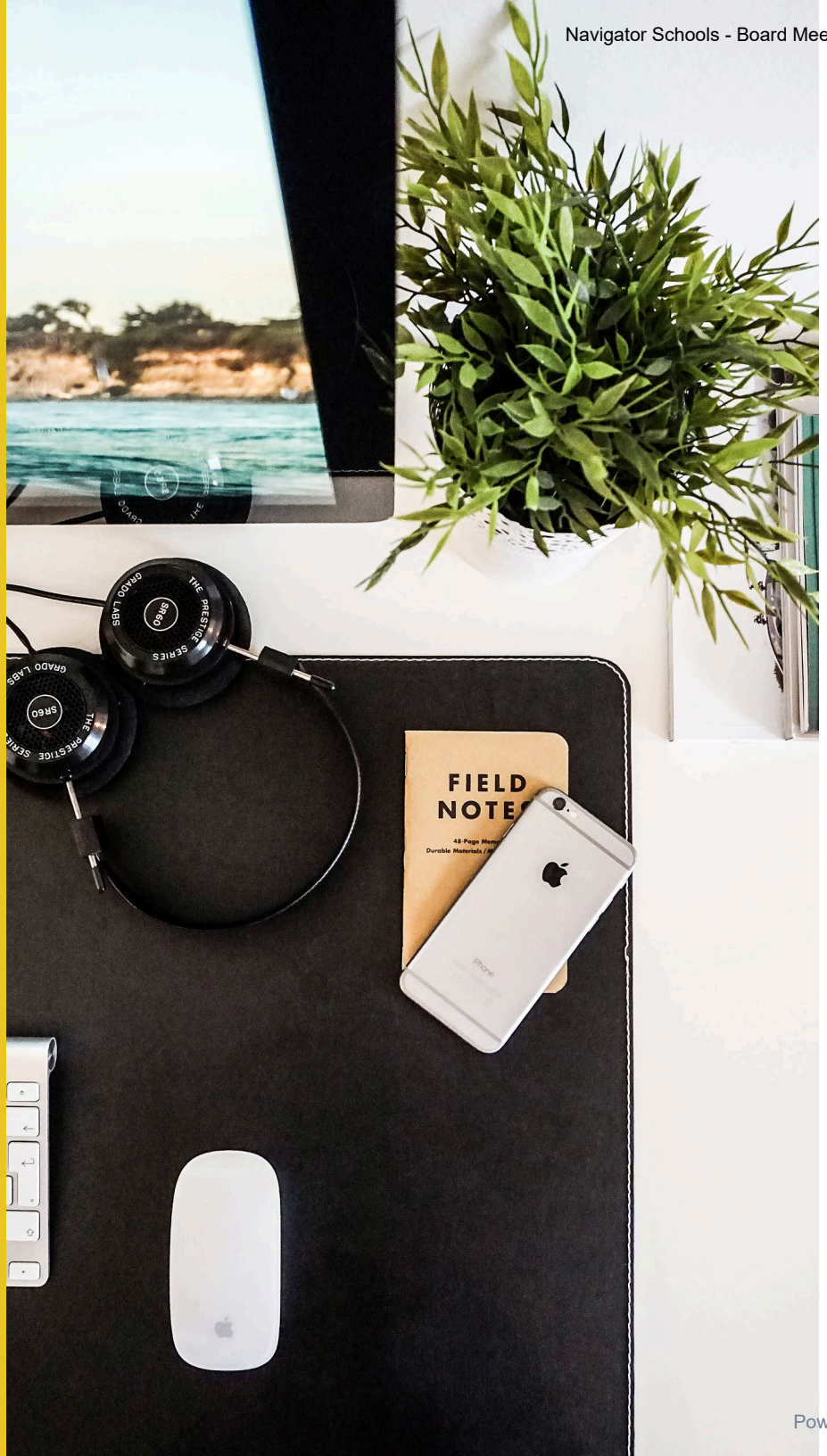
Meeting: Navigator Schools Compliance Training with GHJ
Presented by: Green Hasson Janks
Attended by:

Attendees	Title	Org
Amado Eustaquio	Accounts Payable	Charter Impact
Ami Ortiz	Director of Compliance & Ops	Navigator
Andrew Huaracha	Accounting Supervisor	Navigator
Annie Stevens	People Support Coordinator	Navigator
Ashley Alnas	Accounting Support	Navigator
Baothanh Torii	Data Coordinator	Charter Impact
Blanca Silva Guzman	Community Engagement Manager	Navigator
Carmela Uyeke	Sr. Accountant	Charter Impact
Iris Benitez	Student Data Manager	Charter Impact
Javier Uriarte	Internal Auditor	Charter Impact
Judy De Leon Chavez	Fractional Accounting Support	Navigator
Linda Munoz	Data Coordinator	Navigator
Nick Miller	Director of Client Finance	Charter Impact
Noël Russell Unterburger	Chief Financial & Operating Officer	Navigator
Sam Burris	Director of Accounting	Charter Impact

Purpose: This is a compliance training session provided by Navigator Schools' auditor, Green Hasson Janks - to help navigate through audit focus of charter school compliance. Training slides will be provided in the invite prior to this meeting.

The training will focus on the FY 25-26 K-12 Audit Guide FY25-26. The training will cover the FY26 audit and compliance requirements tailored to the specific areas applicable to Navigator Schools, including but not limited to audit timeline, and key compliance areas such as Attendance, ELOP, LCFF/UPC, TK compliance, newly added sections such as Comprehensive School Safety Plan and Attendance Recovery, and complex section such as Independent Study or other sections deem necessary upon requests.

Training deck is attached.



GHJ&

Navigator Schools Audit Prep Training May 2026

May 13, 2026

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

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AUDIT OVERVIEW

1. FS Audit
   - CA NFP Integrity Act, NFPs in excess of $2M in gross revenues

2. Single Audit
   - Expenditures of federal funds in excess of $1M

3. State Compliance Requirements – Charter School
   - California Department of Education
   - Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting
   - Due Date 12/15

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AUDIT OVERVIEW

Audit Report Sample

June 30, 2025 Financial Reports

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AUDIT APPROACH

Preliminary fieldwork (June & July 2026)

- General Ledger does not need to be closed
- Update our understanding of current year events and internal controls, including any changes in NS's programs, funding sources, and operations
- Develop an overall risk-based audit approach
- Start testing contribution received during the year
- Start compliance testing for Charter Schools compliance testing, which includes updating our understanding of internal controls

Final fieldwork (October 2026)

- General Ledger needs to be closed: Test year end balances
- Completion of compliance work related to single audit as well as audits for charter schools
- Review any adjusting journal entries and internal control recommendations with management
- Complete audit deliverables, which includes NS's financial statements including charter school reporting, single audit report, along with the communications to those charged with governance

Audit Committee exit conference (early December 2026)

- Presentation of audit results

Report Finalization (due 12/15/2026)

- Once approved, finalize reporting uploads to the Federal Audit Clearinghouse, CDE, and State Controller's Office

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AUDIT TIMELINE

Preliminary Fieldwork

- Schedule:
  - Week of 6/8
  - Week of 7/13

✓ *Financial Audit*

- Board minutes summaries
- Process walkthroughs for major transaction cycles: cash receipts, cash disbursements, payroll
- Sampling of contribution revenue
- Sending out confirmations (cash, debt, legal)
- Planning procedures for FS audit, compliance and single audit

✓ *Single Audit*

- Review of preliminary SEFA and potential major program selection



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AUDIT TIMELINE

Preliminary Fieldwork

✓ *Charter School Compliance*

- Mod of Instructions
- Unduplicated Local Control Funding Formula
- Annual Instruction Minutes – Classroom based
- Expanded Learning Opportunities Program
- Transitional Kindergarten and Kindergarten Continuance
- Comprehensive School Safety Plan (New section to charter schools in FY26)
- Nonclassroom-based instruction/Independent Study, if applicable
- Prop 28 Arts Music in Schools
- Educator Effectiveness
- Education Protection Account
- Charter School Facility Grant

Note: Goal is to frontload and complete a significant portion of testing during prelim.

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AUDIT TIMELINE

Final Fieldwork

Schedule:

- Weeks of 9/28, 10/5,10/19, 10/26
- Weeks of 11/2 - 11/9 Wrap up

✓ *Financial Audit*

- Testing of all year-end balances

✓ *Single Audit*

- Test of transaction selections to arrive at 25 major program selections per major program
- Testing of other requirements per Uniform Guidance

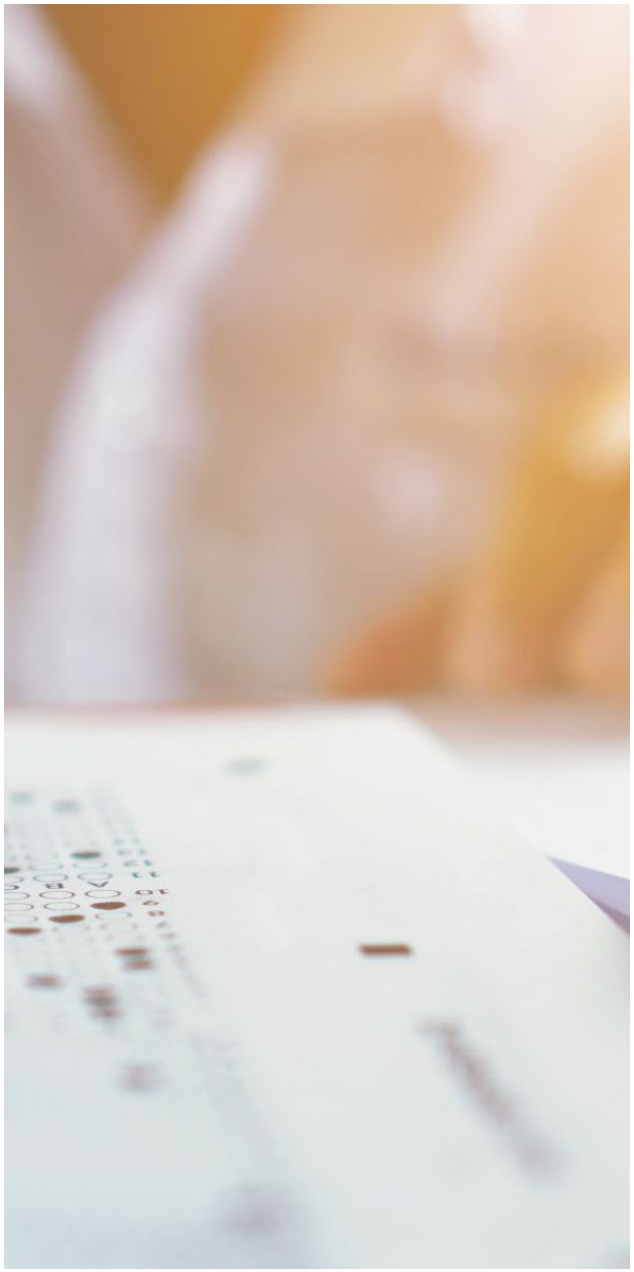
✓ *Charter School Compliance*

- Completion of testing of Compliance Requirements that are expenditure related



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PRIOR YEAR Comments



Charter Compliance

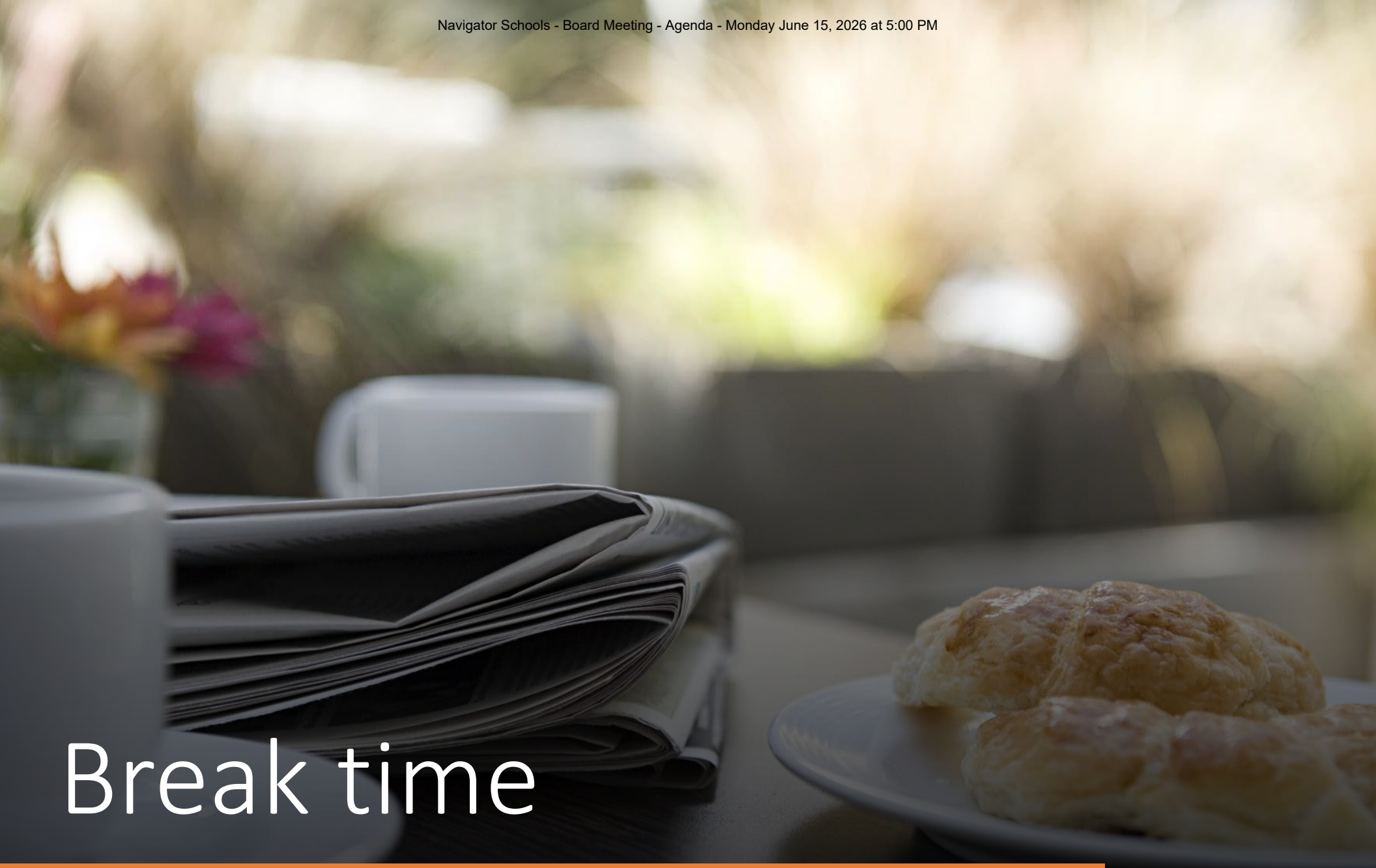
- Attendance reporting variance (Finding 2025-1)
- TK Early Enrollment – Average Class Enrollment in excess of maximum of 20 (Finding 2025-2)
- Unduplicated Student Count (LCFF) data management control
- ELOP registration form in different format that creates administrative burden

Financial Statement Audit:

- Material weakness related to internal controls over financial closing and reporting process (Finding 2025-3):
  - Asset and Liability account reconciliations
  - Revenue recognition and AR collectability assessment
  - Intercompany lease revenue and expense reconciliation
  - Fixed Asset Construction in Progress – retainage accrual
  - Loan covenant tracking

Single Audit

- Evidence of review for employee timesheets (Finding 2025-4)
- Labor allocation monitoring
- Manual process of timesheet outside of regular time tracking system
- SEFA preparation



Break time

5/13/2026

K-12 Annual Audits

2025-26 Guide for Annual Audits of K-12 LEAs and State Compliance Reporting

- LEAs *other than* Charter Schools (A-TT) – **N/A**

- School districts, County offices of education, and Charter Schools

  T - Proposition 28 Arts and Music in Schools (testing of expenditures and review of certain reporting requirements such as supplement not supplant and not more than 1% used for admin expenses)

  U - After/Before School Education and Safety Program – **N/A**

  V - Proper Expenditures of EPA funds (review of expenditure and teacher certifications)

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K-12 Annual Audits

- School districts, County offices of education, and Charter Schools (Continued)

***W** - Unduplicated Local Control Funding Formula (LCFF) (Breakout #1)*

X - Local Control and Accountability Plan (review of LCAP and adoption of it on or before July 1, held at least one public hearing, test a sample of estimated actual expenditures)

Y - Independent Study – Course based – **N/A**

Z – Immunizations (review of immunization assessment reports to CDPH)

AZ – Educator Effectiveness (Interview staff to inquire if they were charged fees)

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K-12 Annual Audits

- School districts, County offices of education, and Charter Schools (Continued)

CZ – Career Technical Education Incentive Grant – **N/A**

DZ – Expanded Learning Opportunities Program (Breakout #2)

EZ – Transitional Kindergarten (Breakout #3)

FZ – Kindergarten Continuance (review pupil who turned six years old by September 1 and were enrolled in kindergarten for FY26 and select students to test if continued kindergarten pupil to ensure signed Continuance Form is on file)

GZ (New) – Comprehensive School Safety Plan (verify if comprehensive school safety plan adopted by March 1, verify LEA adopted an instructional continuity plan and submitted for approval by district/COE)

HZ (New) - Attendance Recovery– **N/A**

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K-12 Annual Audits

- Charter Schools

  AA – Attendance (Recalculation of reported Attendance and t/a to attendance reports)

  BB – Mode of Instruction

  CC – Non-classroom-based Instruction/IS – *Breakout #4*

  DD – Determination of Funding for Non-classroom based – **N/A**

  EE – Annual Instruction Minutes – Classroom based

  FF – Charter School Facility Grant Program (verify grant funds were used for facilities)

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Breakout #1

W. Unduplicated Local Control Funding Formula (LCFF)

Compliance Audit Guidelines/GHJ Procedures

1.a Select a sample of students indicted as free or reduced priced meal eligible (FRPM)

- Supporting documentation such as FRPM eligibility application, alternative household income data collection form or direct certification

Select sample excluding direct certifications and review forms provided to ensure proper classification. We recalculate the classification based on categories taken from the Food and Nutrition Service section of the USDA website.

1.b Select a sample of students that are only English Learners (EL) or Adult English Learner
Supporting documentation (EL): Copy of the parent/guardian notification letter that states the student is designated as an EL and a copy of the English Language Proficiency Assessments for California (ELPAC) student score report

- Supporting documentation (ADEL): Not applicable due to student age

Select sample excluding direct certifications and review forms provided to ensure proper classification

1.c Select a sample of students that qualify as both

Select sample excluding direct certifications Review forms provided to ensure proper classification.

Verify the supporting documents are eligible per CDE website <https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#AUDIT>

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Breakout #1

W. Unduplicated Local Control Funding Formula (continued)

Compliance Audit Guidelines:

2. For any errors noted determine the total impact of that error. This determination should be made either by an extrapolation if the impact of the error, further audit procedures or testing of 100% of the population on each school.

3. Based on the results if 1 and 2, selection additional schools as deemed necessary

4. If any of the pupils were inappropriately reported, report in a finding the method for determining impact and estimated dollar impact.

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Breakout #2

DZ. Expanded Learning Opportunities Program

Compliance Audit Guidelines/GHJ Procedures

1. Determine if the LEA had an Entitlement Calculation based on Rate 1 or Rate 2, by reviewing the P-2 funding exhibits on the CDE website at https://www.cde.ca.gov/fg/aa/pa/.

WPS: Rate 1 – subject to step 2-3 and 6-11

All other schools: Rate 2 – subject to step 4-10

2. Review supporting documents such as LEA communication sent to all families about the available Expanded Learning Opportunity Programs, and verify the LEA offered to all pupils in classroom-based instructional programs in kindergarten (including TK programs) and grades 1 to 6, inclusive, Expanded Learning Opportunity Programs, and provided the opportunity to enroll. For purposes of this verification, eligible students are those in classroom-based instructional programs in kindergarten (including TK programs) and grades 1 to 6 on Census Day.

GHJ will review Parent/Legal Guardian Handbook for the schools, which is provided to all families ahead of the school year indicating the program is offered with all pupil without extra charge

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Breakout #2

DZ. Expanded Learning Opportunities Program

Compliance Audit Guidelines/GHJ Procedures

3. Verify the LEA provided access to all enrolled classroom- based pupils in kindergarten (including TK programs) and grades 1 to 6 whose parent or guardian requested their placement in an Expanded Learning Opportunity Program. For purposes of this verification, eligible students are those in classroom-based instructional programs in kindergarten (including TK programs) and grades 1 to 6 on Census Day. A pupil has been "provided access" if the conditions in Procedures 3.a. and 3.b. are met, pursuant to Education Code section 46120(g)(6):

a) Select a representative sample of students enrolled in the expanded learning opportunity program and verify: (1) a registration form is on file, and (2) the registration form is signed by a parent/guardian

Obtain concurrent list of students enrolled in ELOP program and select sample to verify a registration form on file with parent/guardian signature.

b) If the school is not operating an Expanded Learning Opportunity Program on the school site, verify the LEA provided transportation to and from an Expanded Learning Opportunities Program site for all eligible pupils, by providing a bus schedule or other appropriate evidence.

Review bus schedule if program is not conducted onsite

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Breakout #2

DZ. Expanded Learning Opportunities Program

Compliance Audit Guidelines/GHJ Procedures

4. Review supporting documents such as LEA communication sent to all families of unduplicated students about the available Expanded Learning Opportunity Programs, and verify the LEA offered to all unduplicated pupils in classroom-based instructional programs in kindergarten (including TK programs) and grades 1 to 6, inclusive, Expanded Learning Opportunity Programs, and provided the opportunity to enroll. For purposes of this verification, eligible students are those identified as unduplicated pupils on Census Day and are included in the school's CALPADS snapshot report, "1.18 – LCFF Unduplicated Pupil Student List".

GHJ will review Parent/Legal Guardian Handbook for the schools, which is provided to all families ahead of the school year indicating the program is offered to all unduplicated students

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Breakout #2

DZ. Expanded Learning Opportunities Program

Compliance Audit Guidelines/GHJ Procedures

5. Verify the LEA provided access to all enrolled classroom- based unduplicated pupils in kindergarten (including TK programs) and grades 1 to 6 whose parent or guardian requested their placement in an Expanded Learning Opportunity Program. For purposes of this verification, eligible students are those identified as unduplicated on Census Day and are included in the school's CALPADS snapshot report, "1.18 – LCFF Unduplicated Pupil Student List"*. A pupil has been "provided access" if the conditions in Procedures 5.a. and 5.b. are met, pursuant to Education Code section 46120(g)(6):*

a) Select a representative sample of students enrolled in the expanded learning opportunity program and verify: (1) a registration form is on file, and (2) the registration form is signed by a parent/guardian

Obtain concurrent list of students enrolled in ELOP program and select sample to verify a registration form on file with parent/guardian signature.

b) If the school is not operating an Expanded Learning Opportunity Program on the school site, verify the LEA provided transportation to and from an Expanded Learning Opportunities Program site for all eligible pupils, by providing a bus schedule or other appropriate evidence.

Review bus schedule if program is not conducted onsite

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Breakout #2

DZ. Expanded Learning Opportunities Program

Compliance Audit Guidelines/GHJ Procedures

6/7. Verify in-person *before or after school expanded learning opportunities were offered on every school day and, when added to the school day, were no less than nine hours, pursuant to Education Code section 46120(b)(4)(A).*

- *Verify that Expanded Learning Opportunity Programs were offered on all individual school days.*
- *Verify the LEA provided for at least 30 nonschooldays, no less than nine hours of in-person expanded learning opportunities per day pursuant to Education Code section 46120(b)(4)(B).*

Obtain the schoolday calendar + bell schedule and ELOP plan to verify minimum operational days/hours requirements are met.

- *Review the Expanded Learning Opportunities Programs nonschooldays schedules of the sampled schools. If applicable, review any board resolution that documented an emergency closure to satisfy the condition of Education Code section 46120(b)(12).*

This only applies in case of emergency school closure that resulted in shortfall of required days/hours operation. GHJ will review board minutes resolution for days closure if applies

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Breakout #2

DZ. Expanded Learning Opportunities Program

Compliance Audit Guidelines/GHJ Procedures

8. Verify that if the program served transitional kindergarten or kindergarten pupils, it maintained a pupil-to-staff member ratio of no more than 10 to 1 and all other grades maintained a pupil-to-staff member ratio of no more than 20 to 1, pursuant to Education Code section 46120(b)(5)(D).

Obtain/Review classroom rosters and student enrollment count to verify Tk/K classes and all other grades meeting the staff to pupil rational

9. Verify the LEA operated a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsite:

a) Verify each component the LEA provided consisted of an educational and literacy element in which tutoring or homework assistance was provided and an educational enrichment element pursuant to Education Code section 8482.3(c).;

b) Verify the LEA developed a program plan pursuant to Education Code section 46120(b)(5) based on the department's guidance and the following After School Education and Safety grant program requirements pursuant to Education Code sections: 8482.6, 8483.3 (c) (1-9) (12), and 8483.4.;

c) Verify the LEA had procedures in place to ensure that program staff and volunteers were subject to the health screening and fingerprinting clearance requirements in current law and district policy for school personnel and volunteers in the school district pursuant to Education Code section 8483.4(a).

Obtain/review approved program plan to verify the required elements are included

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Breakout #2

DZ. Expanded Learning Opportunities Program

Compliance Audit Guidelines/GHJ Procedures

10. *If the LEA contracted with a third-party to operate a program, verify the LEA complied with the following:*
    a) *The contract required the third-party to notify the LEA by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety- related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c) pursuant to Education Code section 8483.4(b).*
    b) *The LEA required the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment pursuant to Education Code section 8483.4(d).*

    Obtain/Review vendor contract if applies

11. *Review Expanded Learning Opportunities Programs that charge family fees by performing the following procedures (NEW):*
    a) *Verify programs that charged family fees, waived the cost of these fees for pupils who are eligible for free or reduced-priced meals, for a child that is a homeless youth, or in foster care pursuant to Education Code section 8482.6.; Verify programs that charged family fees, waived the cost of these fees for pupils who are eligible for free or reduced-priced meals, for a child that is a homeless youth, or in foster care pursuant to Education Code section 8482.6.*
    b) *Verify programs that charged family fees, scheduled fees on a sliding scale that considers family income and ability to pay pursuant to Education Code section*

    N/A – School does not charge extra for ELOP

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Breakout #3 Transitional Kindergarten

EZ. Transitional Kindergarten

Compliance Audit Guidelines/GHJ Procedures

1. If the school district or charter school reported ADA for the audit year for transitional kindergarten, select a representative sample of schoolsites that had transitional kindergarten pupils.

a. Verify the mathematical accuracy of each schoolsite's "average transitional kindergarten class enrollment" as defined in Education Code section 48000(g)(1).

GHJ will obtain and review the average transitional kindergarten class enrollment calculation by class by month through P2, and perform a recalculation to verify the mathematical accuracy

b. For the schoolsites selected, select a representative sample of classes with transitional kindergarten students, inclusive of combination classes, and verify the "active enrollment count" as defined in Education Code Section 48000(g)(1)(B) and trace to supporting documentation.

GHJ will select enrollment report for certain month within P2 and agrees the enrollment report count to the average TK class enrollment calculation above.

2. If the testing in 1. resulted in any of the schoolsites' "average class enrollment" exceeding 24 pupils, report a finding and include the amount of the penalty and the penalty calculation pursuant to Education Code Section 48000.1(b)(1)(C)(ii).

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Breakout #3

EZ. Transitional Kindergarten

Compliance Audit Guidelines/GHJ Procedures

3. For the schoolsites selected in procedure 1, verify the schoolsites maintained an adult to pupil ratio average for classes with transitional kindergarten students pursuant to Education Code section 48000(g)(3)(A). Commencing FY25-26, ratio requirement is 1 adult to 10 students

a. Verify the mathematical accuracy of each of the schoolsites' adult to pupil ratio calculation.

GHJ will obtain and review the adult to pupil ratio by class by month through P2, and perform a recalculation to verify the mathematical accuracy

b. Verify the number of adults assigned to each class and trace to supporting documentation, such as teacher's aide daily/weekly schedule, class rosters, teacher assignment matrices, or other locally determined documentation.

GHJ will obtain and review class schedule/working schedule for selected month of TK class selected and agrees the headcount of teachers/teaching aide to ratio calculation above

c. Verify that adult(s) being counted for the purpose of meeting the adult to pupil ratio is dedicated and available to all TK pupils for the entire schoolday based on locally determined documentation.

GHJ will obtain and review class schedule/working schedule for selected month of TK class selected and agrees the headcount of teachers/teaching aide to ratio calculation above

4. If the school district or charter did not meet the adult-to-pupil ratio requirements of Education Code Section 48000(g)(3)(A), report a finding and include the amount of the penalty and penalty calculation pursuant to Education Code Section 48000.1(b)(1)(A)(ii).

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Breakout #3

EZ. Transitional Kindergarten

Compliance Audit Guidelines/GHJ Procedures

5. For the schoolsites selected in procedure 1, verify that any credentialed teacher assigned to a TK classroom meets the requirements of Education Code section 48000(g)(4).

GHJ will request selected certain teachers who provided instructions to the TK class selected and verify the teaching credential follows:

(A)At least 24 units in early childhood education, childhood development, or both.

(B)As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in subparagraph (A).

(C)A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

6. If the school district or charter assigned a teacher to a TK classroom that does not meet the requirements of Education Code section 48000(g)(4), report a finding and include the amount of the penalty calculation pursuant to Education Code section 48000.1(b)(1)(B). Note: Penalty calculators for audit penalty estimation are available at: https://www.cde.ca.gov/fg/au/ag/penaltycalc.asp

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Breakout #4

CC. Nonclassroom-based Instruction / IS

Compliance Audit Guidelines/GHJ Procedures

- *Determine whether the governing body of the charter school has adopted written policies of IS as required by the Ed Code section 51747*
  - Review of Policies, handbooks and website
- *Verify the charter school's independent study ratio calculation*
  - Review the calculation for Pupil Teacher Ratio for each school and select sample of teachers to ensure it is correctly calculated
- *Interview LEA administrative personnel as well as a sample of independent study teachers and review written agreements to determine whether it was the LEA's policy or practice to provide independent study pupils or their parents/guardians with direct monetary funding or ownership of any other things of value, such as equipment. If the LEA provides other things of value, verify that the LEA retains ownership of any things of value, such as equipment, (pursuant to subdivision (b) of Education Code section 51747.3). Review program materials provided to all parents/guardians to determine that pupils engaged in independent study were neither offered direct monetary funding nor given incentives or special benefits, such as ownership of any other things of value, such as equipment.*

  Obtain list of independent study teachers and select a sample to conduct required interview
- *Verify that the documentation used by the charter school to summarize monthly attendance provides accurate information.*
  - *Reconcile the monthly totals on the attendance summary to the summary maintained by the charter school for P2 attendance report*
    - Trace and agree ADA numbers from P2 reports to attendance summary reports

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Breakout #4

CC. Nonclassroom-based Instruction / IS

Compliance Audit Guidelines / GHJ Procedures (continued):

- *Verify the mathematical accuracy of a sample test month in the P2 attendance reporting period*
- *Verify that a certificated employee of the charter school coordinated, evaluated and provided general supervision of each pupil/s IS*
- *Verify the mathematical accuracy of the teacher's attendance records of pupil attendance (sample)*
  - Select a sample of teachers and obtain their files and verify that the credential document is on file
  - Obtain the monthly attendance register for the selected months and verified that the teacher signed the report indicating that he/she has reviewed the report for accuracy and completeness
  - Review the accuracy of the signed attendance report with the detailed attendance spreadsheet

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Breakout #4

CC. Nonclassroom-based Instruction / IS

Compliance Audit Guidelines / GHJ Procedures (continued):

- *From the attendance records, select a sample of pupils and perform the procedures noted below:*
  - We haphazardly select a sample of students, making sure that each school was represented by selecting students from all schools across all grade levels and obtained their files to perform all the procedures mentioned as per audit guide for student testing
  - *Determine the pupil's county of residence at the time of commencing IS and verify that it is the county in which apportionment was claimed or contiguous county within CA*
    - Review support to determine county of residence
    - We independently verify through the California State Association of CA county map <www.csac.counties.org> that residence is within the boundaries of the county, or a contiguous county, where the student is enrolled in
  - *Verify that, on each day for which a pupil's attendance was reported, the pupil engaged in an educational activity or activities*
    - Review work samples and activity reports to ensure pupil engaged in educational activities

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Breakout #4

CC. Nonclassroom-based Instruction / IS

Compliance Audit Guidelines / GHJ Procedures (continued):

- Verify that each day of each pupil's attendance took place on one of the charter school's schooldays – review of school calendar
- Verify that no days of attendance were reported without meeting the requirements of Ed Code
- Verify that a total of not more than one day of attendance was recorded for each pupil for any calendar day on which school was in session
  - Obtain the School Calendar and verified the dates of attendance report for each month on the attendance worksheets provided by the Attendance Coordinator correspond to the schooldays on the school calendar.
- Verify that written agreements (Independent Study Master Agreement) exist for the student for all periods that attendance was claimed and the agreements contain all of the required elements
  - Sample and review of ISMAs are on file and have the required signatures and that all required elements as specified per EdCode guide were included.

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Breakout #4

CC. Nonclassroom-based Instruction / IS

Compliance Audit Guidelines / GHJ Procedures (continued):

- *Signatures, obtained prior to the commencement of independent study for a pupil that is scheduled to participate for more than 15 schooldays*
- Signatures, obtained during the school year in which the independent study takes place for a pupil scheduled less than 16 schooldays
- We verify all signatures (pupil, pupil's parent/legal guardian, certificated employee has having responsibility for the general supervision) are obtained prior to the commencement of independent study.
- *The certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.*
- If the selected pupil is part of SPED, verify the certificated employee designated as having responsibility for the special education programming of the pupil, has signed the ISMA.

- *Verify evidence from appropriately licensed professionals of the need for pupils to participate in independent study.*
- *Verify that pupil work samples have been retained in file*

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Breakout #4

CC. Nonclassroom-based Instruction / IS

Compliance Audit Guidelines / GHJ Procedures (continued):

- *Verify that participation in synchronous instruction being counted towards instructional minute and apportionment calculations contained all the required elements:*
  - *Synchronous instruction was offered*
  - *Participation in synchronous instruction is applied to the schoolday on which the student participated.*
  - *The synchronous instruction meets the definition of Ed Code*
  - *The student's participation in synchronous instruction augments the time value of student work product*
  - *Evidence of student participation in synchronous instruction for each hour or fraction thereof was furnished and maintained.*
    - Review work samples and activity reports to ensure pupil engaged in educational activities

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OTHER QUESTIONS?



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CONTACT US

Satpal Nagpal, Audit Partner
310.873.1641
snagpal@ghjadvisors.com

Melanie Horowitz, Principal
310.873.1639
mkhorowitz@ghjadvisors.com

Yoyo Yang, Manager
310.873.1682
yyang@ghjadvisors.com

700 S. Flower St., Suite 3300
Los Angeles, CA 90017

310.873.1600

www.ghjadvisors.com

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WEBINAR INVITE
6/11/26

SCALING IN TIMES OF UNCERTAINTY: Financial, Operational and Leadership Strategies for Nonprofits

GHJ's 2026 Nonprofit Accounting and Tax Update

Join us for GHJ's 2026 Nonprofit Accounting and Tax Update, an exclusive webinar designed to help nonprofit leaders navigate economic uncertainty, shifting funding priorities and evolving regulations.

This year's session combines key accounting and tax updates with practical discussions on staffing, technology and strategic planning to help organizations scale effectively in today's environment.

WHAT YOU WILL LEARN ABOUT:

- Key accounting and tax developments impacting nonprofits
- Staffing and leadership strategies, including fractional support models
- Real-world applications of AI in nonprofit organizations
- Scenario planning and financial decision-making during uncertainty

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WEBINAR DETAILS:

DATE: Thursday, 6/11/2026

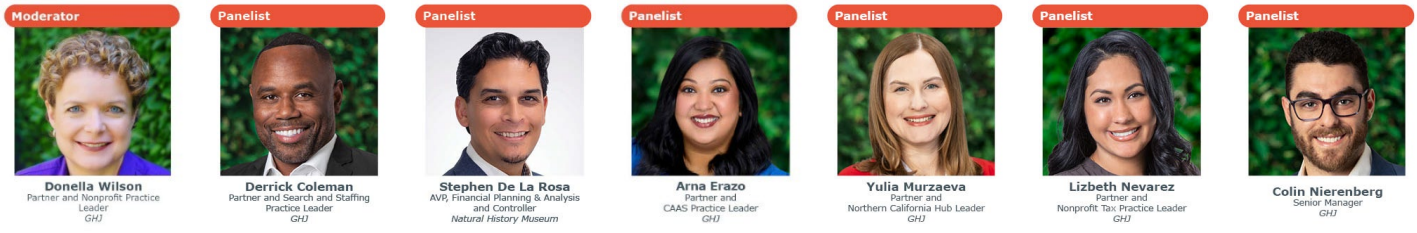
TIME: 12 – 1 p.m. (PST)

RSVP: Click here to RSVP

WHY SHOULD YOU ATTEND?

- **Stay Informed and Plan Ahead:** Gain timely accounting, tax and financial planning insights to help your organization navigate regulatory changes and economic uncertainty in 2026.
- **Scale Operations More Effectively:** Explore practical staffing, leadership and operational strategies, including fractional support models and approaches to long-term sustainability.
- **Leverage Technology and Data:** Learn how nonprofit organizations are using AI, automation and data-driven decision-making to improve efficiency and strengthen organizational impact.
- **Earn NASBA CPE Credit:** 1 CPE in Accounting will be provided to attendees who answer the 3 polling questions during the webinar.

SPEAKERS:



ADDITIONAL INFORMATION:

LEARNING OBJECTIVES	• Identify key accounting and tax developments affecting nonprofits • Evaluate strategies for scaling finance and operations • Understand how AI and technology can support nonprofit growth • Apply scenario planning techniques to improve financial decision-making

DELIVERY METHOD	PREREQUISITES	PROGRAM LEVEL	ADVANCE PREPARATION
Group Internet Based	None	Basic	None

Navigator Schools
Charting a new course in education

Attachment C

Transitional Kindergarten (TK) Enrollment Process Narrative

1. Establishment of TK seat capacity

- Prior to the start of the enrollment cycle, Navigator Schools establishes the approved TK class capacity for each site.
- For Fiscal Year 2025–26, TK enrollment is capped at 20 students per class, and this cap is entered into SchoolMint and the student information system as the controlling limit for available seats.
- Only the approved number of seats is opened in the system to ensure that the lottery and offer process cannot exceed the authorized class capacity.

This step creates a clear and enforceable enrollment cap before any offers are made.

2. Configuration of SchoolMint and lottery setup

- The Data team configures SchoolMint to reflect:
    - The number of available TK seats per class (aligned to the 20-student cap).
    - The lottery window, which is scheduled to run during the first week in April.
- TK openings are established as distinct available seats in SchoolMint so that the number of offers that can be made is limited by the configured cap.

This setup ensures that the lottery system itself enforces the maximum number of TK seats.

3. Lottery execution and issuance of offers

- During the first week in April, the data team runs the lottery in SchoolMint and generates offers based on the configured number of available seats.
- The system prioritizes students according to established criteria (for example, siblings, staff children, and other applicants if additional space remains) consistent with school policy.
- For each seat:
    - An offer is issued through SchoolMint.
    - The Office Manager logs each offer and tracks their status (offered, accepted, declined, or expired).

This step ensures that offers are managed systematically within the limits of available seats.

4. Family response and registration timelines

- Families receiving an offer are given:
  - A defined number of days to respond to the offer, and
  - An additional defined period to complete registration once they accept.

  The families have 5 days to respond to the offer and an additional 5 days to complete the registration process.
- If a family does not respond or does not complete registration within the required timeframe:
  - The original offer is closed, and
  - The next family in the queue is offered a seat through SchoolMint.
- Staff track these timelines in SchoolMint and in internal logs to ensure that each seat offered is either completed or formally closed before being reissued.

This step enforces consistent timelines and prevents open-ended offers that could result in over enrollment or uncontrolled seat usage.

5. Seat logging, verification, and daily monitoring

- Throughout the TK enrollment cycle, the Office Manager:
  - Maintain logs of all offers and their status (including offer date, response, and completion).
  - Double-check and triple-check seat counts to confirm that the number of accepted and completed enrollments never exceeds the established cap.
  - Perform daily checks of seat availability and enrollment status in SchoolMint and the SIS to ensure that any changes are promptly reflected and that capacity limits are not exceeded.

This step provides continuous monitoring and documented control to prevent enrolling above capacity.

6. Transition from SchoolMint to Infinite Campus

- Once a family accepts an offer and completes online registration in SchoolMint:

Navigator Schools
Charting a new course in education

    - The student's information is transitioned into Infinite Campus for final enrollment processing.
    - The Data team verifies the student's registration is complete and that the TK seat count remains within the approved cap before the student is activated in the SIS.

- The Data Coordinator and school office staff coordinate to ensure that no student is rostered until registration is complete and seat availability has been confirmed.

  This step ensures that SIS enrollment reflects only properly completed and capacity compliant registrations.

7. Rostering and start date assignment

- After registration is fully approved in the SIS:
    - The Office Manager submits a ticket to the SIS support team requesting that the student be rostered into the appropriate TK class and that the official start date be assigned. This step also triggers the set up of the student tech.
    - The SIS team processes the ticket, updates rosters, and confirms that the number of students in each TK class remains within the 20 student cap.
- Any subsequent changes (for example, withdrawals or transfers) are tracked and reflected in both SchoolMint and the SIS so that seat counts remain accurate throughout the year.

This step finalizes enrollment in a controlled way, with a clear division of duties between site staff and SIS support.

8. Documentation, oversight, and prevention of future findings

- Documentation retained for TK enrollment includes:
    - SchoolMint configuration showing available seats and lottery setup.
    - Offer logs and status tracking (offered, accepted, declined, closed).
    - Evidence of daily seat count checks and verification steps.
    - SIS tickets and confirmations of rostering and start dates.
- Watsonville Prep leadership periodically reviews TK enrollment practices to:
    - Confirm that caps remain in place and are applied consistently.
    - Identify any deviations from the enrollment process and implement corrective training or process updates.

- Ensure that TK enrollment controls align with broader internal control improvements described to the board and in the Finance Committee materials.

Collectively, these TK enrollment controls are designed to improve the accuracy, review, documentation, and oversight of TK enrollment activity, to ensure that class capacity limits are compliant with the CDE guidelines.

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Charting a new course in education

Timekeeping and Payroll Allocation Procedures

Purpose
The purpose of this policy is to establish uniform procedures for employee timekeeping, supervisory review and approval, payroll documentation, and record retention in compliance with 2 CFR §200.430. This policy is intended to ensure that salaries and wages charged to federal awards are supported by records that accurately reflect work performed and are reviewed and approved through an effective internal control system.

Effective Date
This revised policy is effective April 13, 2026.

Scope
This policy applies to all Navigator Schools employees and supervisors whose payroll activity is processed through Paylocity, including all employees whose compensation is charged in whole or in part to federal grant funds, including Title I.

System of Record
Effective April 13, 2026, Paylocity is the exclusive system of record for employee timecard review and approval. Physical timesheets are discontinued and may not be used as the primary support for ongoing payroll processing.
All employee timecards, corrections, supervisory approvals, and related payroll review activity must be completed and retained within Paylocity.

Employee Responsibilities
- Each employee is responsible for the following:
- Review time entries and punches in Paylocity each pay period.
- Submit any needed timecard corrections directly in Paylocity.
- Ensure submitted time records accurately reflect actual time worked.
- Complete all required actions by the established payroll deadlines.
- Submission of a timecard or requested correction in Paylocity constitutes the employee's certification that the recorded time is accurate and reflects actual work performed.

Supervisor Responsibilities
- Each supervisor is responsible for the following:
- Review and approve timecards in Paylocity for assigned direct reports only.
- Confirm that time entries are complete, reasonable, and consistent with the employee's work schedule and assigned duties.
- Ensure timecards are approved by the applicable payroll deadline.

- Review timecards for correction when discrepancies are identified.
- Review their direct report list in Paylocity and notify Payroll immediately if an employee is missing or incorrectly assigned.
- Supervisors may not delegate final approval responsibility to SOMs or Payroll. Supervisors may not approve their own timecards. Timecards for supervisors must be approved by the next-level supervisor or other authorized manager/supervisor.

Payroll and SOM Responsibilities

Payroll and SOM staff may provide administrative assistance, user support, and process guidance, but they do not correct or approve employee timecard requests on behalf of employees or supervisors as part of the standard workflow.

Payroll is responsible for:

- Maintaining payroll deadlines and communication.
- Supporting Paylocity access and assignment issues.
- Retaining payroll records within the system.
- Escalating unresolved approval issues to the appropriate administrator.

Timecard Review and Approval Procedure

The required timekeeping workflow is as follows:

- Employees review their timecards in Paylocity during each pay period.
- Employees submit any needed corrections directly in Paylocity.
- Supervisors review submitted timecards for their direct reports.
- Supervisors approve accurate timecards in Paylocity or return them for correction.
- Processes payroll based on approved Paylocity records.
- No physical timesheet, manual signature page, or separate paper approval form is required once the timecard has been reviewed and approved in Paylocity.

Federal Compliance Requirement

For employees whose salaries or wages are charged to federal awards, Navigator Schools will maintain records that:

- Reflect the actual work performed.
- Are supported by the Navigators' internal control system.
- Are part of the official records of Navigator Schools; and
- Are reviewed and approved by a responsible supervisory official.

The Paylocity approval workflow is the primary internal control for documenting supervisory review and approval of payroll charges.

Record Retention
Approved timecards and related approval records in Paylocity are official payroll records of Navigator Schools and must be retained in accordance with applicable federal and state record retention requirements. Records for federally funded payroll must be maintained in a retrievable format for audit and compliance review.

Training and Implementation Support
Navigator Schools will provide training and support to employees and supervisors regarding Paylocity timecard procedures, including written guides and office hours or other implementation support as needed. Prior to implementing the April 13, 2026, process, Navigator Schools issued both employee and supervisor training materials and established optional Zoom office hours for the first week of implementation. Additional office hours will be available after implementation.

Monitoring and Follow-Up
Navigator Schools will continue to monitor compliance with this process through payroll oversight and periodic internal review. Any identified exceptions, including missing approvals or incorrect supervisor assignments, will be addressed promptly through corrective follow-up, retraining, or escalation as needed.

Noncompliance
Failure to follow this policy may result in delayed payroll processing, corrective instruction, additional monitoring, or other administrative action as appropriate. Missing or incomplete approval documentation for federally funded payroll may also result in audit exceptions or questioned costs and will be avoided.

Navigator Schools
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New Paylocity Process

Effective April 13, 2026

I hope you have all had a great school year so far!

Thank you in advance for your flexibility and support with this change. I know even small process changes can feel like a big shift, and I appreciate everyone taking the time to learn the new process.

Starting **Monday, April 13**, Navigator Schools will move away from physical timesheets and use Paylocity exclusively for timecard review and approval.

This change is being made to help:

- make the process easier and more consistent for employees and supervisors
- improve accuracy and accountability
- reduce missing paperwork and signature issues
- strengthen our audit compliance and recordkeeping

What will change

Beginning with the pay period that starts on **Monday, April 13**:

- Employees will review their own timecards in Paylocity and submit any needed corrections there
- Supervisors will review and approve their direct reports' timecards in Paylocity
- Physical timesheets will no longer be used going forward

An important note for supervisors

With this transition, **SOMs and Payroll will no longer be correcting or approving timecard requests for employees**. That responsibility will now sit with each supervisor for their own direct reports.

Please review the attached **Supervisor Training Guide** carefully. It includes instructions on how to view your current direct reports in Paylocity. If anyone is missing from your list, or if someone appears who should not be assigned to you, please let Payroll know so we can get it corrected.

What staff should do

Please take time over the next two weeks to:

- Review the attached training guides
- Log in to Paylocity and become familiar with the timecard process

- Begin getting comfortable with reviewing punches, submitting corrections, and approving timecards online

This gives everyone time to prepare before the new process is fully implemented and enforced on **April 13**.

Office Hours / Help Sessions

To help make this transition easier, the Accounting Supervisor will begin holding optional Zoom office hours starting the **first week of implementation** for anyone who has questions or wants help using the new process.

Office Hours

- **Wednesday:** 1:00 PM – 1:30 PM
- **Friday:** 3:00 PM – 3:30 PM

Zoom will remain open during each session at those times so employees and supervisors can drop in for support until everyone is comfortable with the new process.

Wednesday Zoom link:

https://www.google.com/url?q=https://navigatorschools.zoom.us/j/94276940099?jst%3D2&sa=D&source=calendar&ust=1775500157497842&usg=AOvVaw0yFYJUFku-oepxyrYqHMKF

Friday Zoom link:

https://www.google.com/url?q=https://navigatorschools.zoom.us/j/96806849404?jst%3D2&sa=D&source=calendar&ust=1775500157497842&usg=AOvVaw2YHN31Dtk9tnbbYba-kHN2

Please review the attached training documents before the go-live date:

- **Employee Training Guide**
- **Supervisor Training Guide**

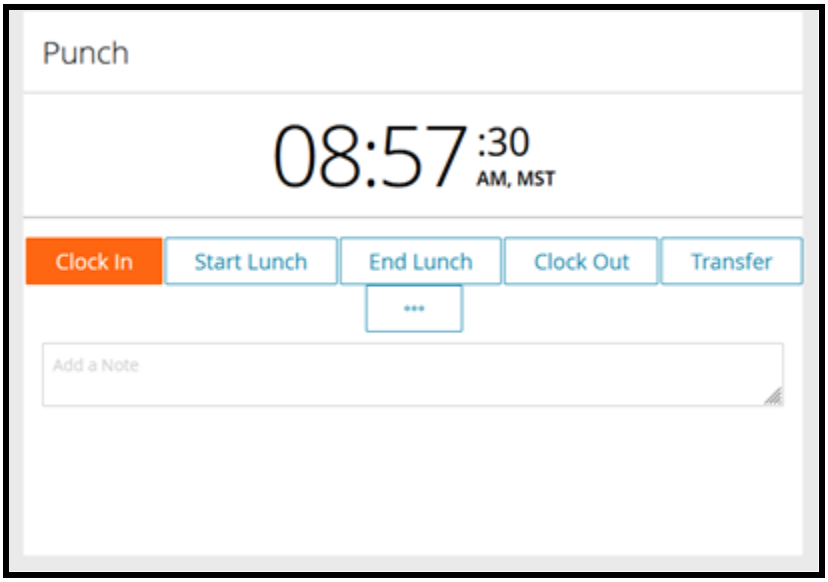
Thank you again for your patience and cooperation as we make this transition. We believe this will create a cleaner and more reliable process for everyone.

Employee Training (Desktop)

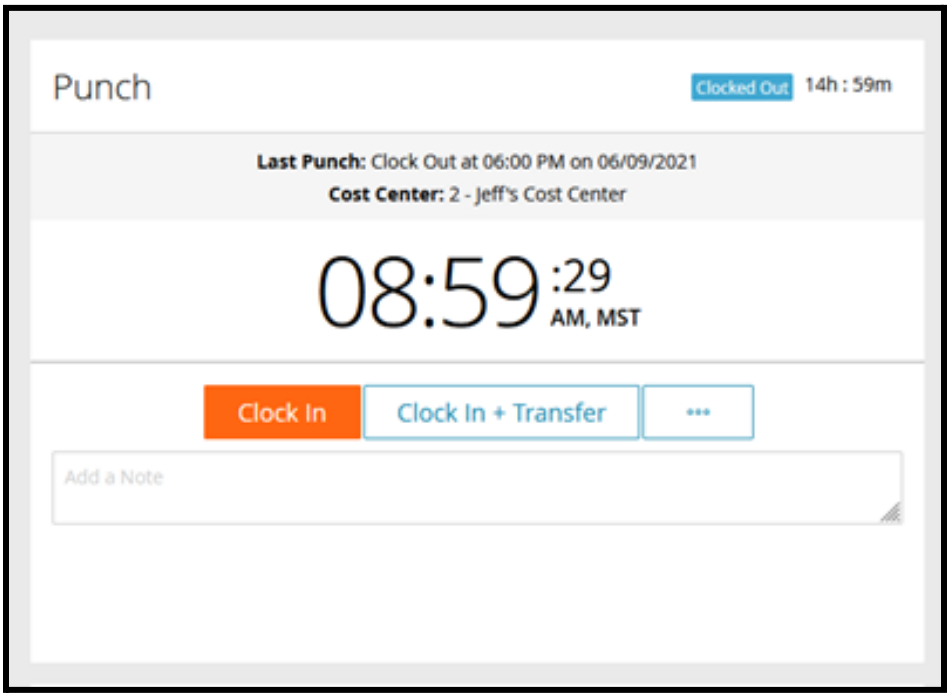
Navigator Schools
Paylocity (Desktop) Employee Training Guide

Punch Card:

- All punch options display upon the employee's first punch.

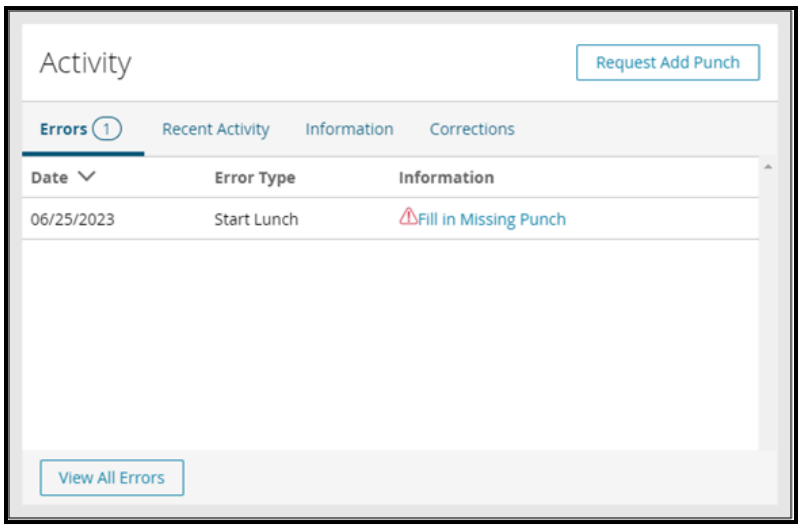


- Display after first punch:
  - Locate recent punch status and time in the top right corner.
  - **Last Punch** action with time and date.
  - **Cost Center** Code and Description tied to the Last Punch.
  - Punch button options update to the next anticipated action.

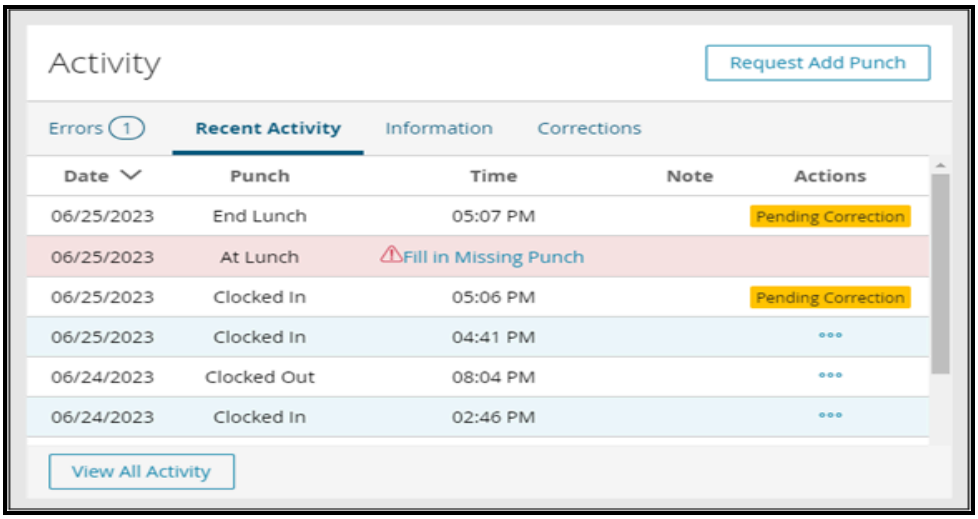


Activity Card:

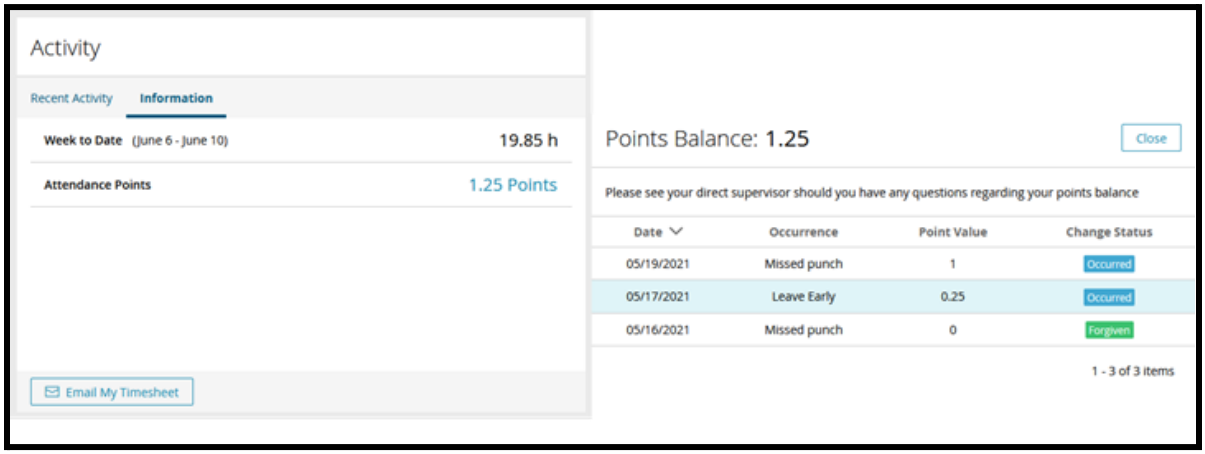
- Required settings:
  - The **Request Add Punch** option allows users to submit a Time Card Correction to add a punch to their Time Card.
- **Errors** tab shows the details for the user's **missed punches** including:
  - **Date** - Date of the missed punch
  - **Error Type** - The missing Punch Type, such as Clock In.
  - **Information** - Users enabled for **Time Card Corrections** can select **Fill in Missing Punch** to submit a correction to fill any missing punches.
  - **View All Errors** - Opens a drawer that displays all errors.



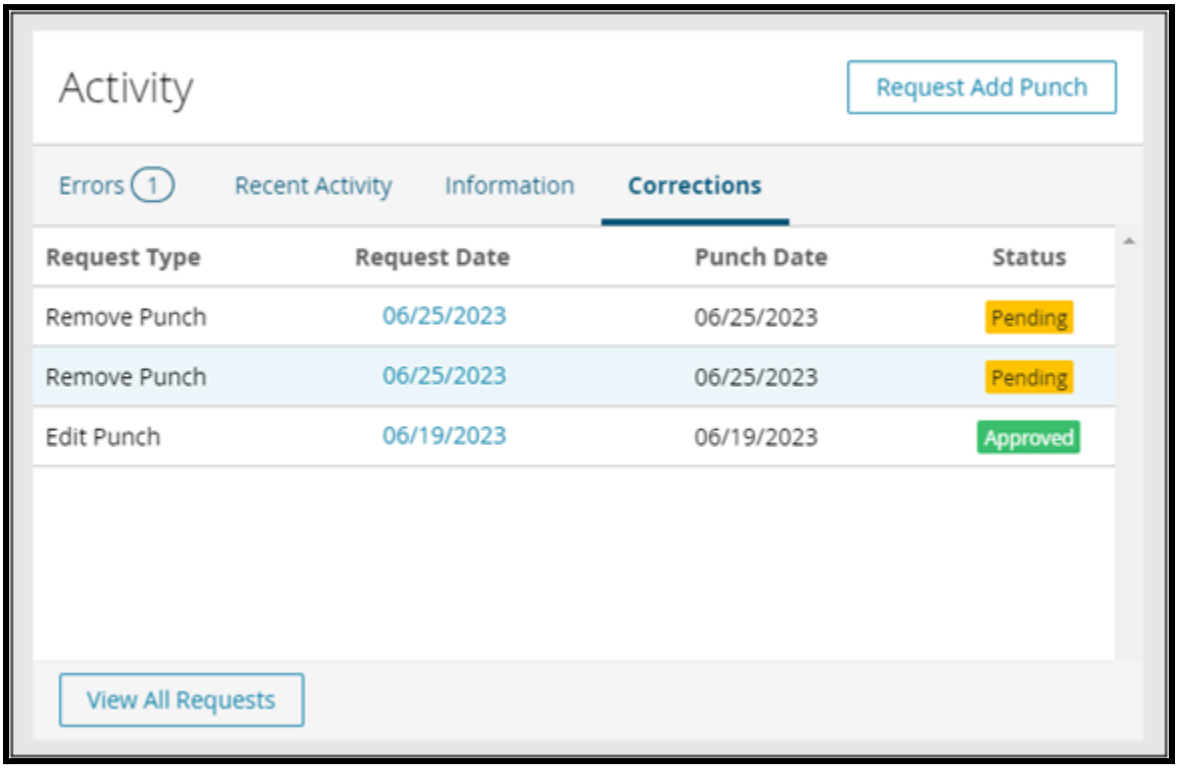
- **Recent Activity** tab displays:
  - Recent punch activity with notes.
  - **View All Activity** opens a drawer that displays the punch detail within the Pay Period. Users cannot navigate to closed or future Pay Periods.
  - Users enabled for **Time Card Corrections** can select the **Action** ellipses to submit Time Card Corrections for recent punches.
    - Select **Edit** to request an adjustment to the **Date**, **Time**, or **Punch Type**.
    - Select **Remove** to request to delete a punch.



- **Information** tab displays:
  - **Week to Date** sum of employee's paid hours within the date range.
  - **Email My Timesheet** - Based on the user's account preferences.

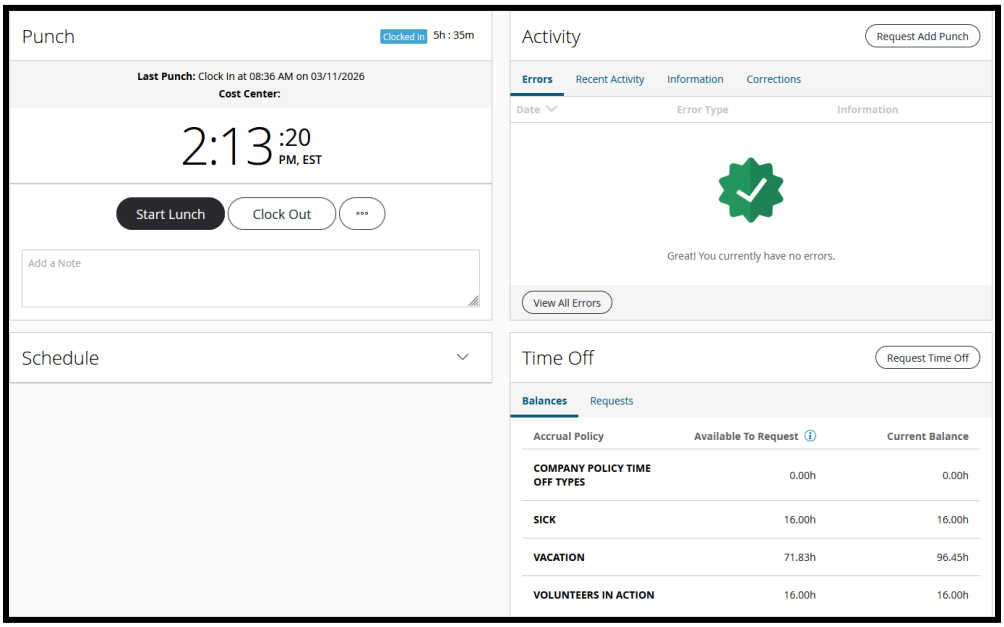


- **Corrections** tab displays:
  - A list of Time Card Corrections for the open Pay Period, including:
    - **Request Type** - Type of correction, such as Add Punch.
    - **Request Date** - Date the user submitted the correction. Select the **Date** link to open a drawer to view the request details. Select **Cancel Request** to cancel the corrections request.
    - **Punch Date** - Date of the punch related to the correction.
    - **Status** - Current status of the correction request, such as Approved.
  - **View All Requests** opens a drawer that displays all Time Card Correction Requests Submitted.

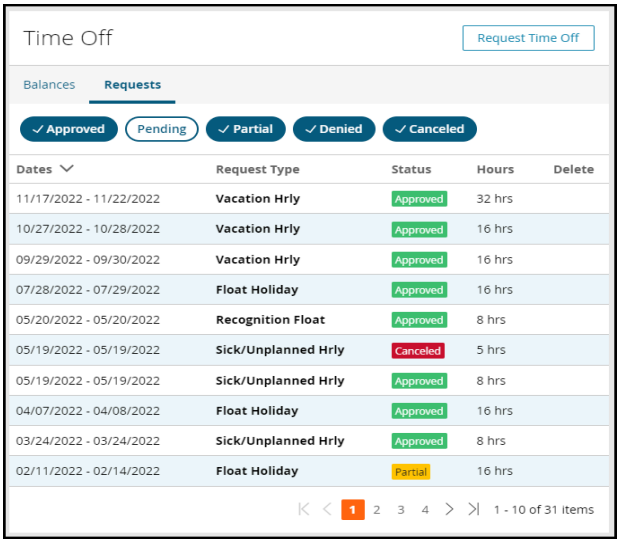


Time Off Card:

- The Time Off card displays the following:
  - **Request Time Off** button to submit a request.
  - **Balances** Provide the Accrual Policy name and the Available hours.



  - **Requests** display Time Off Requests submitted by the employee with the option to filter by Approved, Pending, Partial, Denied, and Cancelled Requests. The **X** provides options to delete pending requests.
  - 10 requests display at a time with the option to view additional requests by changing pages.
  - **Status** displays all past, current, or future Time Off Requests. The **Delete** column gives the ability to delete any pending requests regardless of past, present, or future and approved requests as long as they are future-dated.



If you have any questions or concerns please reach out to Serena Costanza. She will be happy to support you.

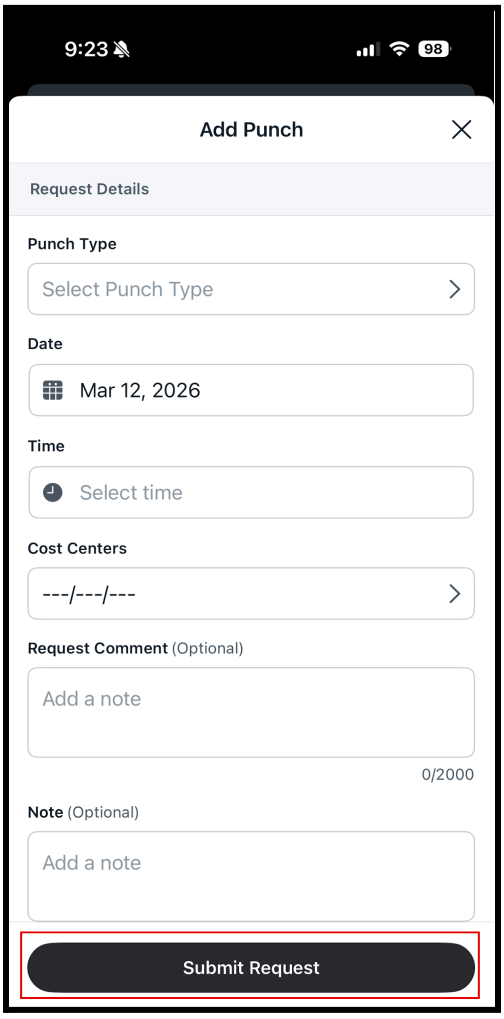
Employee Training (Mobile)

Navigator Schools
Paylocity (Mobile) Employee Training Guide

Add a New Punch:

To submit a Time Card Correction to add a new punch from the Activity section of the Paylocity Mobile App:

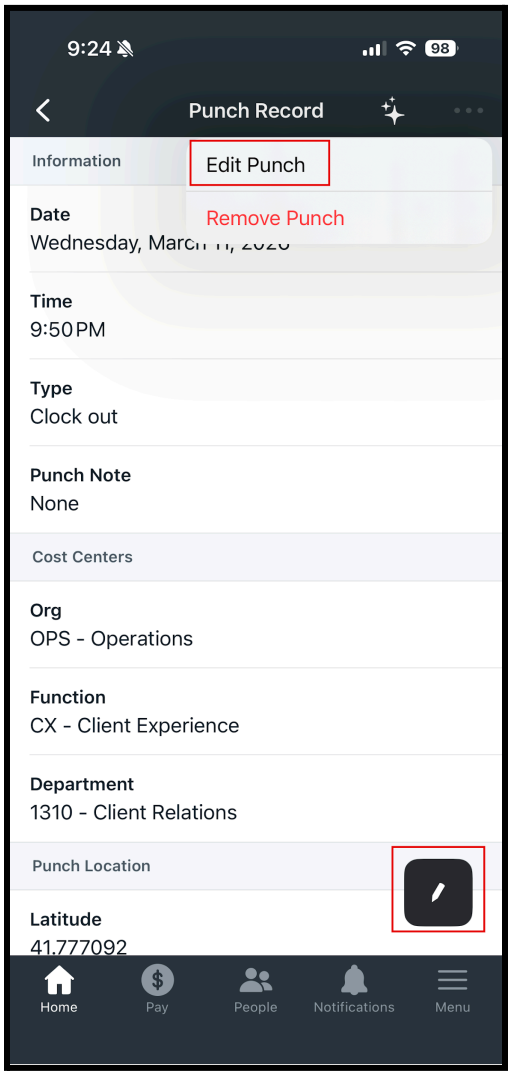
1. Log In to the Paylocity Mobile App.
2. Access Punch. A badge count may show to indicate missing punches.
3. Navigate to the Activity tab.
4. Select +.
5. Enter the details for the new punch in the fields as necessary. Fields include:
    - Punch Type
    - Date
    - Time
    - Cost Centers
    - Request Comment (Optional)
    - Note (Optional)
6. **Select Submit Request.**



Edit an Existing Punch:

To submit a Time Card Correction to edit an existing punch from the Activity section of the Paylocity Mobile App:

1. Log In to the Paylocity Mobile App.
2. Access Punch. A badge count may show to indicate missing punches.
3. Navigate to the Activity tab.
4. Select a Punch Record needing modification.
5. Select ••• > Edit Punch or the □ icon.

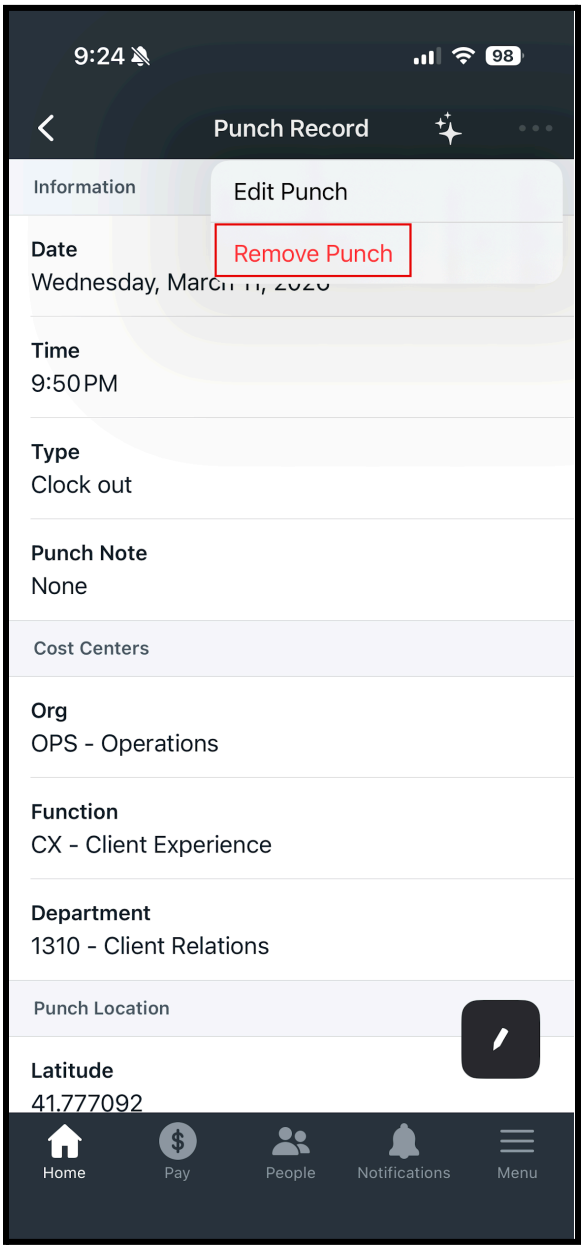


6. Edit the fields for the existing punch as necessary. Fields include:
   - Punch Type
   - Date
   - Time
   - Cost Centers
   - Request Comment (Optional)
   - Note (Optional)
7. Select Submit Request.

Remove an Existing Punch:

To submit a Time Card Correction to delete an existing punch from the Activity section of the Paylocity Mobile App:

1. Log In to the Paylocity Mobile App.
2. Access Punch. A badge count may show to indicate missing punches.
3. Navigate to the Activity tab.
4. Select a Punch Record needing modification.
5. Select ••• > Remove Punch.

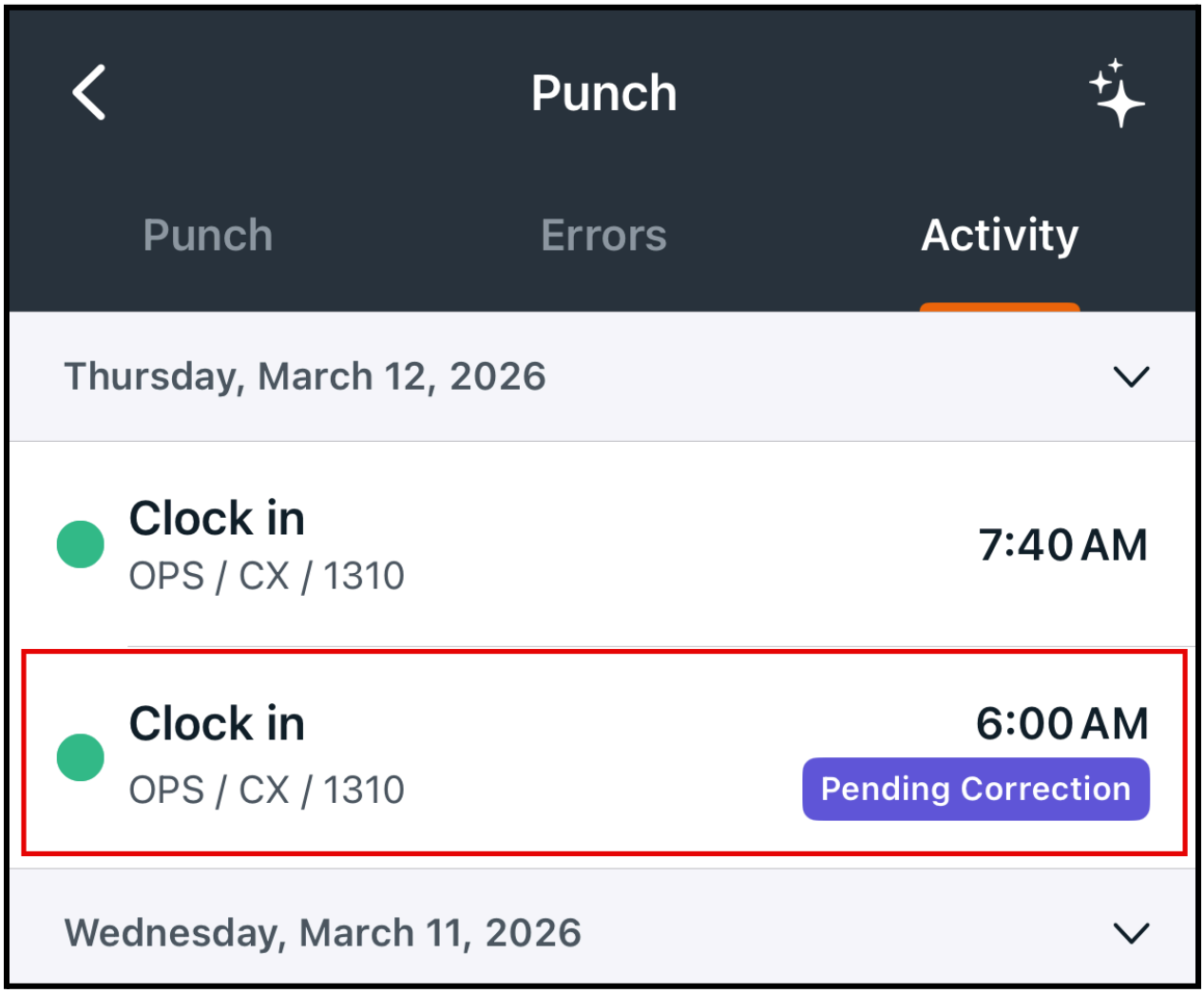


6. Enter a Request Comment if applicable.
7. Select Submit Request.

View Status of a Time Card Correction:

Once a user submits a Time Card Correction, its status is Pending Correction until the approver approves or denies the request. To view the status of a Time Card Correction request on the Paylocity Mobile App, review the punch in the Activity section of the Punch menu.

- If the punch shows a Pending Correction tag, it is awaiting approval.

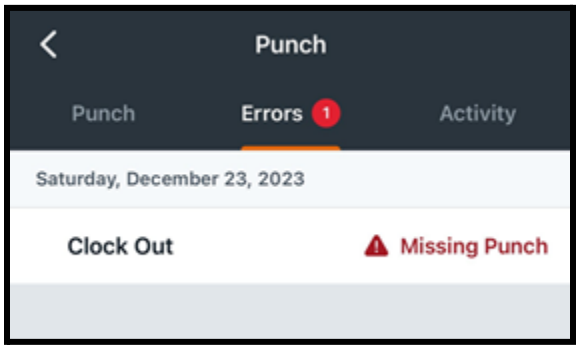


- If the punch no longer appears, a supervisor or company administrator has denied it. Time Card Correction denials trigger a notification to the submitter.

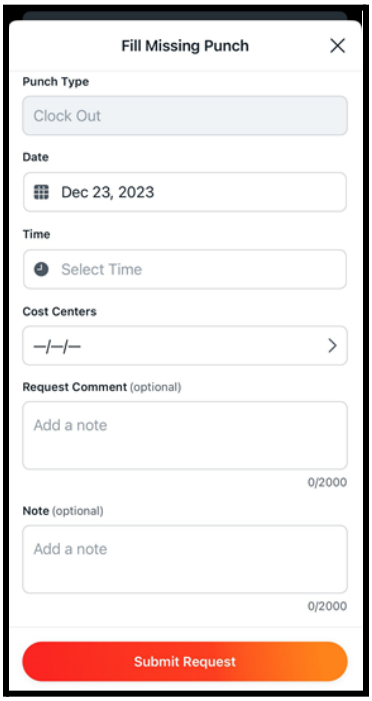
Correct Punch Errors within the Mobile App:

Employees can submit **Time & Labor Time Card Corrections** through the **Mobile App**. Use the following process to correct Punch Errors:

1. **Log In** to the Paylocity Mobile App.
2. **Access Punch**. A badge count may show to indicate missing punches.
3. Navigate to the **Errors** tab.
4. Select a **Missing Punch**.



5. Adjust the fields as necessary:



   - **Date**
   - **Time**
   - **Cost Centers**
   - **Request Comment** (optional)
   - **Note** (optional)
6. Select **Submit Request**.

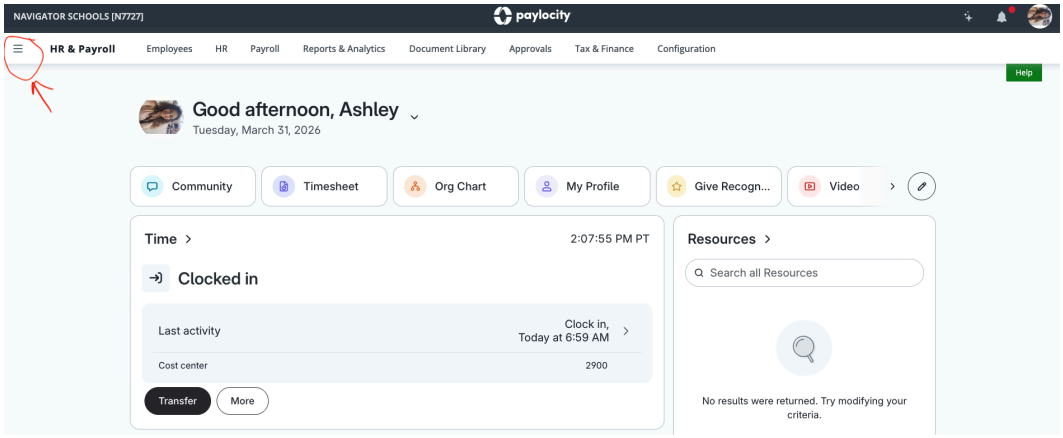
If you have any questions or concerns please reach out to Serena Costanza. She will be happy to support you.

Employee Time Card Approval (Desktop)

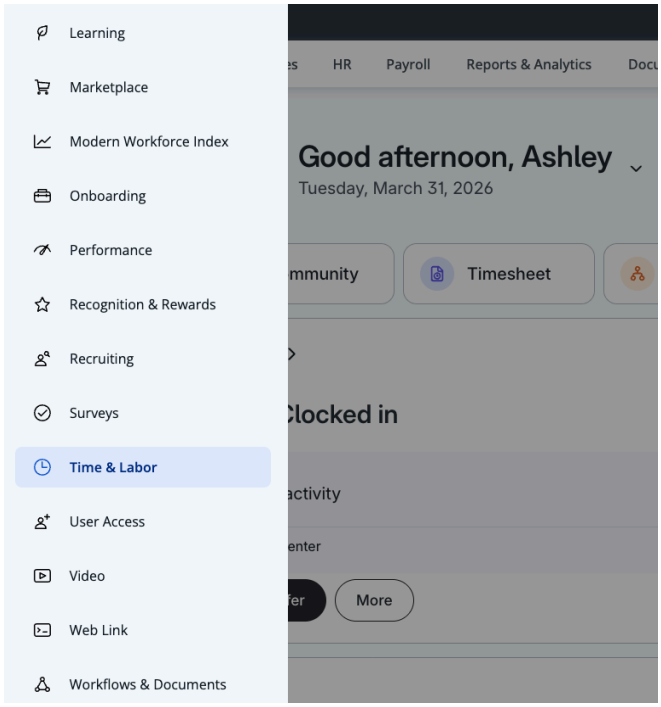
Navigator Schools
Paylocity (Desktop) Employee Training Guide
Timecard Approvals

This guide is to help you as the employee approve your own timesheets on the desktop version before supervisors go in to give their own approvals.

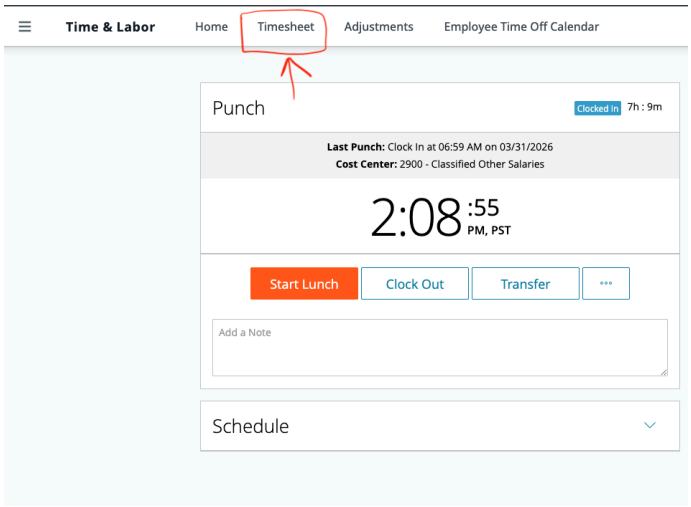
Once logged in, select the three lines in the top left corner of your home screen.



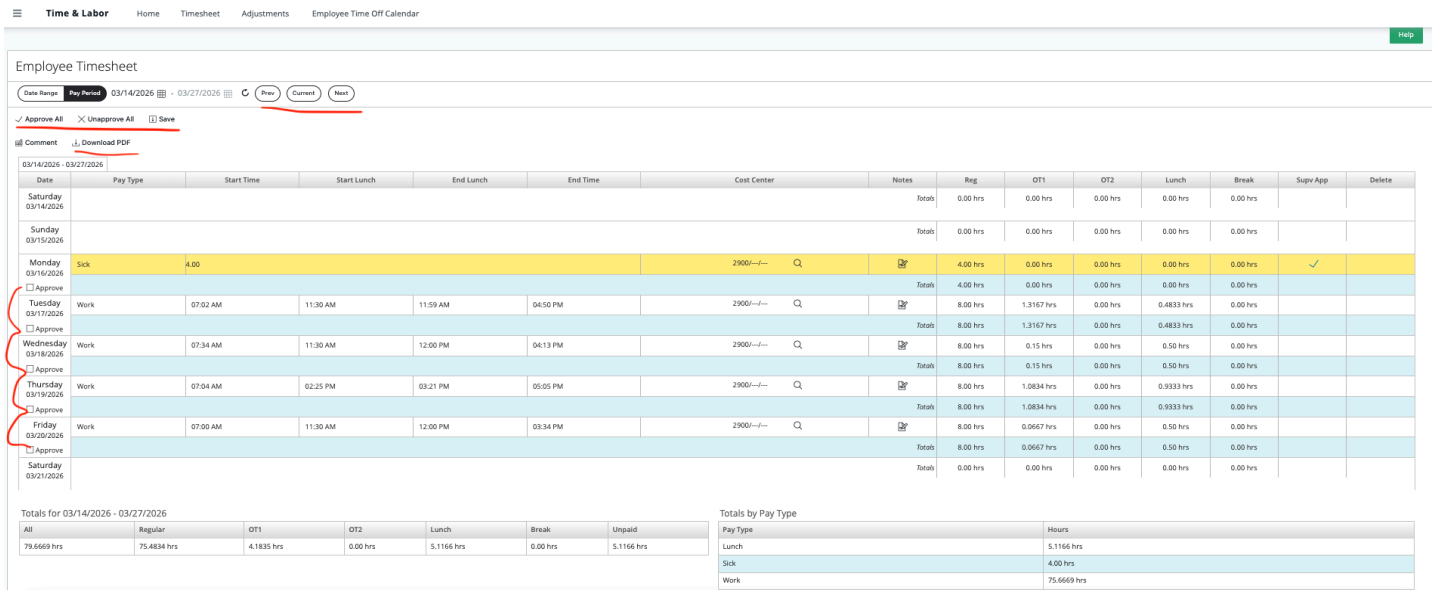
After selecting the three lines the below menu will pop up. Please select the '**Time and Labor**' tab.

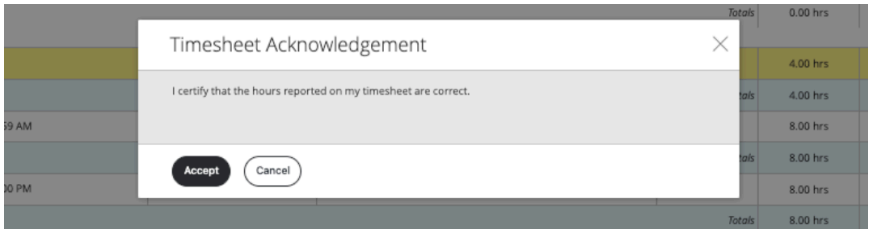


Once in '**Time & Labor**' please select the '**Timesheet**' tab at the top of the screen.

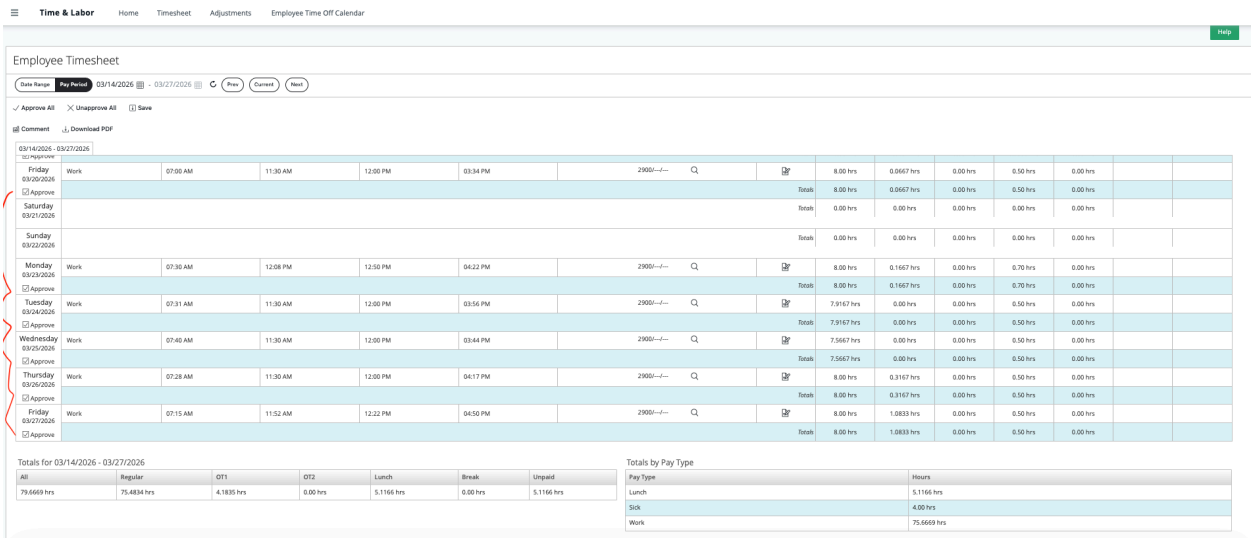


Now you will be in your employee timesheet to review. Here you can see the option to approve all or you can approve certain days individually if you are waiting for corrections to be approved for other days in that pay period. Once you select the days you want to approve **make sure to hit the save button** or none of your selections will be saved. After you save an acknowledgement will pop up to certify that you approve the hours being submitted.





After selecting accept your timesheet will be there again but this time you should see the approved boxes all checked next to the days you approved.

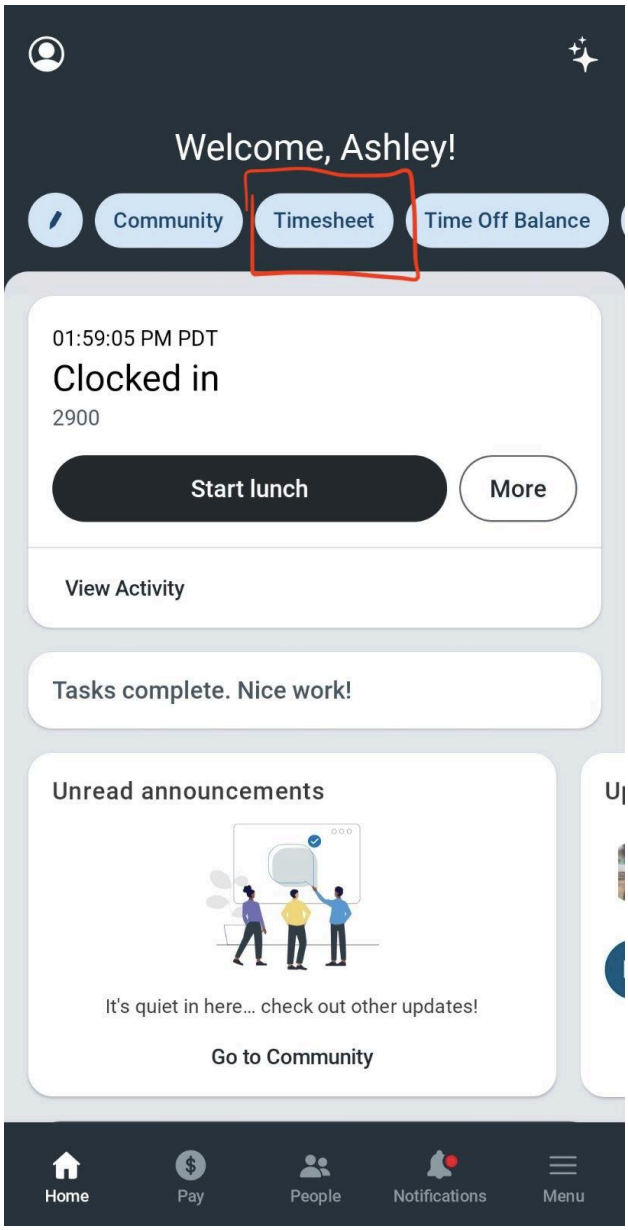


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Employee Time Card Approval (Mobile)

Navigator Schools
Paylocity (Mobile) Employee Training Guide
Timecard Approvals

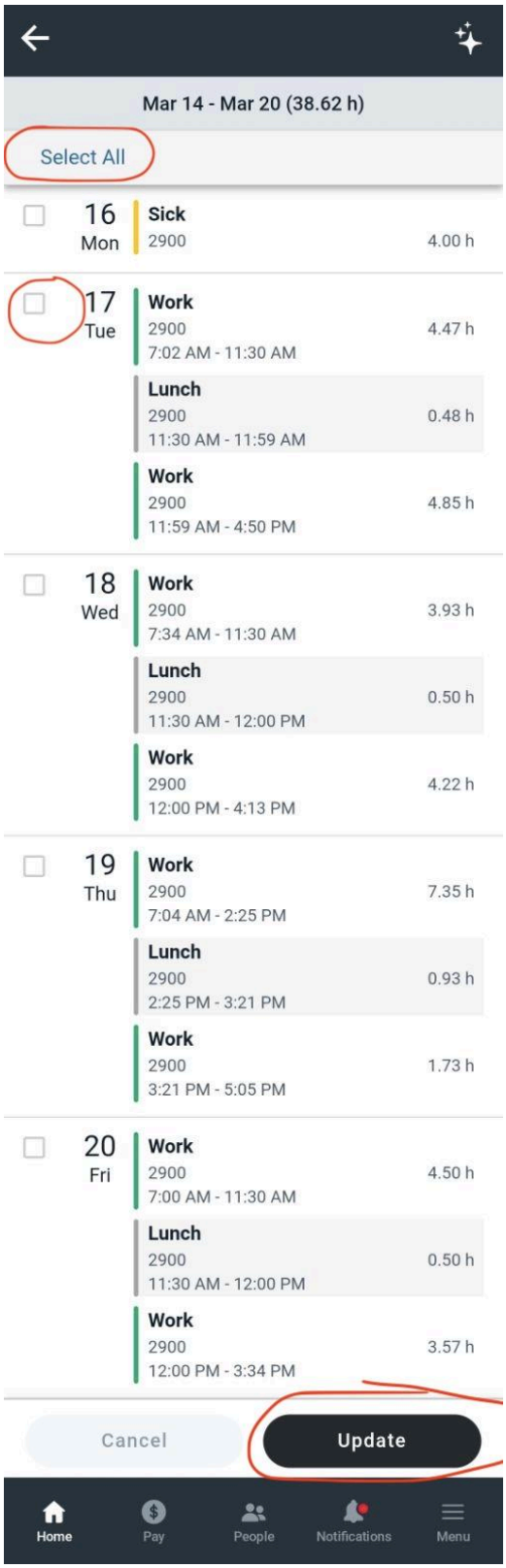
This guide is to help you as the employee approve your own timesheets on the mobile version before supervisors go in to give their own approvals.



Once signed in on the Mobile App you will be taken to this home screen. Please select the '**Timesheet**' tab on the top of your screen.



At the top of the Timesheet screen you can select different dates for you to review. This shows week by week. After you have reviewed and confirmed your time you can hit the approve button on the top right.



Now you have the option to either **Select All or select individual dates** that you have reviewed and approved. Once you are done with your selections hit the '**Update**' button at the bottom.

You will receive an **Acknowledgment** pop up for you to certify that the hours reported are correct.



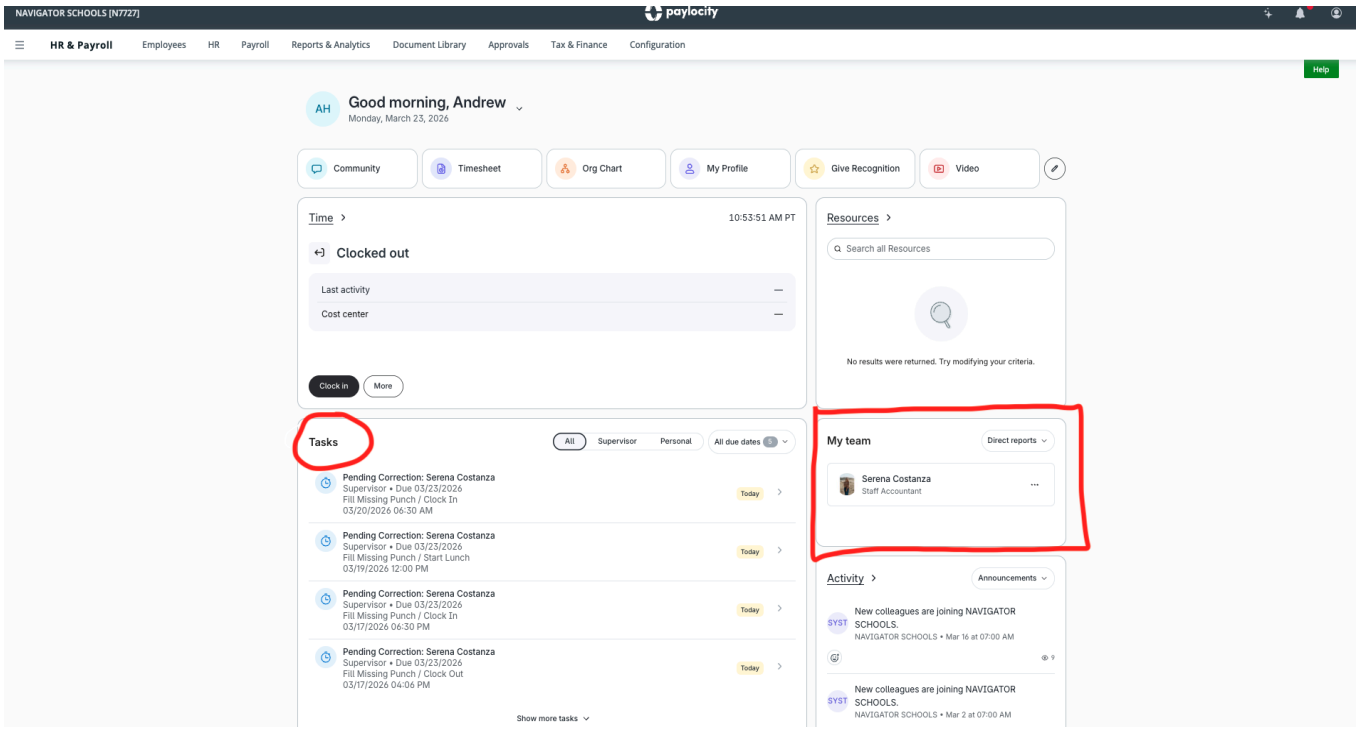
After completing the above step your timesheet screen will now look like this letting you know which days you have approved.

If you have any questions or concerns please reach out to Serena Costanza. She will be happy to support you.

Supervisor Training Guide (Desktop)

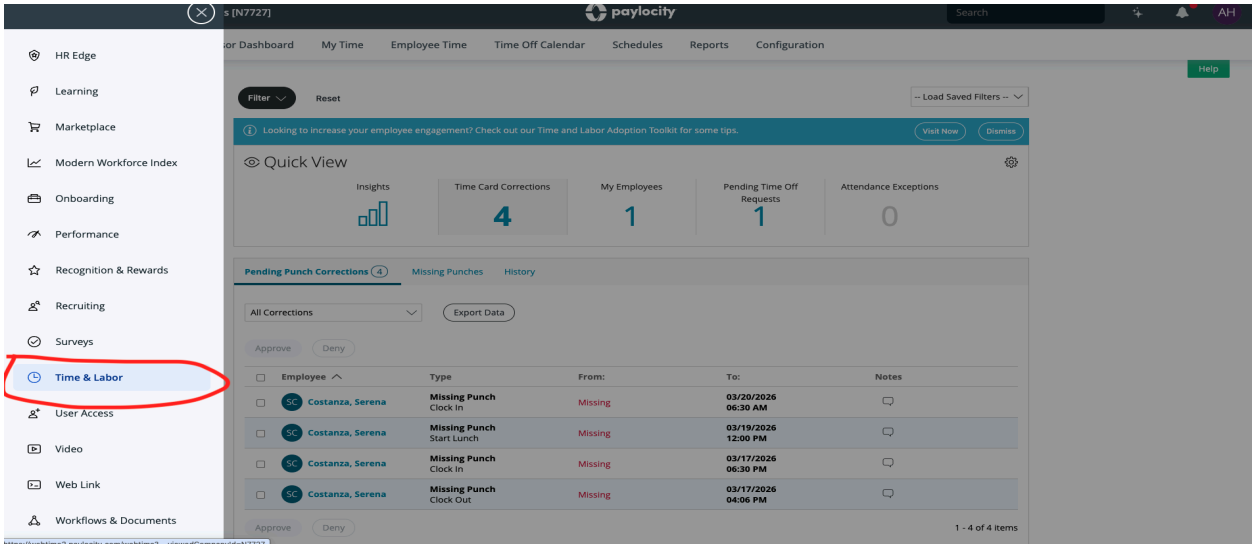
Navigator Schools
Paylocity (Desktop) Supervisor Training Guide

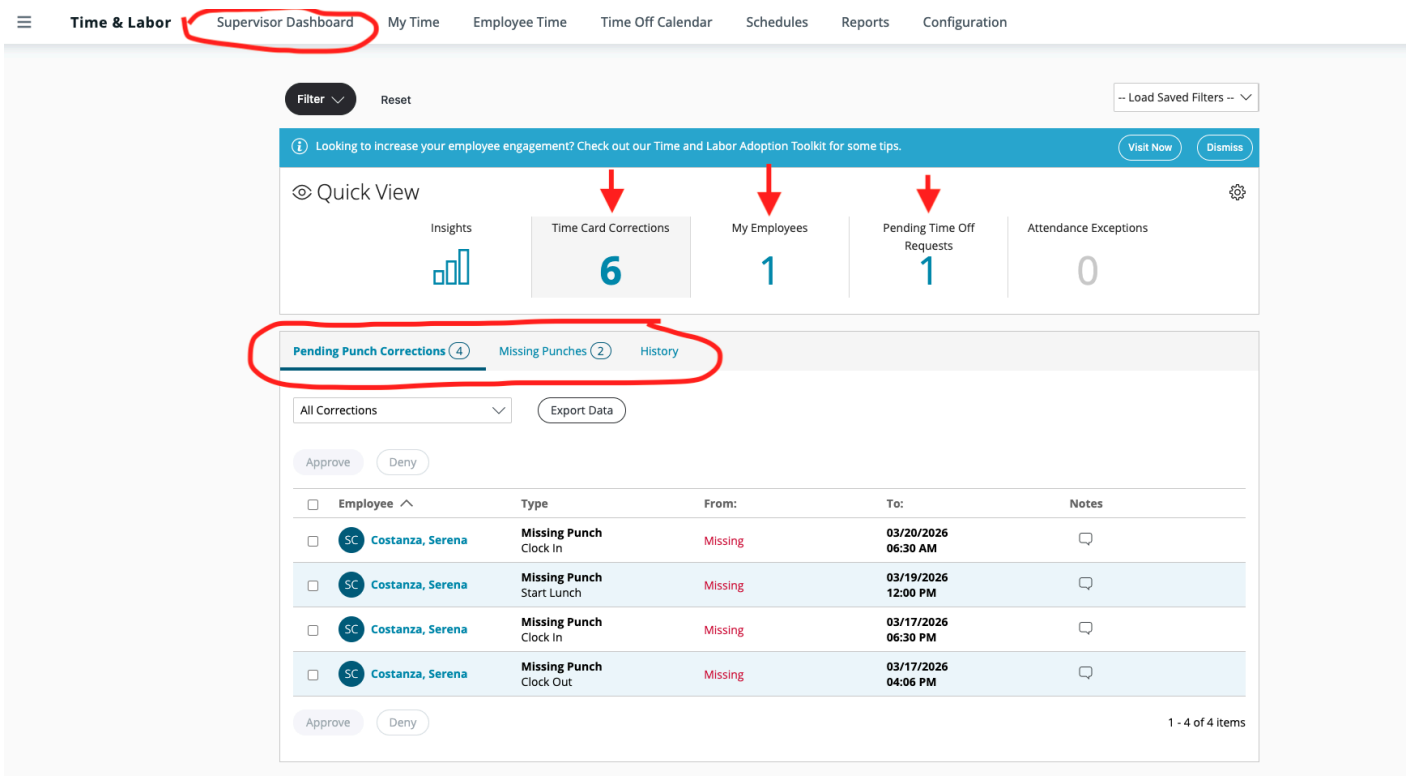
The purpose of this guide is to give a step by step walkthrough for supervisors to monitor, correct and approve their direct reports Paylocity requests/timecards. This includes missing punches, punch corrections, time off requests and timecard approvals.



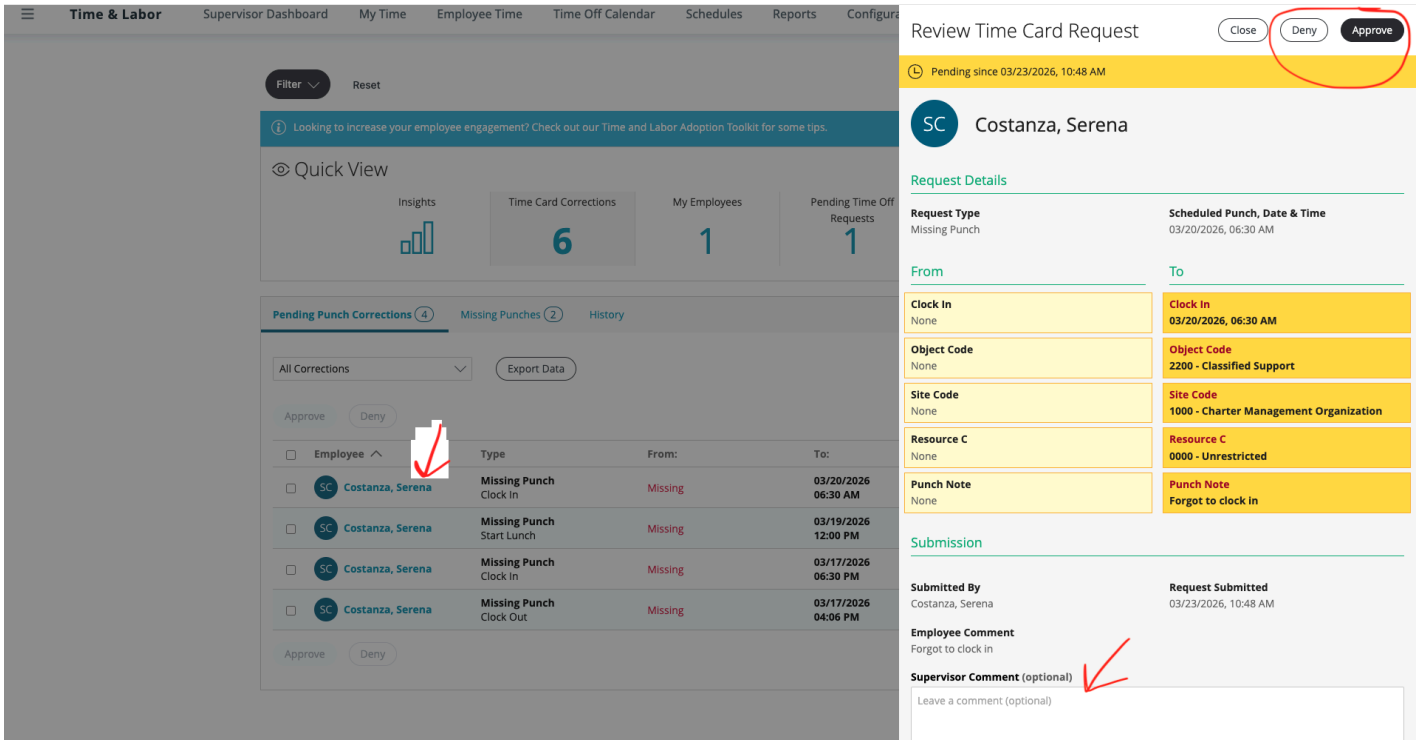
1. Once logged in to Paylocity it should take you to your home screen as shown above. Here you can see a list of current tasks for you to complete. If you click on the task it will take you directly to your supervisor dashboard to complete the task. It also has a section for you to review your direct reports. It is here you can monitor to make sure everyone you should be responsible for is there. **If anyone is missing or is not your direct report please reach out to the finance team to get it fixed for you**.

2. If you do not select the task you can also hit the three lines in the top right corner and select '**Time & Labor**' to get to the supervisor dashboard as shown below.

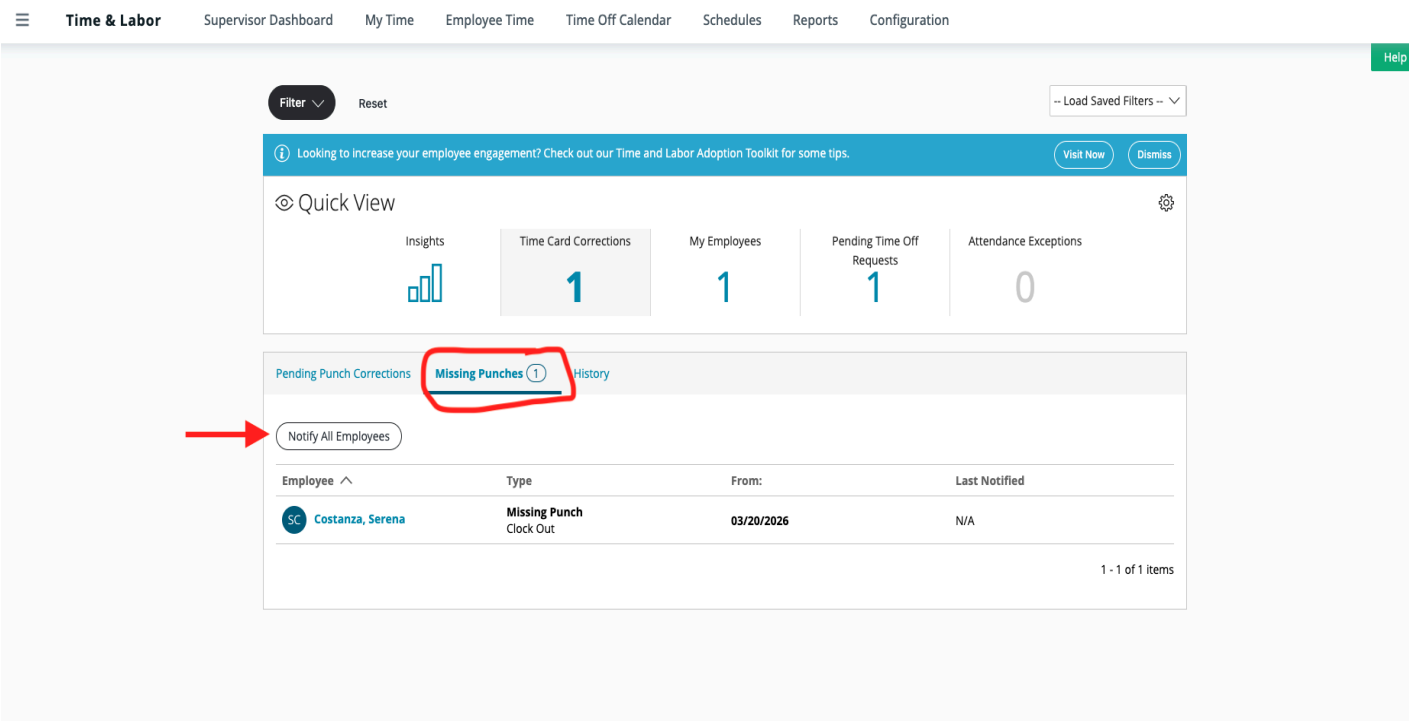




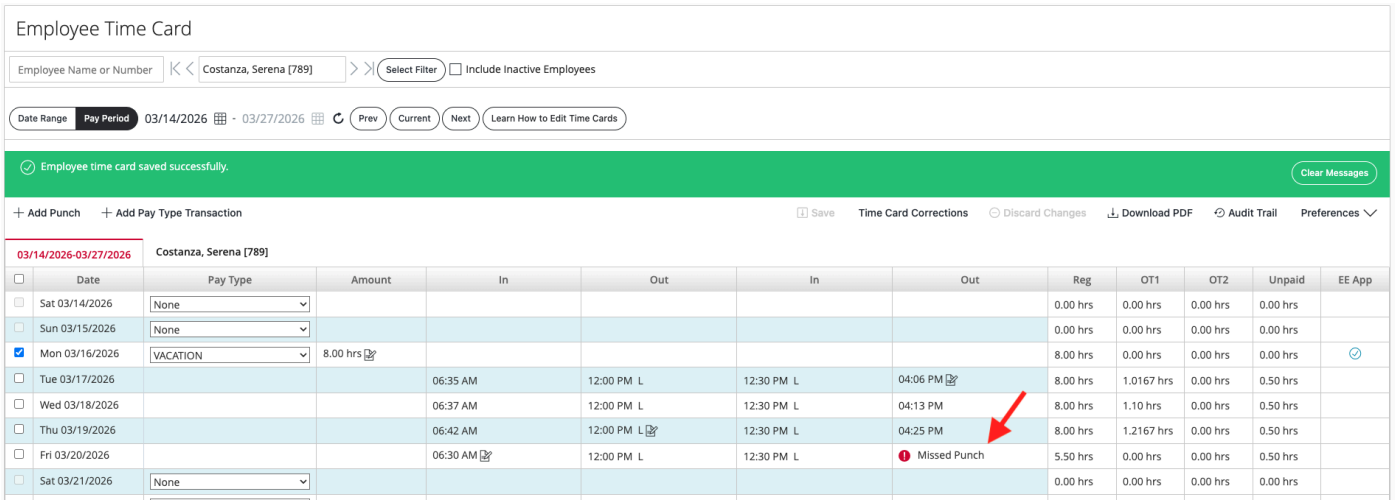
3. In ‘Time and Labor’ you will select the ‘**Supervisor Dashboard**’ tab above. This is where you will complete the tasks for your direct reports. ‘Time card corrections’ is where you will review pending punch corrections that need your approval & missing punches that the employee has still not submitted corrections for. ‘My employees’ is where you will see another list of all the employees that you are responsible for and can view. ‘Pending Time Off Requests’ is where you will see a list of time off requests for you to approve or deny.



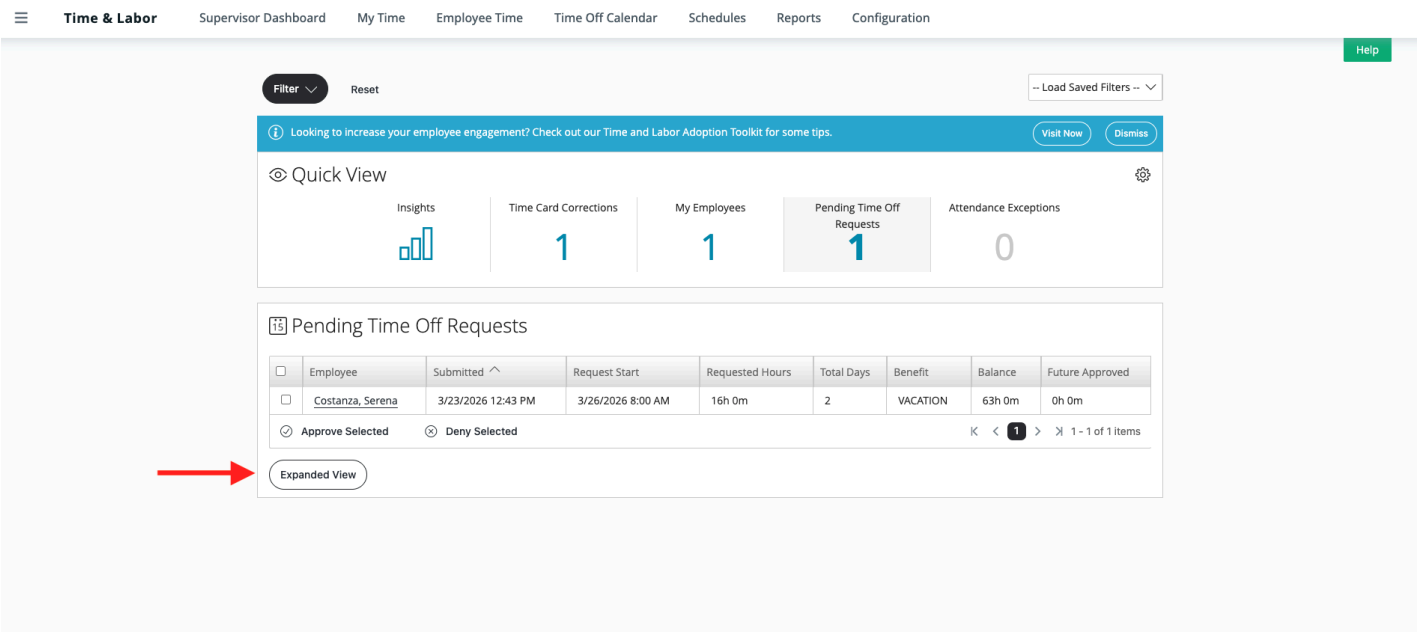
4. Once you click on one of the pending punch corrections it will take you to this screen. This is where you will review the submitted correction and approve or deny it. You can also leave comments toward the bottom if you need to leave additional information.
    a. ***If a request is denied please leave a comment stating why it was denied. This way we have a record of why in case an employee comes back wanting reasoning behind the decision.**



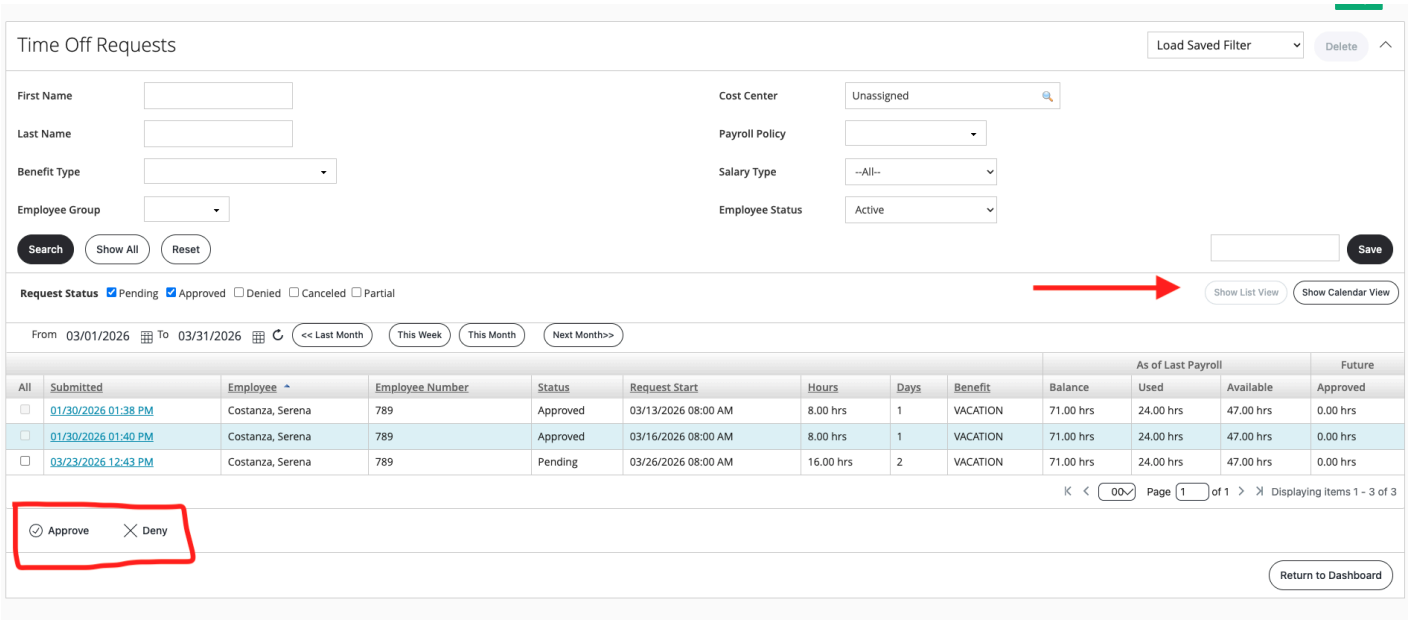
5. Next is '**Missing Punches**'. These are punches that are missing that the employee has not submitted corrections for. Please talk with your direct reports about these to ensure they submit corrections through Paylocity for you to approve. There is also a 'Notify All Employees' button that will send reminder emails out to all employees listed here for them to submit corrections for the missed punches.



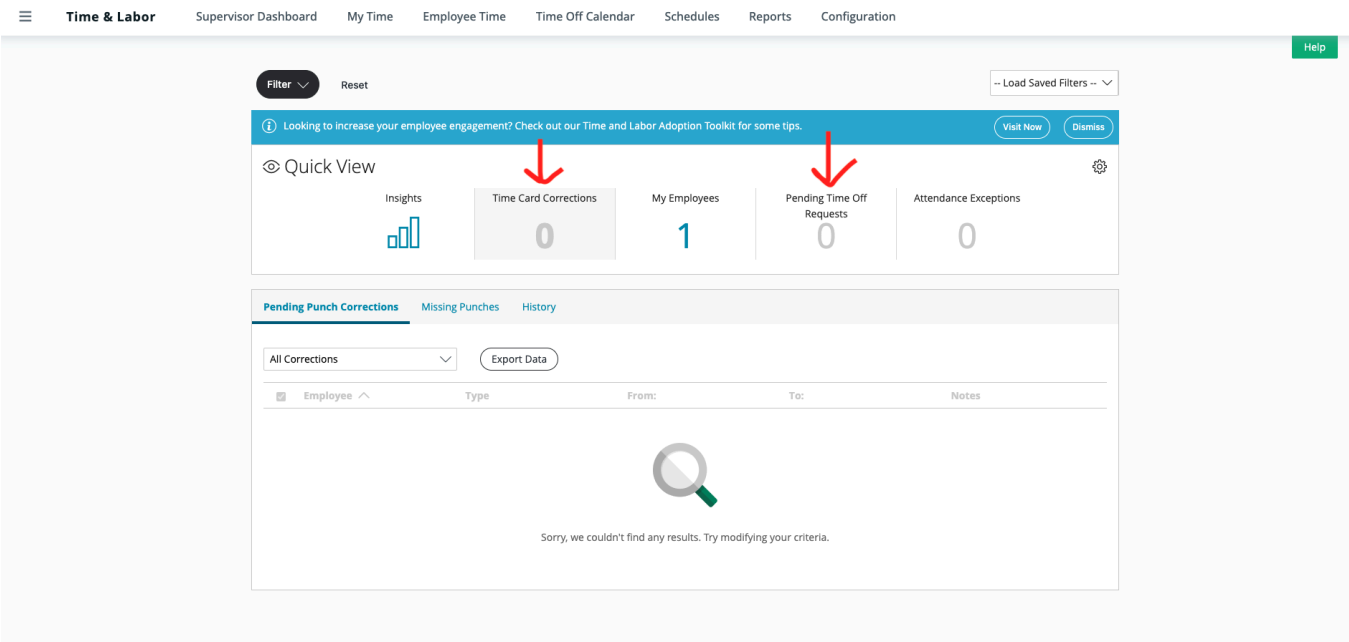
6. As you can see here, all the approved corrections have been made but the missed punch will still be active on their time card until they submit a correction for you to approve.



7. Back at the 'Supervisor Dashboard' tab click on '**Pending Time Off Requests**'. This is where you will see all requests from your direct reports for you to approve or deny. You can click on the '**Expanded View**' button to get a better view of all requests.



8. After clicking on 'Expanded View' it will take you to this screen. You can either be in 'List View' or 'Calendar View'. Here is where you can get more detail or search for specific employees.
    a. ***If a request is denied please leave a comment stating why it was denied. This way we have a record of why in case an employee comes back wanting reasoning behind the decision.**



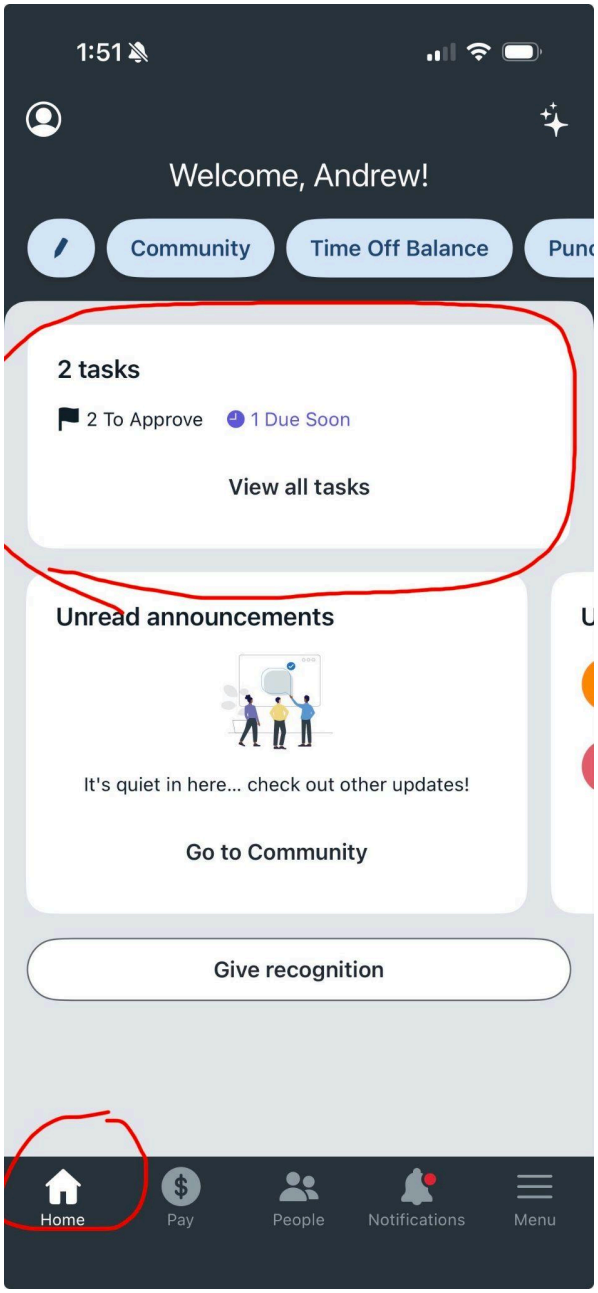
9. Every Friday at the end of the week your ‘Supervisor Dashboard’ should look like the above image. **You should have zero time card corrections and pending time off requests by the end of each week**. This ensures your direct reports have accurate time cards for payroll.

If you have any questions or concerns please reach out to Serena Costanza. She will be happy to support you.

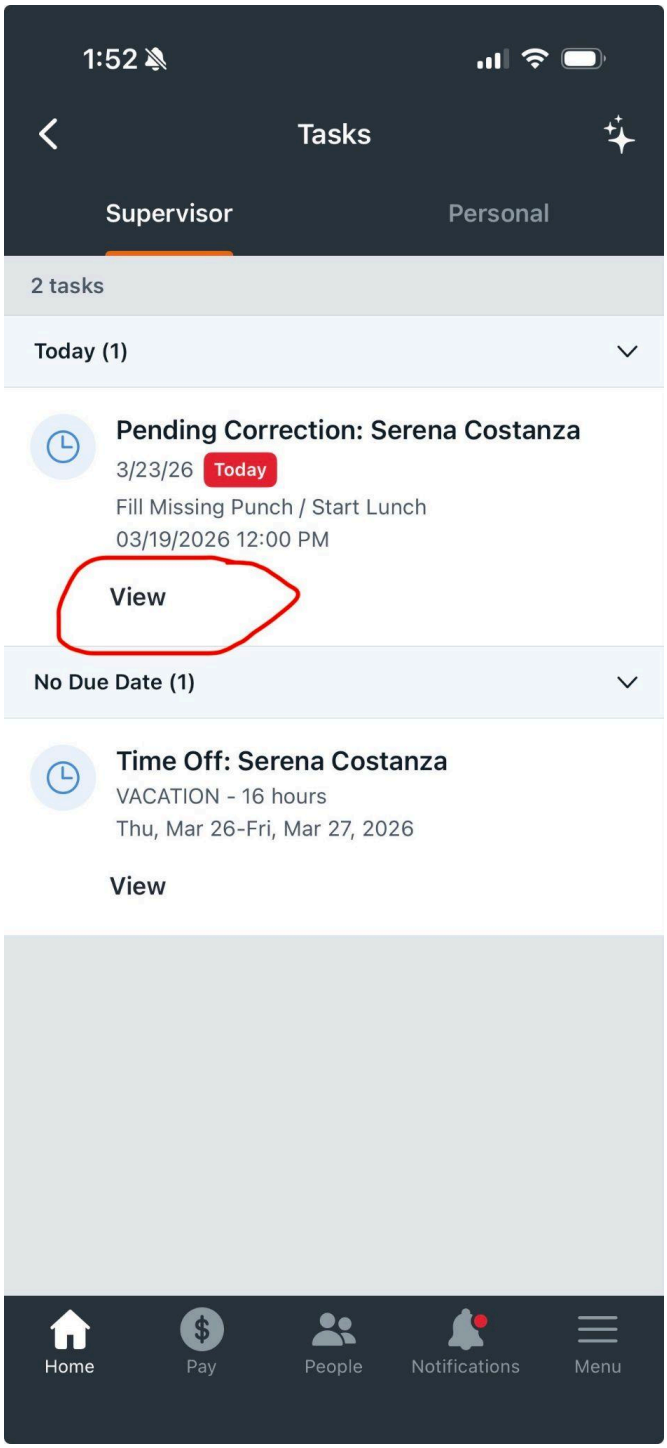
Supervisor Training Guide(Mobile)

Navigator Schools
Paylocity (Mobile) Supervisor Training Guide

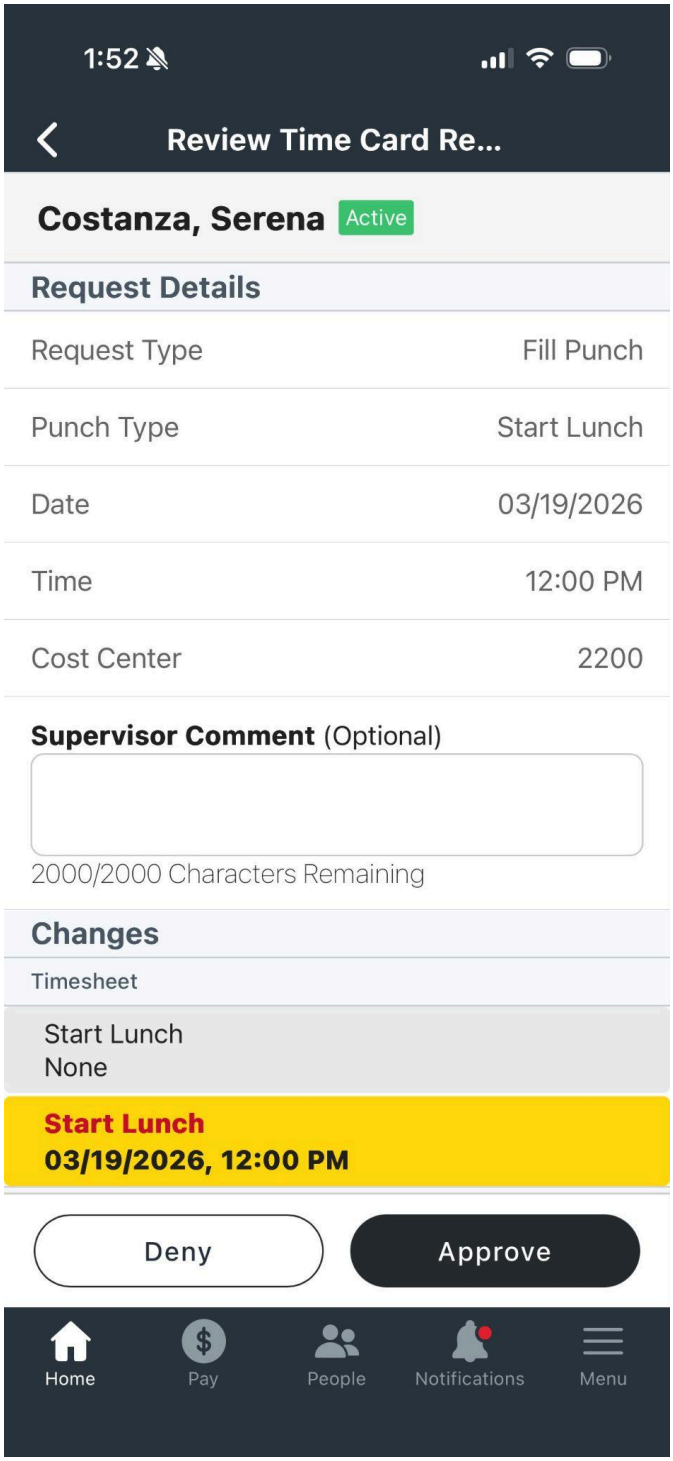
The purpose of this guide is to give a step by step walkthrough for supervisors to monitor, correct and approve their direct reports Paylocity requests/timecards. This includes missing punches, punch corrections, time off requests and timecard approvals.



For Mobile, once you sign in you will be taken to this home screen. Here you will see your tasks at the top that you need to complete. Hit the '**View all Tasks**' button.

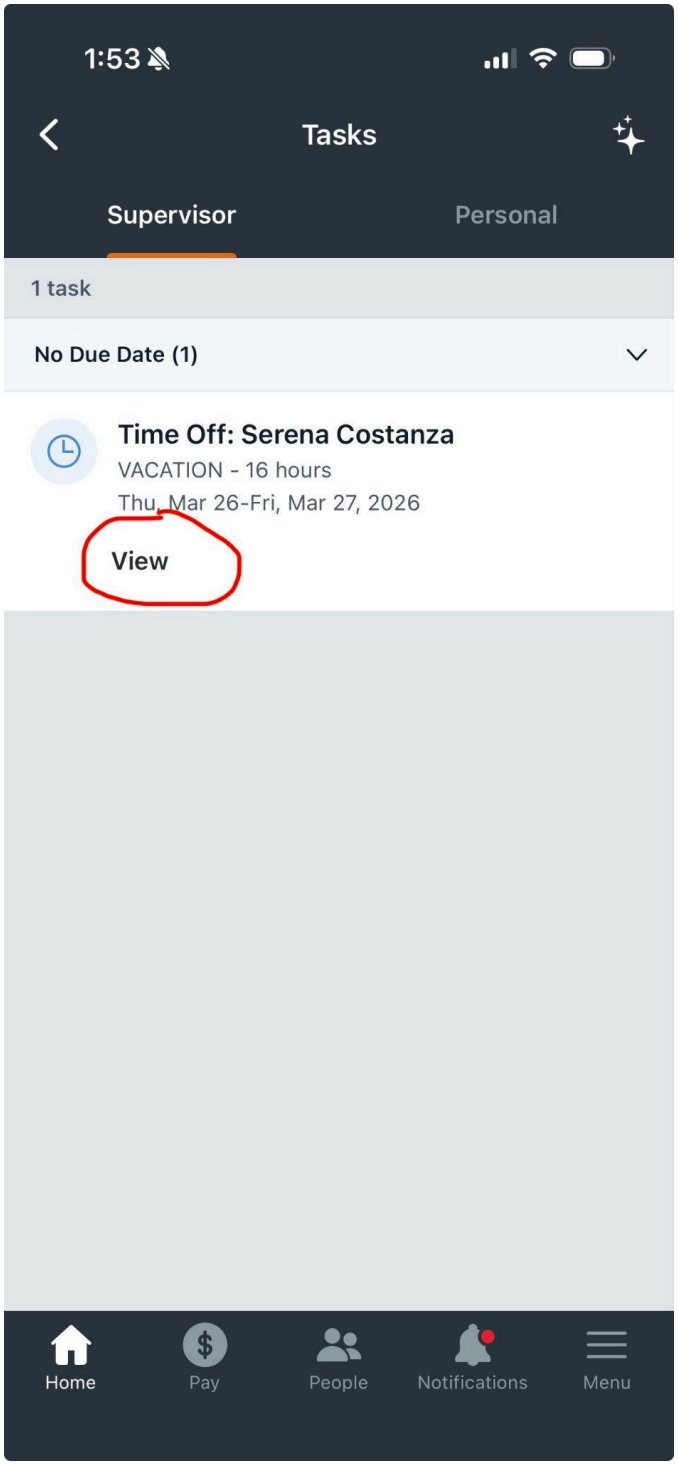


Once in '**Tasks**' you can hit the '**View**' button on any of your outstanding tasks to go into further detail.

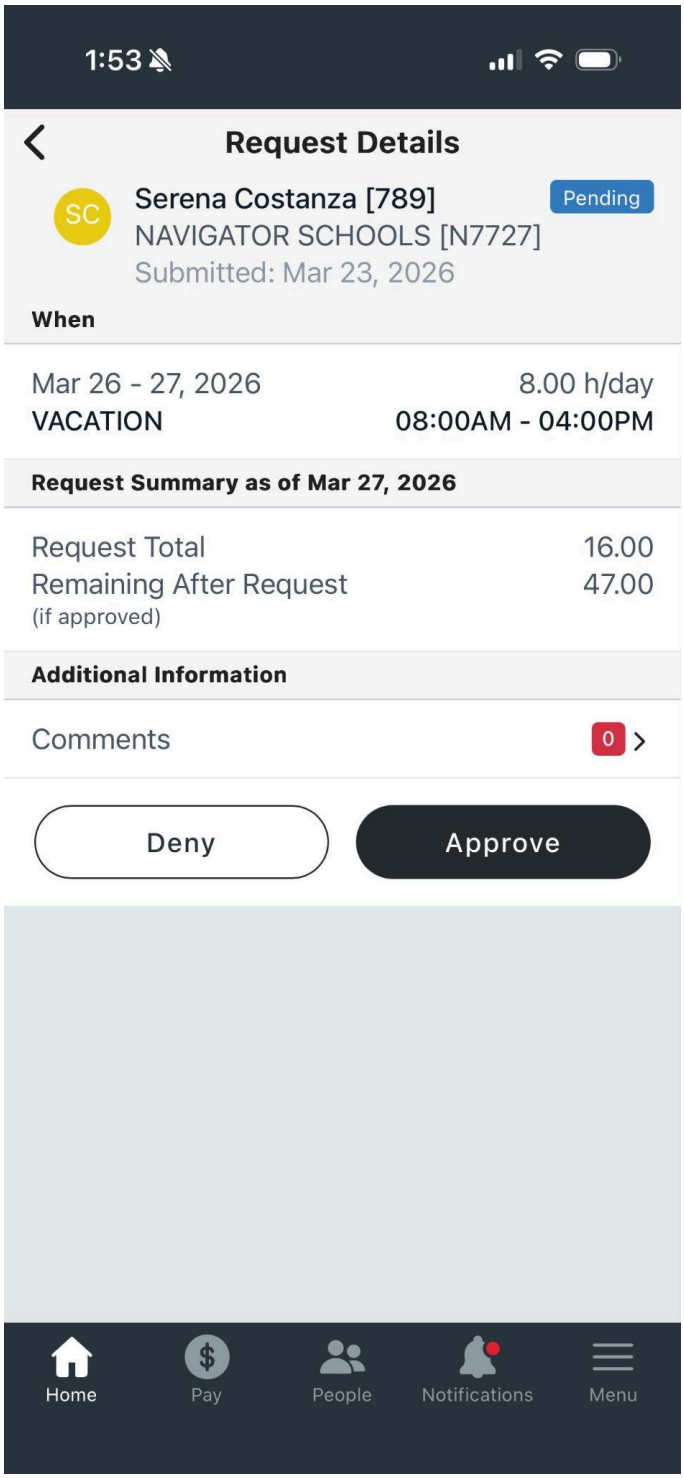


After hitting view this is the screen you will be taken to. You will be able to review the details of the correction request from the employee and also leave a comment if needed. At the bottom you have the choice to either Approve or Deny the request.

***If a request is denied please leave a comment stating why it was denied. This way we have a record of why in case an employee comes back wanting reasoning behind the decision.**

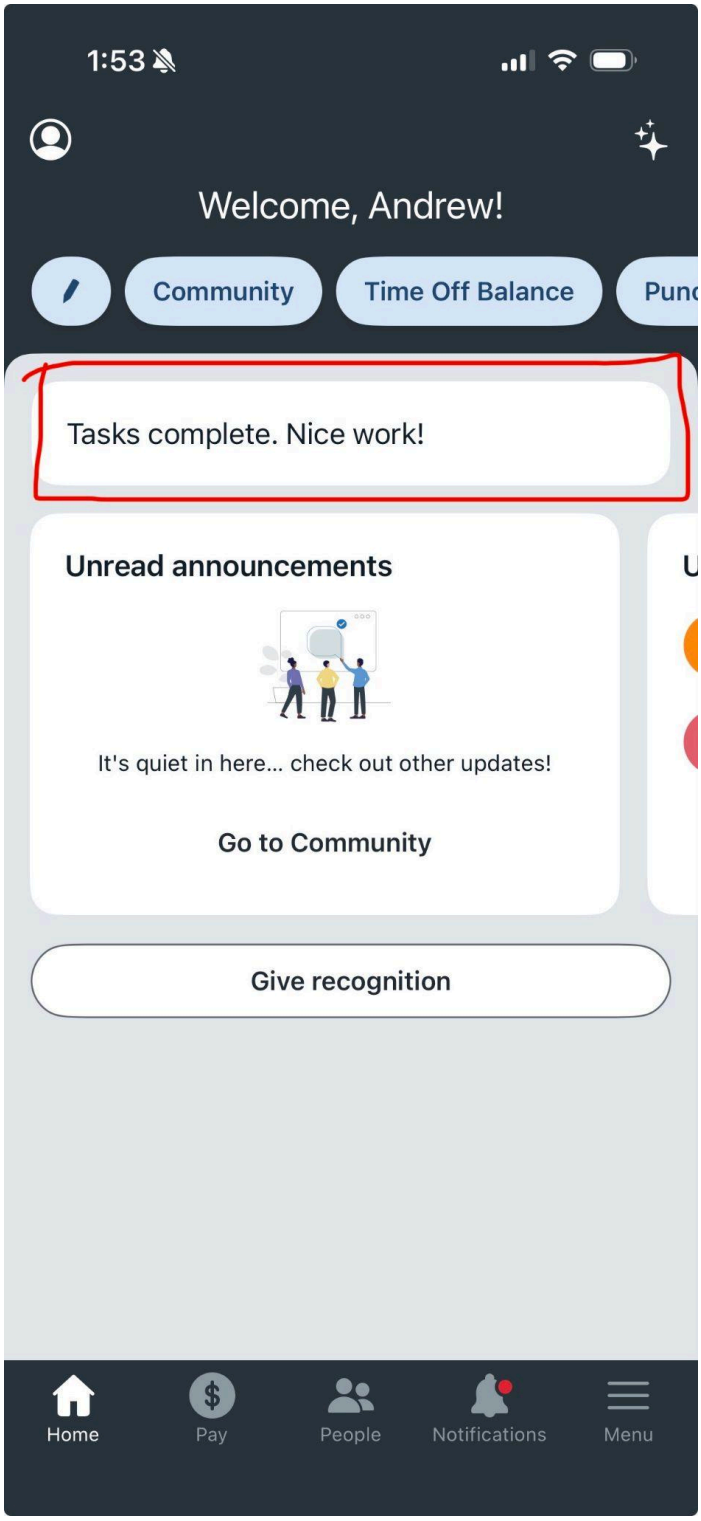


For Time Off Requests make your way back to your '**Tasks**' section. Here you will see all of your direct reports requests for time off awaiting your approval. Hit the '**View**' button to get more detail on request.



Here you will see the request details. Please review the employees request and add a comment if necessary. The Approve and Deny buttons are there once you are ready to make the decision.

***If a request is denied please leave a comment stating why it was denied. This way we have a record of why in case an employee comes back wanting reasoning behind the decision.**



Every Friday at the end of the week your '**Home**' screen should look like this image. **You should have zero tasks by the end of each week**. This ensures your direct reports have accurate time cards for payroll.

If you have any questions or concerns please reach out to Serena Costanza. She will be happy to support you.

Time Card Approvals (Desktop)

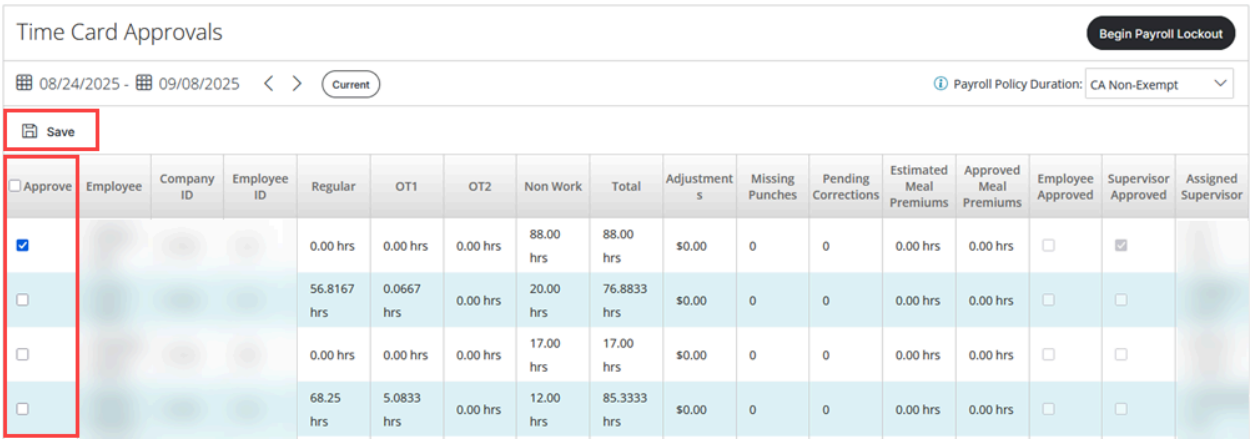
Navigator Schools
Paylocity (Desktop) Supervisor Training Guide
Timecard Approvals

Please use this link to watch a video walkthrough to approve employee timecards:

https://use.vg/HJat4Cu9EZOR

Here is the step by step guide written out for additional guidance:

1. Navigate to Time & Labor > Employee Time > Time Card Approvals. The date range defaults to the current pay period, unless changed the last time a user logged in.
2. Select Filters to view Time Cards by different:
    - Payroll Policy date ranges, employee groups or salary types.
    - Users with a specific range of total hours, by approval status, employee status, or cost centers.
    - The Cost Centers filter uses the employee's default assigned Cost Centers, not the cost centers assigned to an employee's shift.
3. Apply Filters to change the list of employees below.
4. Type a name into the Save search as... box and select Save to save a filter.
5. Select the < symbol to view Time Card totals for the previous pay period.
6. Select any column header to sort from least to greatest or greatest to least.
    - The system grays out Approve for Time Cards containing closed period dates. If the company has multiple pay frequencies, it may be necessary to update the Payroll Policy Employee Filter to match the Payroll Policy Duration drop down to exclude closed period dates from their Time Card before approving.
7. Select the box in the Approve header to approve all Time Cards listed on the page.
8. Select the box in the Approve column for individual employee rows to approve individual employee's Time Cards.
9. Select Save.



ADDITIONAL INFORMATION:

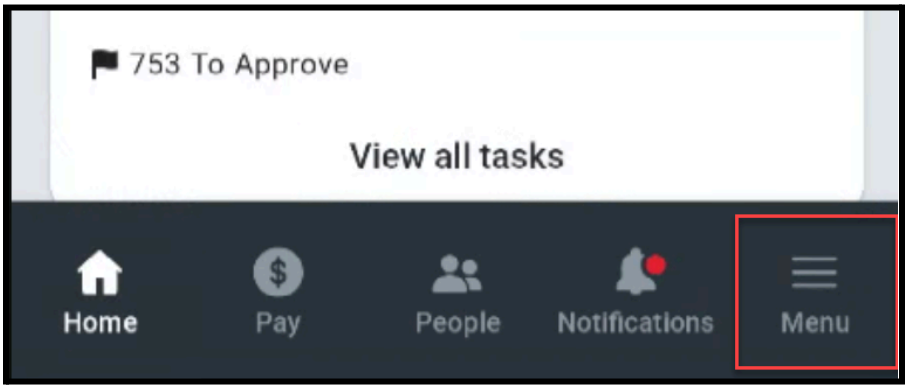
- The hours listed under the Non Work column are Regular pay type hours. Even if the pay type contains the word "work" in its description, the system sees it as a non-work pay type and lists the hours under the Non Work column. Overtime pay types are under the OT1 or OT2 column.

If you have any questions or concerns please reach out to Serena Costanza. She will be happy to support you.

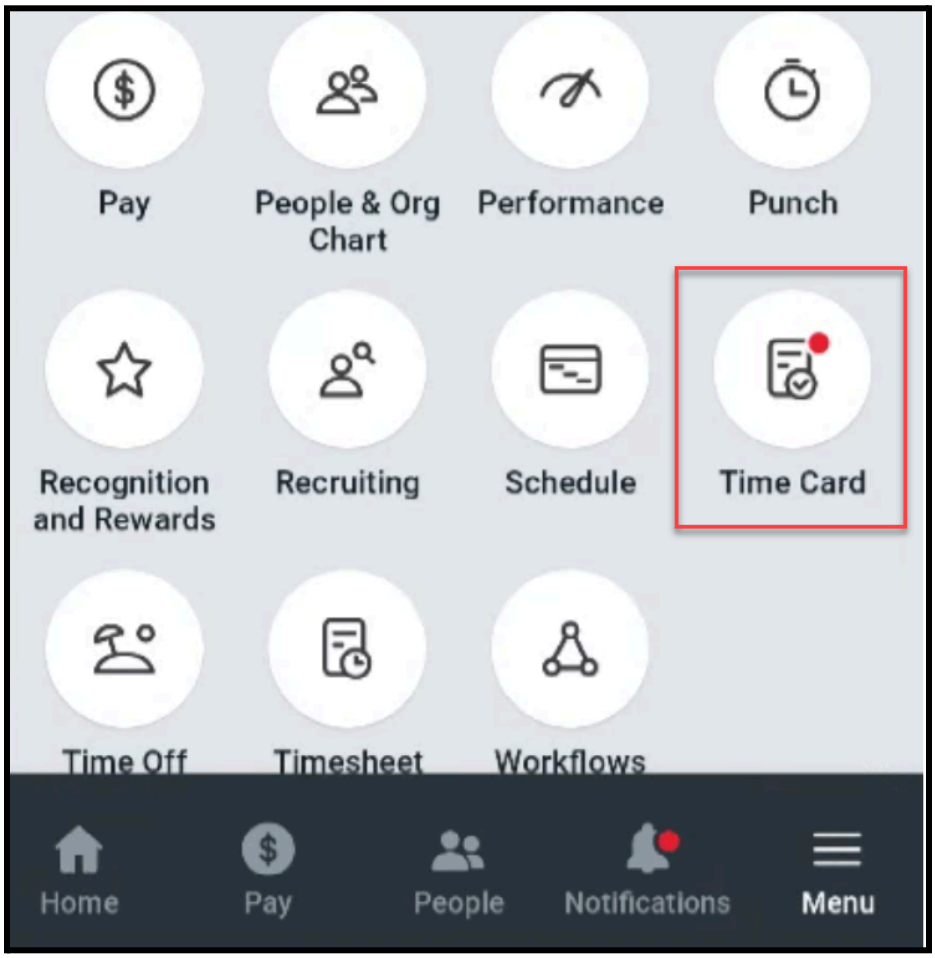
Time Card Approvals (Mobile)

Navigator Schools
Paylocity (Mobile) Supervisor Training Guide
Timecard Approvals

1. Navigate to **Menu** in the **Global Navigation Bar**.

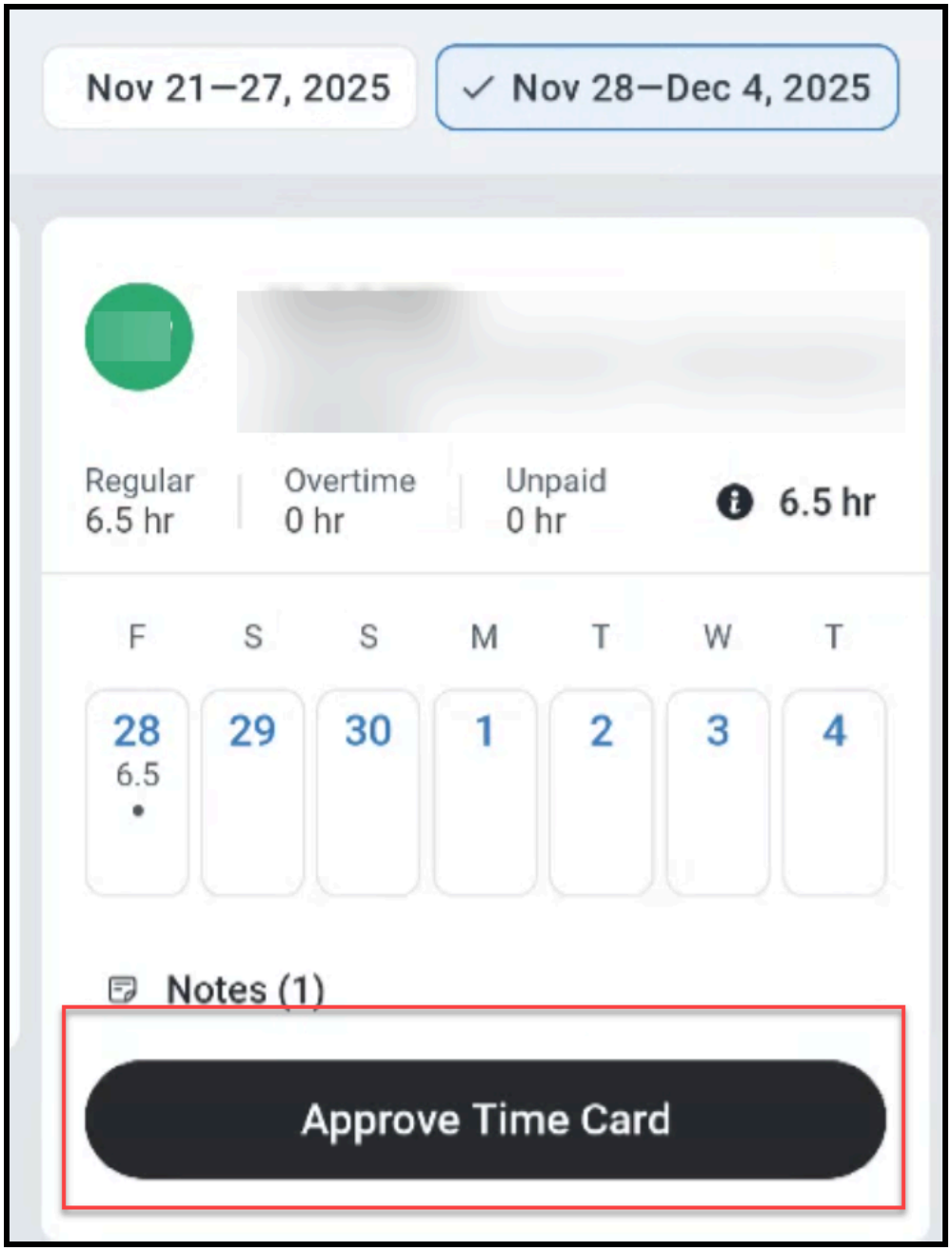


2. Select the **Time Card** menu item.



3. Select **View All Time Cards.**
4. Select the employee from List

5. Select **Approve Time Card**.



If the company disables **Allow Supervisors to approve time with missing punches** in the **Global Configuration Settings**, then the system prevents approval for Time Cards with missed punches.

💡 **ADDITIONAL INFORMATION:** Modifications to approved Time Cards or shifts causes the system to place those items in an unapproved status after saving changes.

If you have any questions or concerns please reach out to Serena Costanza. She will be happy to support you.

DRAFT pending board approval

Navigator Schools
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Attachment D

Procedures for Charging Salaries and Wages to Federal Awards, Categorical Programs, and Cost Objectives

PURPOSE

These procedures establish the internal control process for charging salaries and wages to specific federal awards, categorical programs, and cost objectives at Navigator Schools. The purpose of these procedures is to provide reasonable assurance that personnel costs charged to federal programs are accurate, allowable, allocable, properly documented, and reviewed in accordance with applicable federal requirements and the corrective action expectations identified by the California Department of Education (CDE).

These procedures are intended to support compliance with the standards for documentation of personnel expenses under 2 CFR § 200.430, including the requirement that salary and wage charges be based on records that accurately reflect the work performed and that those records be supported by a system of internal controls, incorporated into official records, and reasonably reflect total compensated activity.

SCOPE

These procedures apply to all employees whose salaries or wages are charged, in whole or in part, to:

- Federal awards.
- State or local categorical programs when similar personnel documentation is required.
- Shared cost objectives involving multiple funding sources.
- Direct and indirect activities when compensation must be allocated across functions.

These procedures apply to school site administrators, program managers, payroll staff, finance staff, back-office accounting support, and supervisory personnel responsible for reviewing, approving, monitoring, or recording salary and wage charges.

DEFINITIONS

Cost objective

A cost objective is a program, grant, function, activity, organizational unit, or other work unit for which cost data are accumulated and tracked. For purposes of these procedures, examples of cost objectives may include Title I small group instruction/classroom intervention in core subjects, Title III multilingual learner curriculum development and coordination, instructional support and program coordination, special education program services, schoolwide intervention support, and general administration when treated as an indirect activity.

Time and effort certification

A time and effort certification is after-the-fact documentation that reflects the total activity for which an employee is compensated during the reporting period and supports the salary and wage charges assigned to the applicable funding source or cost objective. (Refer to the Sample Semi Annual 2025-26 Time and Effort Certification Form Attachment F)

POLICY STATEMENT

Salaries and wages charged to a federal award, categorical program, or other cost objective must be supported by records that accurately reflect the work performed. Budget estimates may be used for interim payroll charging only if those estimates are reasonable, documented, and reconciled in a timely manner to actual work performed.

Charges may not be assigned to a federal award based solely on budget availability or convenience. Personnel costs must be allocated in proportion to the benefit provided to each program or cost objective and must be corrected promptly when actual work differs from the original payroll distribution.

ROLES AND RESPONSIBILITIES

School Principal or site leader

The School Principal or site leader is responsible for ensuring that site staff understand these procedures, that appropriate cost objectives are identified for federally funded staff, and that required certifications are completed timely and retained.

Program administrator or grant manager

The program administrator or grant manager is responsible for confirming that staff duties align with the approved grant budget, program plan, and allowable uses of funds for the applicable award or categorical program. The program administrator also reviews staffing assignments to confirm that payroll charges are consistent with actual program benefit.

Supervisor with firsthand knowledge

The employee's supervisor, or another responsible official with firsthand knowledge of the work performed, is responsible for reviewing and signing certifications and for confirming that the documented distribution of activity is reasonable and accurate.

Payroll and finance staff

Payroll and finance staff are responsible for entering payroll distributions into the accounting system, maintaining supporting records, monitoring receipt of certifications, reconciling payroll charges to actual activity, preparing adjusting journal entries when needed, and retaining documentation in the official business records.

Back-office accounting/fiscal compliance support (Charter Impact)

Back-office accounting/fiscal compliance support is responsible for periodic monitoring of compliance, follow-up on missing or incomplete certifications, review of payroll coding accuracy, and escalation of unresolved issues to management.

PROCEDURES

Assignment of cost objectives

Before payroll is charged to a federal award or categorical program, the finance, program and people support staff shall identify the specific funding source and cost objective or multiple cost objectives associated with the employee's assignment. The cost objective description must be sufficiently specific to describe the actual programmatic activity being supported, should match the budget, staffing plan, grant application, and object and funding code structure.

Examples of cost objective descriptions include:

- Title I - Small Group Instruction / Classroom Intervention in core subjects.
- Title III - Multilingual Learner Curriculum Development and Coordination.
- IDEA - Special Education Services.
- Schoolwide Academic Intervention Support.
- CSP – Growth & expansion (non-instructional system setup, specialized non-core staff building out infrastructure), planning phase (essential teaching staff and curriculum development), principal & school leader building out school’s structural foundation

If an employee works on only one cost objective for the period, that employee will be documented using a single cost objective certification format. If an employee works on more than one cost objective, the employee's compensation must be supported by documentation showing the distribution of total compensated activity across the applicable cost objectives.

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Initial payroll charging

Payroll will initially be charged based on approved staffing assignments and budgeted distributions when the assignments reasonably reflect expected work. The initial payroll setup must be reviewed by people support, finance and program staff before payroll is processed.

No payroll distribution may be established without documentation from people support for the funding source, assigned cost objective, and identification of the supervisor responsible for validating those objectives.

Time and effort documentation requirements

For every employee whose salary or wages are charged in whole or in part to a federal award, the organization shall obtain after-the-fact time and effort documentation that:

- Reflects the total activity for which the employee is compensated.
- Accounts for all compensated activities and totals 100 percent of the employees' work for the period.
- Identifies the applicable funding source or cost objective, or the percentage distribution across multiple cost objectives.
- Is completed after the work has been performed.
- Is signed by the employee or by a supervisory official having firsthand knowledge of the work performed, consistent with organizational practice.

The certification period is semi-annual with reporting period being July to December and January to June. The certification dates shall be on or before January 31 and July 31 of every fiscal year provided the records are prepared timely and support the salary and wage charges made to the funding source.

Review and approval process

The following establishes the review process:

1. The finance staff completes the certification after the end of the reporting period.
2. The employee reviews the listed cost objective and effort distribution for accuracy.
3. The supervisor and responsible official reviews the certification to confirm that it reflects actual work performed.
4. Finance or payroll staff review the certification for completeness, including period covered, signatures, dates, funding source identification, and accuracy.
5. Incomplete, unsigned, or inconsistent certifications are returned for correction.

Certifications may not be approved in blank, pre-signed, or completed in advance of the work period.

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Monitoring to ensure certifications are received

The Finance Department, in coordination with payroll and fiscal compliance staff, shall maintain a tracking log of all employees requiring time and effort certifications. The log shall identify:

- Employee name.
- Position title.
- Funding source or program.
- Reporting period.
- Due date.
- Date received.
- Reviewer.
- Status of any follow-up.

Monitoring shall occur semiannually in the month when certifications are due (January and July) during active certification collection periods and at fiscal year-end for final verification. The Finance staff shall review the tracking log and follow up on missing certifications.

If a certification is missing after the due date:

- A reminder is issued to all parties involved; the employee, their supervisor, and people support.
- A second follow-up is issued if the item remains outstanding after one week.
- The issue is escalated to the site leader and finance leadership if not resolved timely.
- Salary charges are reviewed for possible reclassification if adequate support cannot be obtained.

Reconciliation of payroll to actual activity

Finance, people support and payroll staff shall compare monthly payroll distributions to actual staffing assignments prior to finalizing certifications, to ensure the time and effort are accurately reflected. When the payroll documentation indicates a discrepancy in actual payroll charges vs. staffing assignments and actual work performed, finance staff shall review, research, reconcile and prepare and post an adjusting journal entry or payroll reallocation to correct the distribution.

Corrections shall be made promptly after identification and documented with:

- The reason for the adjustment.
- The period affected.

- The object and resource codes and funding sources impacted.
- Approval by authorized finance personnel.

If adequate after-the-fact support cannot be obtained for amounts charged to a federal program, the unsupported amount shall be removed from the federal award and charged to an allowable non-federal funding source.

Year-end verification

At fiscal year-end, finance staff shall perform a final review of federally funded salary and wage charges to confirm that:

- Required certifications were received for all affected employees.
- Payroll distributions align to completed certifications.
- All adjustments needed were recorded.
- Documentation is complete and retained in the official records.

A certification or assurance may be prepared for management, affirming that all required time and effort certifications were completed and that salaries and wages were appropriately charged for the year.

Record retention

Time and effort certifications, payroll registers, tracking logs, adjusting journal entries, reconciliation workpapers, and related correspondence shall be retained in accordance with the Navigator's records retention policy and any applicable federal or state retention requirements. These records shall be maintained as part of the official business records and made available for audit, monitoring, and program and management review.

Training and communication

Finance staff, school leaders, program managers, and employees with federally funded assignments shall receive periodic guidance on these procedures, including expectations for identifying cost objectives, completing certifications, and submitting documentation on time. Training shall be provided when procedures are first implemented and when material changes occur.

Ongoing oversight and continuous improvement

Management shall periodically review the effectiveness of these procedures as part of broader fiscal oversight and internal control monitoring. Updates may be made to strengthen compliance, improve segregation of duties, standardize documentation, and address audit or monitoring recommendations. Navigator's broader fiscal oversight improvements, including

engagement of outside accounting expertise, strengthened governance policies, and added oversight structures, provide organizational support for sustaining these controls.

Effective date

These procedures are effective as of June 15, 2026, and apply to current and future salary and wage charges to federal awards, categorical programs, and cost objectives unless superseded by a revised written procedure.

Approval

Approved by: _____
Title: _____
Date: _____

Navigator Schools
Semi Annual Tine & Effort Certification
Instructions for Completing the Sample Time and Effort Certification

Purpose
This instructions page accompanies the sample Time and Effort Certification form and is intended to help employees, supervisors, and finance and Payroll staff complete the form consistently and accurately. The certification form supports compliance with 2 CFR 200.430, which requires records that accurately reflect the work performed, reasonably reflect total compensated activity, and support the distribution of salary and wages among specific activities or cost objectives when applicable.

When to use the certification
Use the certification form for any employee whose salary or wages are charged in whole or in part to a federal award, categorical program, or other tracked cost objective that requires personnel documentation. The completed certification must be prepared after the work has been performed and must reflect the employee's actual activities during the reporting period, not only the budgeted assignment.

When to complete the certification
Certifications should be completed after the last payperiod is recorded for the reporting period and no later than 1/31 and 7/31 every year.

Which form to use

- Use the **single cost objective** certification when the employee worked 100 percent of the reporting period on one program or one integrated cost objective.
- Use the **multiple cost objectives** certification when the employee worked on more than one program, activity, funding source, or direct/indirect function during the reporting period.

How to complete the internal form (fill in the yellow highlighted section only)
1) For each school, you will update the school name, school year, reporting period (either 7/1/202x - 12/31/202x or 1/1/202x - 6/30/202x), federal award name, CFDA#, pass-through entity (these can be found on the SEFA in the audit report) and resource code.
2) Update the funding section with the federal award amounts apportioned to each school.
3) Enter the employee name, job title, percent of total activity, total salary for the reporting period, total salary charged to the federal award being certified. If the salaries are greater than the total federal award than the remaining amounts need to be listed in the "general fund" column, which indicates that the salary amount over over the federal award is charged to other funding.
4) Complete the cost objective section for the job title:
Examples of cost objective descriptions include: (If job titles change make sure to change them on the internal form and update the cost objectives)

- Title I - Small Group Instruction / Classroom Intervention in core subjects.
- Title III - Multilingual Learner Curriculum Development and Coordination.
- IDEA - Special Education Services.
- Schoolwide Academic Intervention Support.
- CSP - Growth & expansion (non-instructional system setup, specialized non-core staff building out infrastructure), Planning phase (essential teaching staff and curriculum development), Principal & school leader building out school's structural foundation

5) Verify support documents and reference them for the reporting period:
- GL detail sorted by funding source look for the comments on NSSP
- Payroll Registers
- NS Staff Placements referencing the current year (review any comments on the NSSP to get information on any staffing changes to ensure the employee activity is accurate. Follow up we the People Support Team to clarify any employee information before completing certification)

6) Review and confirm the following before sending the Cert Signature form for signature
- The reporting period is correct.
- The employee and position information are complete.
- The cost objective description is accurate.
- The percentages or activity lines reflect actual work performed.
- The total activity equals 100 percent.
- Required attestation is complete and signature and date sections are listed.

7) Signature Requirements
- Supervisor = Principal or CAO. This person must have first hand knowledge of the work performed.
- Responsible Official = Senior Financial Official or CEO. This person must have first hand knowledge that the activity and salaries are accurately supported and documented.
- Send through DocuSign

Submission and retention of certifications
The completed certifications should be retained as part of the official payroll and compliance records and in accordance with the records retention policy.

Submit certifications to the designated grantors as required and requested.

Common mistakes to avoid
- Completing the form before the reporting period ends.
- Listing only grant time instead of total compensated activity.
- Using budgeted level of effort rather than actual work performed.
- Allowing percentages to total more or less than 100 percent.
- Omitting signatures, dates, or a clear cost objective description.

Semi-Annual Time and Effort Certification

Organization: Navigator Schools
School Name: School Name
School Year: 2025-26
Reporting Period: 7/1/2025-12/31/2025
Federal Award/Grant: Title I, A Low-Income and Neglected
CFDA#: 84.01
Pass-Through Entity: 14329
Resource Code: 3010

SAMPLE

Employee Name	Job Title	Percent of Total Activity	Cost Objective
Last Name, First Name	Small Group Instructor	100%	Title I small group instruction/classroom intervention in core subjects
Last Name, First Name	Small Group Instructor	100%	Title I small group instruction/classroom intervention in core subjects
Last Name, First Name	Small Group Instructor	100%	Title I small group instruction/classroom intervention in core subjects
Last Name, First Name	Small Group Instructor	100%	Title I small group instruction/classroom intervention in core subjects

Supervisor Attestation:
I certify that I have firsthand knowledge of the work performed by this employee during the reporting month and that the distribution above reasonably reflects the employee's actual activities.

Signature

_____

Date

_____

Responsible Official Attestation:

I certify that the information accurately reflects the work performed during the reporting period and that the salary and wage charges associated with this period are properly supported and reasonably allocated in accordance with 2 CFR 200.430.

Signature:

_____

Date

[1] This certification represents "Percent of Activity Only" reporting, which is separately supported by the payroll data (general ledger, payroll registers) and any applicable reconciliation reports. The support documentation is available upon request.

Semi-Annual Time and Effort Certification(internal)

Organization: Navigator Schools
School Name: School Name
School Year: 2025-26
Reporting Period: 7/1/2025-12/31/2025
Federal Award/Grant: Title I, A Low-Income and Neglected
CFDA#: 84.010
Pass-Through Entity: 14329
Resource Code: 3010

Funding Section

2025-26 Title Funding (Title II and IV are added to Title I when reported in CARS)

Title I	92,460.00	CDE Allocation for 2025-26
Title II	15,202.00	CDE Allocation for 2025-26
Title IV	10,000.00	CDE Allocation for 2025-26
Total Title funds	117,662.00	CDE Allocation for 2025-26
	117,662.00	Certified SGI salaries charged to Title I
	-	

Employee Name	Job Title	Percent of Total Activity	Total Salaries	Total salaries charged to Title I	Total salaries charged to General Fund	Cost Objective		Verified support docs
Last Name, First Name	Small Group Instructor	100%	30,000.00	30,000.00	-	Title I small group instruction/classroom intervention in core subjects		FY 2025-26 GL, NS Staff Placements (2025-26 tab), Payroll registers
Last Name, First Name	Small Group Instructor	100%	30,000.00	30,000.00	-	Title I small group instruction/classroom intervention in core subjects		FY 2025-26 GL, NS Staff Placements (2025-26 tab), Payroll registers
Last Name, First Name	Small Group Instructor	100%	30,000.00	30,000.00	-	Title I small group instruction/classroom intervention in core subjects		FY 2025-26 GL, NS Staff Placements (2025-26 tab), Payroll registers
Last Name, First Name	Small Group Instructor	100%	30,000.00	27,662.00	2,338.00	Title I small group instruction/classroom intervention in core subjects	99.92%	FY 2025-26 GL, NS Staff Placements (2025-26 tab), Payroll registers
			120,000.00	117,662.00	2,338.00			

Semi-Annual Time and Effort Certification

Organization: Navigator Schools
School Year: 2025-26
Reporting Period: 7/1/2025-12/31/2025
Federal Award/Grant: Title I, Part A Low Income and Neglected
Federal Award/Grant: Title III, Part A Limited English Proficiency

SAMPLE

CFDA#	Pass-Through Entity	Federal Program	Employee Name	Job Title	School Site	Percent of Total Activity	Multiple Cost Objectives
84.010	14329.000	Title I, Part A	Last Name, First Name	MLL Coordinator	Hayward Collegiate Charter	13%	Title I – Multilingual Learner Curriculum Development, Instructional Support, and Program Coordination
84.365	14346.000	Title III, Part A	Last Name, First Name	MLL Coordinator	Gilroy Prep	32%	Title III MLL curriculum development and coordination
84.365	14346.000	Title III, Part A	Last Name, First Name	MLL Coordinator	Hollister Prep	29%	Title III MLL curriculum development and coordination
84.365	14346.000	Title III, Part A	Last Name, First Name	MLL Coordinator	Watsonville Prep	26%	Title III MLL curriculum development and coordination
						100%	

Supervisor Attestation:

I certify that I have firsthand knowledge of the work performed by this employee during the reporting month and that the distribution above reasonably reflects the employee's actual activities

Signature

_____

Date

_____

Responsible Official Attestation:

I certify that the information accurately reflects the work performed during the reporting period and that the salary and wage charges associated with this period are properly supported and reasonably allocated in accordance with 2 CFR 200.430

Signature:

_____

Date

_____

[1] This certification represents "Percent of Activity Only" reporting, which is separately supported by the payroll data (general ledger, payroll registers) and any applicable reconciliation reports. The support documentation is available upon request.

Semi-Annual Time and Effort Certification(internal)

Organization: Navigator Schools
School Year: 2025-26
Reporting Period: 7/1/2025-12/31/2025
Federal Award/Grant: Title I, Part A Low Income and Neglected
Federal Award/Grant: Title III, Part A Limited English Proficiency

2025-26 Title Funding		
Title I	10,400.00	
Title III	69,600.00	Total expenditures reported on SEFA
Total Title funds	80,000.00	Total expenditures reported on SEFA
	5,746.00	Certified MLL salaries charged to Title I
	38,454.00	Certified MLL salaries charged to Title III

CFDA#	Pass-Through Entity	Federal Program	Employee Name	Job Title	School Site	Percent of Total Activity	Total Salaries	Total Salary Charged to Title Federal Funds	Total salaries charged to General Fund	Multiple Cost Objectives	Verified support docs
84.010	14329	Title I, Part A	Last Name, First Name	MLL Coordinator	Hayward Collegiate Charter	13%	5,746.00	5,746.00	-	Title I – Multilingual Learner Curriculum Development, Instructional Support, and Program Coordination	FY2024-25 GL, NS Staff Placements (2024-25 tab), Payroll registers
84.365	14346	Title III, Part A	Last Name, First Name	MLL Coordinator	Gilroy Prep	32%	14,144.00	14,144.00	-	Title III MLL curriculum development and coordination	FY2024-25 GL, NS Staff Placements (2024-25 tab), Payroll registers
84.365	14346	Title III, Part A	Last Name, First Name	MLL Coordinator	Hollister Prep	29%	12,818.00	12,818.00	-	Title III MLL curriculum development and coordination	FY2024-25 GL, NS Staff Placements (2024-25 tab), Payroll registers
84.365	14346	Title III, Part A	Last Name, First Name	MLL Coordinator	Watsonville Prep	26%	11,492.00	11,492.00	-	Title III MLL curriculum development and coordination	FY2024-25 GL, NS Staff Placements (2024-25 tab), Payroll registers
						100%	44,200.00	44,200.00	-		



Navigator Schools
Finance Committee Meeting

May 28, 2026

How We Got Here

Like nearly all schools across the country, Navigator has been operating under growing financial pressure – expenses outpacing revenue – for multiple years.

- ➔ Missing budgeted enrollment targets without adjusting staffing model
- ➔ Expiration of one-time COVID funding without school-level program reductions
- ➔ Increased staffing costs (salary increases, health insurance, other benefits)
- ➔ Rising operational costs & inflation
- ➔ 2024-25 balance sheet clean-up ($4M impact on FY26 cash flow)

The full scale of the 2026-27 budget challenge became clear this spring following updated financial projections and completion of the audit process.

How We Got Here

2023-24

- Did not hit enrollment target for first time in recent years
- Made major investments in academic programming (ELA/ELD programs, data systems, equity)
- 15% hourly wage increase
- New leadership identified lapses in financial controls & oversight
- FY24 audit delayed ~3 months (late every year since 2019-20), financial concerns identified

2024-25

- Expenses continued to outpace revenue
- Early financial stabilization efforts began (increased class size to avoid cuts but it did not result in sufficient revenue)
- Invested in facilities improvements at HC, GPS, and WPS

2025-26

- Federal funding dropped nearly 50%, from $2.8M average to $1.5M
- Identified errors in our staffing count & enrollment estimates that would have forced us to cut mid-year; instead, moved money from the Support Office to schools with deficits
- Outside finance & accounting expertise engaged to improve controls and rebuild reporting

Year-Over-Year Financial Summary

	2022-23 Audited	2023-24 Audited	2024-25 Audited	2025-26 Forecast	2026-27 Proposed
Enrollment	1,629	1,740	1,843	1,954	2,094
Revenue	$27.8M	$32.3M	$37.7M	$41.6M	$45.2M
Prior-Period Adjusted Revenue★	($1.7M)	$1.7M	$0.1M	–	–
Expenses	$25.7M	$35.8M	$39.7M	$42.2M	$43.1M
Adjusted Surplus/(Deficit)	**+$0.4M***	**($1.8M)****	**($1.9M)**	**($0.6M) est**	**$2.1M projected**
Drivers	• ESSER Funding • Navi/HC merger	• ESSER Ended • Wage increases • Added capacity	• HC & GPS construction • AR reconciliation	• WPS construction • Enrollment/staffing misalignment	• Return to ~5% operating margin

2025-26 figures are forecasts subject to final audit. 2026-27 figures are proposed, pending Board approval.
*★ Added 5/28 for clarity *Excluding HC merger carry over **Modified by the 2024-25 audit.*

Powered by BoardOnTrack

Improved Financial Controls & Fiscal Oversight

The board has taken these financial challenges seriously, making strategic improvements to fiscal controls, management, and oversight.

- Changed auditors from CLA to GHJ to put “fresh eyes” on our finances and financial systems
- Contracted back-office services for accounting, budgeting, fiscal compliance, & data to Charter Impact
- Stood up ad-hoc board committee to review accounting improvements leading to new governance policies covering whistleblower protections, segregation of duties, and vendor approvals – approved in March 2026
- Hired KPMG to conduct a Fraud Risk Assessment

No Fraud Identified

“Navigator appears to have the appropriate policies and procedures in place to identify and where applicable mitigate potential fraud, reputational, and other misconduct (including illegal acts) risks.” – KPMG

Audit findings were because of debt adjustments from prior years that were identified and corrected.

Our Core Commitments: What Remains Stable

Every budget decision was evaluated against these four priorities:

★ Protect classroom quality, student experience, & school community safety

No reduction was made that would compromise the safety, stability, or quality of daily school life for students. Each school maintains the staffing & resources needed to operate effectively.

★ Support students with IEPs, behavioral needs, & additional learning needs

Students with the greatest needs receive the services they were promised. Special education staffing ratios and services are maintained. We will have access to additional state special ed funding for FY27.

★ Support & retain strong staff

Prioritized non-personnel cuts and retained all teacher positions. All staff will receive a 2% cost-of-living increase in 2026-27.

★ Work toward long-term financial stability

We must operate with a sustainable surplus each year, as required by our authorizers.

Decisions Made to Stabilize the Organization

Once the scale of the budget challenge became clear, we had to make a series of difficult decisions – in order – to stabilize the organization financially.

1 Significantly reducing operational expenses

- Reduced professional consulting contracts (advocacy, comms, etc.)
- Sunset expiring grant-funded programs
- Held off on technology purchases

2 Scaling back centralized & operations roles

- Reorganized ops roles at schools
- Eliminated more than ¼ of Support Office roles

3 Restructuring classroom staffing model

- SGI and FII roles merged into new DLI and ISF roles
- Aligned headcount to match enrollment and meet IEP needs

Understanding the Impact on People

In alignment with our Core Commitments, we made the decision to restructure and reduce roles in a way that would be least disruptive to students.

Support Office
13 roles eliminated
(26.5% of positions)

School-Level Support Roles
36 roles eliminated
(10.5% of positions)

Classroom Teachers
0 roles eliminated
(0.0% of positions)

Of the roles impacted by budget cuts & restructuring:

- 76 staff members moved into other positions and will remain on the team (including in new DLI and ISF roles)
- 6 staff members had already planned to depart at the end of this school year
- 2 positions were already vacant and will remain unfilled
- 34 staff members will unfortunately be let go after the 2025-26 school year

Proposed FY27 Budget: Overview

Enrollment	Total Revenue	Total Expenses	Projected Surplus
2,094	$45.2M	$43.1M	+$2.1M

We must hit several complex financial covenants and benchmarks, so we **target a 5% network-wide operating surplus.**

Key Revenue Changes from FY26

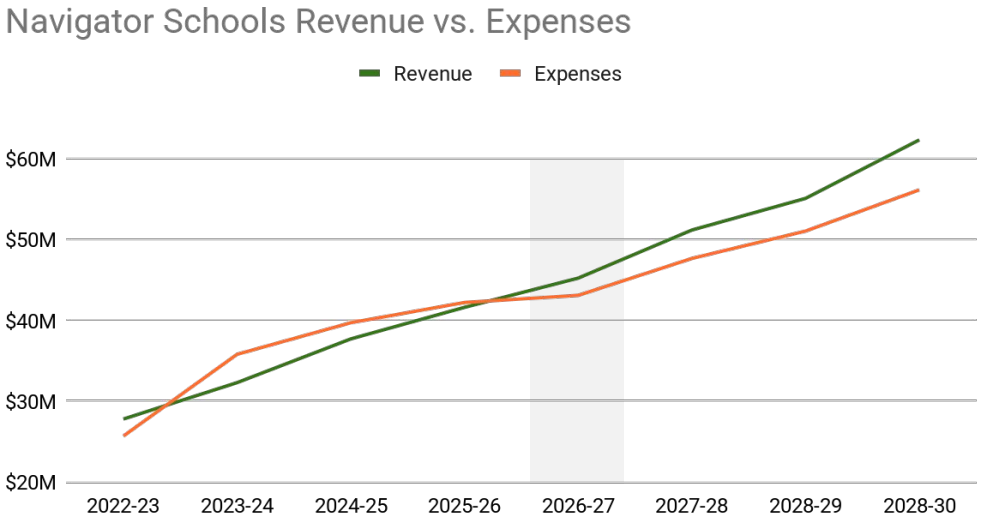
- State aid increased due to enrollment and COLA (+$2.6M)
- State SPED revenue increased due to an increase in the per-ADA funding rate (+$954K)
- School fundraising decreased due to the recognition of the one-time CSGF operating grant in FY26 (-$1.5M)

Key Expense Changes from FY26

- Personnel expenses reduced due to adjusted staffing model (-$1.7M)
- Rent increased primarily due to OCP's new lease expense (+$962K)
- Reductions in legal, audit, PR/recruitment, and professional development services (-$376K)
- Interest expenses increased to incorporate additional loan repayment schedules (+$143K)

Longer-Term Financial Stability

While we need to make structural shifts and difficult cuts to the budget this year, these changes set Navigator on a path toward financial stability.



- After 3 years of budget deficits (expenses outpacing revenue), we are planning for a 4.95% surplus in 2026-27
- Stabilizing our staffing and programmatic model sets us up to maintain a healthy surplus in future years

★ *Slide added 5/28 for clarity*

Adapting in Real Time

We have been actively working to stabilize our finances and have made real-time adjustments. This proposed budget differs from the April draft.

- ➔ Includes updates from the Governor's revised budget including an increase in the state revenue COLA from 2.41% to 4.3% and an increase from $998 per ADA to $1,340 per ADA for the special education base rate (among other changes).
- ➔ Increases the projected enrollment in existing schools to match acceptances from the 2026 lottery.
- ➔ Decreases enrollment, revenue, and expenditures on the new Orange Prep school to recognize the postponement of the high school and a reduction in enrollment from 250 to 70.

Risks in the FY27 budget

Every budget contains elements of uncertainty. This budget includes some risks that may significantly affect performance against targets

- The FY26 actuals have not yet been audited and will impact beginning balances
- The budget is dependent upon the California legislature approving and the governor signing an annual budget consistent with the Governor's May Revise
- While enrollment targets are based upon lottery results, significant unanticipated decreases in enrollment or attendance could require cuts in expenses
- OCP's enrollment is uncertain and may vary considerably from the 70 student estimate.
- No significant legal reserve is included in this budget and any adverse judgement not covered by insurance will impact the anticipated end of year surplus
- We will need to closely monitor both cash and interest expense

Our Commitments Going Forward

We commit to sharing context, planning carefully, and protecting the interests of our school community.

- ✓ Share financial reporting transparently with accurate, real-time data
- ✓ Provide updates on budgeting as the financial outlook changes
- ✓ Protect the student experience
- ✓ Make tradeoffs and major decisions thoughtfully, transparently, & with community input

Agenda

Opening Items

- Call the Meeting to Order; Roll Call Vote to Establish a Quorum; Motion to Approve Agenda
- Approve Prior Minutes
- Opening Comments from Committee Chair
- Opening Comments from CEO

Business & Finance

- Covenant Waiver Amendments
- Financials as of March 31
- Proposed Budget 2026-27

Community

- Public Comment (30 min)

Closing Items

- Committee Vote on Proposed Budget 2026-27
- Adjourn

- Covenant Waiver Amendments
- Financials as of March 31 (Charter Impact slides)
- Proposed Budget 2026-27 (Charter Impact slides)

Agenda

Opening Items

- Call the Meeting to Order; Roll Call Vote to Establish a Quorum; Motion to Approve Agenda
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- Opening Comments from Committee Chair
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Business & Finance

- Covenant Waiver Amendments
- Financials as of March 31
- Proposed Budget 2026-27

Community

- Public Comment (30 min)

Closing Items

- Committee Vote on Proposed Budget 2026-27
- Adjourn

Public Comment (30 minutes)

We want to hear from you.

- Based on the number of people we expect are interested in offering public comment, each speaker will have 1 minute.
- When it is your turn to speak, we will unmute your microphone.
- We are unable to respond to questions directly during the public comment period, but we will address major themes after we hear from all of you.

We ask speakers to remain respectful and mindful of time limits so everyone has an opportunity to participate.



Agenda

Opening Items

- Call the Meeting to Order; Roll Call Vote to Establish a Quorum; Motion to Approve Agenda
- Approve Prior Minutes
- Opening Comments from Committee Chair
- Opening Comments from CEO

Business & Finance

- Covenant Waiver Amendments
- Financials as of March 31
- Proposed Budget 2026-27

Community

- Public Comment (30 min)

Closing Items

- Committee Vote on Proposed Budget 2026-27
- Adjourn

Finance Committee: Recommendation Request

The Finance Committee is asked to review the proposed 2026-27 budget and vote on a recommendation to the full Board.

- Are the revenue assumptions reasonable and adequately supported?
- Are expense assumptions consistent with the structural changes made? Are there unaccounted risks?
- Is the cash flow plan, including refinancing, credible and achievable on the projected timeline?
- Are authorizer compliance expectations being met or on a clear path to being met?
- Are there outstanding concerns that must be resolved before recommending the budget?

MOTION: Finance Committee vote to recommend the proposed 2026-27 budget to the Navigator Schools Board of Directors



Thank You

We know this has been a difficult period. We are committed to doing this work with honesty, humility, and a genuine focus on what is best for our students and staff.

PROGRAM AGREEMENT

This Program Agreement (the "Agreement") is by and between Navigator Schools ("Partner") and Array Education, Inc. and its Lit program ("Lit"), collectively the "Parties" and each individually a "Party", effective July 1, 2026 (the "Effective Date") through June 30, 2027 (the "Termination Date").

The purpose of this Agreement is to formalize the partnership between Partner and Lit, to further the Parties' shared goals and to outline the responsibilities of each Party.

1. **Program Overview.**

a) Lit will provide design support and coaching on healthy reading ecosystems for participating schools ("Program Participants"). Complete details of the services and goals can be found in the School Support Proposal in Appendix A ("Program").

b) The following designated representatives will serve as the partnership coordinators and contact persons for the Program for the purposes of maintaining a strong partnership:

For Partner ("Partner Program Contact"):

Name: Crystal O'Rourke
Title: CAO
Email: crystal.orourke@navigatorschools.org
Phone: 408-781-8129

For Lit ("Lit Program Contact"):

Name: Nikki Bridges
Title: CEO, Lit
Email: nikki.bridges@wearelit.org
Phone: 347-563-0361

Name: Jesse Rector
Title: Chief Program Officer, Lit
Email: jesse.rector@wearelit.org
Phone: 646-315-0937

2. Fees and Payment.

a) **Program Fee**: Partner shall pay Lit an all-inclusive fee of one hundred thousand dollars ($100,000).

b) **Payment Terms**: Partner will be invoiced in 12 installments, with payments made via electronic funds transfer (preferred) or check due on the following schedule and invoiced within 30 days in advance. The schedule of payments is as follows:

Installment	Payment Due Date	Payment Amount
1	July 15, 2026	$8,334.00
2	August 14, 2026	$8,334.00
3	September 15, 2026	$8,334.00
4	October 15, 2026	$8,334.00
5	November 16, 2026	$8,333.00
6	December 15, 2026	$8,333.00
7	January 15, 2027	$8,333.00
8	February 15, 2027	$8,333.00
9	March 15, 2027	$8,333.00
10	April 15, 2027	$8,333.00
11	May 14, 2027	$8,333.00
12	June 15, 2027	$8,333.00

Invoices and invoice communications will be sent to:

Primary Billing Contact:
Accounts Payable
ATT Ashley Alnas
ap@navigatorschools.org
831-217-4880

3. Intellectual Property.

a) **"Intellectual Property"** means any and all worldwide rights in, arising from or associated with the following, whether protected, created or arising under the laws of the United States or any other jurisdiction or under any international convention: (1) all patents and applications therefor and all reissues, divisions, re-examinations, renewals, extensions, provisionals, substitutions, continuations and continuations-in-part thereof, and equivalent or similar rights anywhere in the world in inventions and discoveries including, without limitation, invention disclosures ("Patents"); (2) all trade secrets and other proprietary information which derives independent economic value from not being generally known to the public (collectively, "Trade Secrets"); (3) all copyrights, copyrights registrations and applications therefor ("Copyrights"); (4) all uniform resource locators, e-mail and other internet addresses and domain names and applications and registrations therefor ("Domain Names"); (5) all trade names, corporate names, logos, slogans, trade dress, trademarks, service marks, and trademark and service mark registrations and applications therefor and all goodwill associated therewith ("Trademarks"); (6) rights of publicity; (7) moral rights and rights of attribution; (8) software, databases, compilations and data, technology supporting the foregoing, and all documentation, including user manuals and training materials relating to the foregoing; [(9) websites; and (10) any similar, corresponding or equivalent rights to any of the foregoing anywhere in the world.

b) The Parties acknowledge that Lit owns all right, title and interest in and to the Program materials, including but not limited to Lit's data tools, coaching protocols, Lit frameworks, lessons, slides, and handouts (collectively, the "Lit Program Materials"), together with all modifications,

enhancements, revisions, changes, copies, partial copies, translations, compilations, and derivative works thereto, including all Intellectual Property rights thereto ("Lit IP"). Partner will have no rights with respect to the Lit IP other than those expressly granted under this Section 3.

c) Subject to the terms and conditions of this Agreement, Lit hereby grants to Partner during the Term, a limited, non-exclusive, non-transferable, non-sublicensable license to use the Lit Program Materials solely for Partner's noncommercial use. The foregoing license allows Partner to permit the Program Participants to use the Lit Program Materials for the Program Participants personal noncommercial use. Partner and the Program Participants shall not use the Lit Program Materials beyond the scope of the license granted hereunder unless the Partner has purchased a license for Lit Program Materials through a License Agreement. Partner acknowledges and agrees that the Lit Program Materials is licensed, not sold, to the Partner for use only under the terms and conditions of this Agreement. Partner shall retain all branding, trademark and copyright notices, attributions, and identification of authors that appear on the Lit Program Materials delivered to Partner by Lit.

d) Partner shall not (and shall not permit any third party to) make any use of the Lit Program Materials that is not expressly permitted under this Agreement. Without limiting the foregoing, Partner shall not (and shall not permit any third party to): (i) modify, adapt, translate, or delete the contents of or create derivative works based on the Lit Program Materials; (ii) sell, rent, lease, resell, distribute, or sublicense the Lit Program Materials; (iii) remove or modify any proprietary marking or restrictive legends placed on the Lit Program Materials; (iv) use the Lit Program Materials, directly or indirectly, to create, implement, or enhance materials that is similar to the Lit Program Materials; and/or (v) engage or participate in any activity or course of action that could diminish or tarnish the image or reputation of the Lit Program Materials or Lit, or cause confusion as to the ownership of the Lit Program Materials.

4. Data Use Policy.

In order to deliver and assess the effectiveness of the Program and Lit Program Materials, Partner will provide Lit with access to a variety of data related to the implementation of the Lit Program. This includes, but is not limited to, student literacy data, implementation data, observation and coaching data, and reading ecosystem audit data (collectively referred to as the "Partner Data") upon Lit's request.

The Family Educational Rights and Privacy Act ("FERPA") permits disclosure of students' educational records to a party with a legitimate educational interest as defined by FERPA. Under FERPA guidelines, disclosure of Partner Data is also permitted to organizations engaged in conducting studies for, or on behalf of, educational agencies or institutions to improve instruction. Due to the nature of the Program, Lit is a party with which Partner Data may be shared by the Partner. The Parties agree to work cooperatively to jointly ensure compliance with FERPA.

Lit will use the Partner Data to determine recommendations and coaching for the Partner and to assess the effectiveness of the Lit Program.

Access to the Partner Data will be limited to only individuals delivering the Program or parties with

legitimate interests in the information on a need-to-know basis. Lit will not store or save any student personally identifiable information shared by the Partner on any Lit drives or devices and will not share any personally identifiable information with external parties.

Lit may use aggregated Partner data with personally identifiable information removed for Lit's own marketing and fundraising purposes. In these circumstances, no Partner names shall be included without the written permission of the Partner.

5. Use of Brands and Logos.

During the Term of this Agreement, Partner shall have the right to communicate through its different channels as being an official partner of Lit and Lit will be able to do the same regarding Partner. This includes posting Lit's logo on Partner's website and posting Partner's logo on Lit's website.

6. Confidentiality.

For the purposes of this Agreement, "Confidential Information" means any confidential or other proprietary information that is disclosed by or on behalf of Lit to Partner and/or Program Participants, whether disclosed orally or in writing, whether disclosed before or after the Effective Date, and whether or not marked or otherwise designated as confidential, including, without limitation, information relating to Lit's customers, potential customers, suppliers, financial and business information, technological information, specifications, business and product plans, Lit Program Materials; and the terms and conditions of this Agreement. Notwithstanding the foregoing, Confidential Information does not include information which: (i) is or becomes public knowledge without any action by, or involvement of, Partner; (ii) is publicly disclosed by Partner with the prior, written approval of Lit; or (iii) is independently developed by Partner without use of or access to Confidential Information. Partner shall: (i) observe complete confidentiality with respect to, and not to disclose, or permit any third party or entity access to, any Confidential Information without prior written permission of Lit; (ii) not utilize, except as required to perform its obligations under this Agreement, any Confidential Information; (iii) ensure that its employees shall only be given access to Confidential Information to the extent necessary for such employees to perform their duties under this Agreement; and (iv) ensure that any of its employees who receive access to any Confidential Information are advised of the confidential and proprietary nature thereof and are bound by confidentiality terms at least as protective of the Confidential Information as those contained herein. Partner shall remain at all times responsible for any breach of this Agreement by any of its employees. Without limiting the foregoing, Partner agrees to employ, with regard to the Confidential Information, procedures that are no less restrictive than the procedures used by it to protect its own confidential and proprietary information of similar sensitivity (and that in no event are less restrictive than reasonable procedures). If Partner is requested to disclose any of the Confidential Information pursuant to any judicial or governmental order, Partner will not disclose the Confidential Information without first giving Lit written notice of the request and sufficient opportunity to contest the order. Partner shall be responsible and liable for any breach of this Section 6 by any of its employees or Program Participants.

7. Term and Termination.

a) This Agreement shall commence as of the Effective Date and will continue in effect until the Termination Date (the "Term"), except that either party may terminate the Agreement at any time on ninety (90) days prior written notice to the other party with or without cause.

b) Upon termination or expiration of this Agreement, Partner shall: (i) promptly pay all applicable Program Fees due to Lit for the services provided by Lit until the date of such termination or expiration; (ii) immediately cease all use of the Lit Program Materials and ensure the Program Participant's do the same; and (iii) return to Lit, or provide Lit with written certification of the destruction of, the Lit Program Materials, including all copies thereof, within Partner's and the Program Participant's possession or control.

c) Sections 2, 3, 4, 6, 7c, 8b, 8c, 8d, and 9 shall survive the termination or expiration of this Agreement.

8. Representations and Warranties, Limitation of Liability and Indemnification.

a) **Mutual Representations and Warranties:** Each party represents and warrants that as of the Effective Date and at all times thereafter: (a) this Agreement constitutes its valid and binding obligation and is enforceable against it in accordance with the terms of this Agreement; and (b) the execution and delivery of this Agreement by it and the performance of its obligations hereunder: (i) are not in violation or breach of, and will not conflict with or constitute a default under, any material contract, agreement or commitment binding upon it; and (ii) will not conflict with or violate in any material manner, any applicable law, rule, regulation, judgment, order or decree of any government, governmental instrumentality or court having jurisdiction over such party. Except for the express warranties stated in this section, each party disclaims all other warranties, whether implied by operation of law or otherwise, including, without limitation, any implied warranties of merchantability and fitness for a particular purpose, and any warranties arising from a course of performance, course of dealing or usage of trade.

b) **Array Education Disclaimers**: EXCEPT AS EXPRESSLY SET FORTH IN SECTION 6A, THE LIT PROGRAM MATERIALS, AND ANY OTHER MATERIALS PROVIDED HEREUNDER BY ARRAY EDUCATION ARE PROVIDED "AS IS" AND "AS AVAILABLE," AND ARRAY EDUCATION MAKES NO WARRANTIES WITH RESPECT TO THE SAME OR OTHERWISE IN CONNECTION WITH THIS AGREEMENT AND ARRAY EDUCATION HEREBY DISCLAIMS ANY AND ALL EXPRESS, IMPLIED, OR STATUTORY WARRANTIES, INCLUDING, WITHOUT LIMITATION, ANY WARRANTIES OF NON-INFRINGEMENT, MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AVAILABILITY, ERROR-FREE OR UNINTERRUPTED OPERATION, AND ANY WARRANTIES ARISING FROM A COURSE OF DEALING, COURSE OF PERFORMANCE, OR USAGE OF TRADE. TO THE EXTENT THAT ARRAY EDUCATION MAY NOT AS A MATTER OF APPLICABLE LAW DISCLAIM ANY IMPLIED WARRANTY, THE SCOPE AND DURATION OF SUCH WARRANTY WILL BE THE MINIMUM PERMITTED UNDER SUCH LAW.

c) NO PARTY WILL BE LIABLE TO THE OTHER PARTY (NOR TO ANY PERSON CLAIMING RIGHTS DERIVED FROM SUCH OTHER PARTY'S RIGHTS) FOR ANY INDIRECT, INCIDENTAL, CONSEQUENTIAL, SPECIAL PUNITIVE OR EXEMPLARY DAMAGES OF ANY KIND (INCLUDING

WITHOUT LIMITATION LOST REVENUES OR PROFITS, LOSS OF USE, LOSS OF COST OR OTHER SAVINGS OR LOSS OF GOODWILL OR REPUTATION) WITH RESPECT TO ANY CLAIMS BASED ON CONTRACT, TORT OR OTHERWISE (INCLUDING NEGLIGENCE AND STRICT LIABILITY) ARISING OUT OF OR RELATING TO THIS AGREEMENT, REGARDLESS OF WHETHER THE PARTY LIABLE OR ALLEGEDLY LIABLE WAS ADVISED, HAD OTHER REASON TO KNOW, OR IN FACT KNEW OF THE POSSIBILITY THEREOF. EACH PARTY'S MAXIMUM CUMULATIVE LIABILITY ARISING OUT OF OR RELATING TO THIS AGREEMENT, OR THE SERVICES PROVIDED HEREUNDER, REGARDLESS OF THE CAUSE OF ACTION (WHETHER IN CONTRACT, TORT, BREACH OF WARRANTY OR OTHERWISE), WILL NOT EXCEED THE AGGREGATE AMOUNT OF THE FEES PAID AND PAYABLE HEREUNDER. NOTWITHSTANDING ANYTHING TO THE CONTRARY, THE EXCLUSIONS AND LIMITATIONS OF LIABILITY SET FORTH IN THIS SECTION SHALL NOT APPLY: (I) TO THE VIOLATION OF A PARTY'S INTELLECTUAL PROPERTY RIGHTS OR THE PARTIES' RESPECTIVE OBLIGATIONS OF CONFIDENTIALITY HEREUNDER OR (II) TO THE EXTENT THAT ACTS OR OMISSIONS OF A PARTY CONSTITUTE GROSS NEGLIGENCE, WILLFUL MISCONDUCT, OR A VIOLATION OF APPLICABLE LAW.

d) Each party (an "Indemnitor") will indemnify, defend and hold harmless the other party and its affiliates and each of their respective officers, directors, members, managers, employees and agents (each, an "Indemnitee") from and against any and all liabilities, losses, fines, penalties, costs, and expenses, including reasonable attorneys' fees (collectively, "Losses") incurred by them in connection with any claim, suit or proceeding brought by a third party (each, a "Claim") arising out of the gross negligence, willful misconduct, breach of confidentiality, or breach of applicable law by the Indemnitor or its employees, agents or contractors performing its obligations in connection with this Agreement. The Indemnitee shall promptly notify the Indemnitor in writing of any Claim that the Indemnitor may have obligations under this section; provided, however, that any failure of the Indemnitee to provide prompt written notice pursuant to this section shall excuse the Indemnitor only to the extent that it is prejudiced thereby. The Indemnitee seeking indemnification hereunder shall cooperate with the Indemnitor with regard to the defense of any claim, proceeding, suit or threatened suit. The Indemnitor shall have full control of any such Claim, and the authority to settle or otherwise dispose of such Claim. In no event, however, may the Indemnitor agree to any settlement of any Claim for which it has agreed to provide indemnification under this Agreement if such settlement would impose any liability or obligation upon the Indemnitee, without the Indemnitee's prior, written consent.

9. Miscellaneous.

a) This Agreement does not intend to create any binding obligations on the parties other than those stated in this Agreement, and is contingent on the approval or ratification of the Agreement by the Navigator Schools Board of Directors.

b) Failure to exercise or enforce or a delay in exercising or enforcing or the partial exercise or enforcement of any right, power or remedy provided by law or under this letter by any party will not in any way preclude, or operate as a waiver of, any exercise or enforcement, or further exercise or enforcement of that or any other right, power or remedy provided by law or under this Agreement. Any waiver or consent given by any party under this document will only be effective and binding on that party if it is given or confirmed in writing by that party. No waiver

of a breach of any term of this document will operate as a waiver of another breach of that term or of a breach of any other term of this letter.

c) The validity, interpretation, and performance of this Agreement shall be governed by the laws of the State of New York without giving effect to the conflicts of laws provisions thereof. Any disputes, controversies, or claims in connection with or arising out of this Agreement, its negotiation, breach, existence, validity, or termination, shall proceed in a federal or state court located, in the Borough of Manhattan, New York. Each Party hereby irrevocably submits to the exclusive jurisdiction of such courts. Each Party irrevocably waives, to the fullest extent permitted by applicable law, any objection to the laying of venue in such courts of any legal action or proceeding arising out of or relating to this Agreement and any claim that any such action or proceeding has been brought in an inconvenient forum. Service of process shall be made in any manner allowed by applicable law.

d) The parties acknowledge and agree that in the event of a breach or threatened violation of the intellectual property rights or breach of Section 6, Lit will suffer irreparable harm and will therefore be entitled to injunctive relief to enforce this Agreement. Lit may, without waiving any other remedies under this Agreement, seek from any court having jurisdiction any interim, equitable, provisional, or injunctive relief that is necessary to protect its rights and property pending the outcome of the arbitration referenced above. The parties hereby irrevocably and unconditionally consent to the personal and subject matter jurisdiction of the federal and state courts in the State of New York, Borough of Manhattan for purposes of any such action by Lit.

e) This Agreement may not be assigned by Partner without the prior written consent of Lit.

f) Neither Party shall be liable for any failure or delay in the performance of its obligations under this Agreement to the extent such failure or delay or both is caused, directly or indirectly, without fault by such Party, by any reason beyond its reasonable control, including but not limited to, fire, flood, earthquake, elements of nature or acts of God, acts of state, acts of war, terrorism, riots, civil disorders, rebellions, revolutions, quarantines, embargoes, failure or termination of Third-Party Items, and other similar governmental action (each a "Force Majeure Event"). Any Party so delayed in its performance will promptly notify the other by telephone or by the most timely means otherwise available (to be confirmed in writing within two (2) business days of the inception of such delay) and describe in reasonable detail the circumstances causing such delay. In such event, the performance times shall be extended for a period of time equivalent to the time lost because of the excusable delay; provided, however, if the delay or failure continues for more than thirty (30) days, the Party not relying on the excusable delay may terminate this Agreement upon written notice to the other Party. In order to avail itself of the relief provided in this Section, a Party must use commercially reasonable efforts to remedy the cause of, or to mitigate or overcome, such delay or failure.

g) No modification of or amendment to this Agreement shall be effective unless in writing signed by authorized representatives of both Parties.

h) This Agreement contains the entire understanding of the Parties with respect to the subject matter hereof and supersede all prior agreements and commitments with respect thereto. There

are no other oral or written understandings, terms, or conditions, and neither Party has relied upon any representation, express or implied, not contained in this Agreement.

i) If any clause or subclause of this document is held to be invalid or unenforceable by any court of competent jurisdiction the other clauses and subclauses of this document remain in full force and effect.

j) Any communication or notice to the parties hereunder must be given by certified mail or e-mail and shall be effective 5 days after the certified letter is deposited in the mails or, in case of e-mail, when actually received, and shall be sent as follows:

i. If to Partner, addressed to:

Navigator Schools
Att: Caprice Young, CEO
650 San Benito Street, Suite 230
Hollister, CA 95023
Caprice.young@navigatorschools.org

ii. If to Lit, addressed to:

Array Education, Inc.
ATTN: Yvonne Chao, Partner
25 Broadway, 3rd Floor
New York, NY 10004
ychao@arrayeducation.org

Incorporated herein and made a part hereof are any Attachments to the Agreement.

IN WITNESS WHEREOF, the parties by their duly authorized officer hereto intending to be bound have executed this Agreement as of the Effective Date.

Navigator Schools

By: _____
Name: Caprice Young
Title: Chief Executive Officer
Date: _____

Array Education, Inc.

By: _____
Name: Nikki Bridges
Title: CEO, Lit
Date: _____

By: _____
Name: Yvonne Chao
Title: Partner
Date: _____

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Appendix A
LIT SUPPORT PROPOSAL
Navigator Schools: SY26-27

Thank you for your interest in continuing work with Lit and your commitment to ensuring every kid, everywhere, is a reader. The following is a proposal representative work Lit could do to serve your system and/or school(s). The proposal is not final until all parties agree on the content.

About Lit
Lit is on a mission to ensure every kid, everywhere, is a reader. We partner with school and system leaders to build, implement, and sustain reading ecosystems rooted in research and instructional equity. By translating the science of reading into scalable programs and replicable practices, we help school systems achieve equitable reading outcomes for all students. 96% of Lit's clients report building systems aligned to research-based practices, and system audits confirm that 100% of clients increase their alignment to research-based practices after two years of partnership with Lit.

What Makes Us Different:

- **We see the system.** Student and teacher success relies on a set of complex, interconnected systems and structures. We believe focusing at the system level creates more sustainable change.
- **We translate research into practice.** Our work is grounded in Lit's proprietary Reading Ecosystem Alignment Diagnostic (READ), which translates the science of reading into tangible, research-based practices and actions for system leaders. The READ helps us answer, "What needs to happen next for kids, teachers, and leaders?"
- **We're in it for the long haul.** Our multi-phased approach is designed to offer support through all phases of change, from identifying system needs to implementing your vision.
- **We build your muscles.** We're coaches in your hallways and partners in your planning. Our job — from beginning to end — is to build your confidence and skills in leading the work when we're no longer with you.
- **We focus exclusively on literacy.** Lit believes that literacy underpins academic success. While many of our clients find the work we do with them to establish strong systems and facilitate cycles of continuous improvement is transferable to other contents and contexts, Lit focuses solely on literacy. Our Lit Partners are deeply versed in the science of reading and specific literacy curricula and assessments. They are skilled literacy teachers, coaches of literacy teachers, data analysts, and strategic planners.

Lit's approach is built on **Lit's Reading Ecosystem Alignment Diagnostic (READ)**, a proprietary framework that translates decades of research on reading, cognitive science, instructional practice, and instructional leadership into measurable, actionable components. Lit grounds measurement of programmatic change in Thomas R. Guskey's framework for evaluating professional learning.

Our goal is to ensure each system we partner with can autonomously sustain a strong reading ecosystem that produces equitable outcomes with all students.

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Overview

Client Contact Information	Navigator Schools 650 San Benito St., Suite 230 Hollister, CA 95023
Duration	July 2026 - June 2027
General Details	The proposal assumes that Lit will be working with the following schools across your system:

System/School	Grade(s)	Address
Gilroy Prep	K-8	166 West Harder Road | Hayward, CA 94544
Hayward Collegiate	K-6	277 IOOF Avenue | Gilroy, CA 95020
Hollister Prep	K-8	881 Line Street, St #200 | Hollister, CA 95023
Watsonville Prep	K-7	407 Main St., 2nd Floor | Watsonville, CA 95076

What to Expect as a result of the Multiyear Lit learning journey	Up to 4 system leaders will receive design support and coaching on the following areas integral to a healthy reading ecosystem: ● Priority Planning & Developing Cycles of Improvement ● Data-Driven Instruction & Executing Cycles of Improvement ● Observation and Feedback & Instructional Planning ● Change Management Artifacts created as a result of this learning journey will include, but are not limited to: ● K-8 Literacy Playbook including guidance on curriculum, assessment, coaching, and instruction ● Protocols for coaching and leading data-driven meetings and instructional walkthroughs ● Improvement Cycle Plans
Timeline	SY26-27: Strengthening Implementation and Coaching Systems ● The focus of Lit's work this year will be on implementation of the reading ecosystem for Grades K-8 with particular focus on strengthening implementation and refining coaching structures by strengthening cycles of data-response.

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Proposed Multiyear Scope of Work

SY26-27 Strengthening Implementation and Coaching Systems	
Service	**Amount & Frequency**
Instructional Coaching Visits	3, 2-day visits
Senior System Level Leader Coaching (Director of Schools)	10, 60-minute coaching meetings
System Level Literacy Leader Coaching (Group Coaching)	10, 60-minute coaching meetings with up to 2 system literacy leaders
Literacy Professional Learning Meetings for principals, assistant principals and coaches	4, 90-minute virtual sessions
Oversite/System Leader Coaching	4, 60-minutes virtual coaching meetings
SY26-27 Total	**$100,000**

Cost Inclusions

All each school year of partnership includes the following:

- 1, 90-minute end-of-year close-out meeting
- All travel and accommodation expenses for on-site visits
- Technology platform access for virtual sessions
- Ongoing asynchronous feedback between scheduled sessions

Engagement Details: Service Descriptions

Lit Implementation Supports

Through implementation support Lit will work with a core group of system leaders who are responsible for the alignment and implementation of the research aligned reading ecosystem. This team will include the most senior level leader who has decision making rights over literacy programming and priority planning as well as system level level leader(s) who are responsible for the implementation, monitoring, and coaching of others to implement all of the components of the reading ecosystem as well as the key building leaders directly responsible for supporting teacher implementation of the curriculum.

To support the growth and effectiveness of the reading ecosystem, our engagement features a continuous cycle of data analysis, action planning, observation, and coaching. This cycle will involve both virtual and in-person collaboration. Specifically, we will engage in multiple instructional coaching visits aligned with the natural data cycles of schools. System-level and building-level leaders will have frequent touchpoints with Lit Partners between instructional coaching visits for ongoing coaching, data analysis, and action planning.

Instructional Coaching Visits: During each in-person visit, the following objectives will guide our focus:
System and Building Level Leaders will:

1. Engage in monitoring and measuring their system's progress against their improvement cycle goals
2. Practice and receive feedback on crucial leadership levers such as

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a. Data strategy and analysis
b. System- and building-level observation and feedback
c. Priority planning and monitoring
d. Change management
e. Professional learning

3. Engage in setting new goals for an upcoming improvement cycle

Senior System and System Leader Instructional Coaching & Priority Planning: Between instructional coaching visits, virtual 1:1 or small-group instructional coaching and priority planning meetings aim to continuously enhance the reading ecosystem and develop system leaders' skills through a cyclical process of monitoring, coaching, practice, and planning. Virtual coaching sessions are aimed at developing instructional leadership skills, including:

- Data strategy and analysis
- System- and building-level observation and feedback
- Priority planning and monitoring
- Change management
- Professional learning

These sessions may include review of videos of professional learning, coaching, and teaching, collaborative analysis of the latest system, school, classroom, and student literacy data to identify and plan response to trends, action planning, etc. This coaching support for leaders will equip them to lead change effectively while honing their instructional leadership skills. Lit will support leaders in co-planning for continued teacher-facing curriculum-specific professional learning during these sessions.

Leader Professional Learning Community (PLC): Lit will facilitate virtual leader professional learning community sessions (PLCs) to deepen content and curriculum knowledge and build coaching and data analysis skills to accelerate progress during improvement cycles for leaders. While topics may vary based on data trends, these virtual group sessions will prepare leaders to plan and lead teacher professional learning
Outcomes:

- Apply research-driven practices to literacy classroom contexts
- Analyze student needs, evaluate instructional strengths and gaps, and implement evidence-based reading instruction through HQIM that dismantles inequities

Oversight: Oversight meetings involve collaborative problem-solving and feedback exchange to address partnership challenges as they arise.

Lit Support Staffing: Lit will allocate the following staff to support the implementation phase of the work:

- A **Managing Partner** to:
  - Supervise the yearlong priority plan and ensure improvement cycles drive towards annual goals and priorities set in collaboration with the client
  - Provide executive coaching to the decision-maker of the client's literacy leadership team
  - Manage the partnership, act as the primary contact for the system and foster partnership health
- A **Partner(s)** to:
  - Coach members of the client's literacy leadership team on critical leadership levers, such as:
    - Data strategy and analysis
    - System- and building-level observation and feedback
    - Priority planning and monitoring
    - Change management

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- Professional learning

Note: depending on the size of the engagement, Lit may need to add additional Partners to the partnership to ensure that all coaching, planning, and data cycles are completed as per our final agreement.

Next Steps

When you are ready to discuss the proposal, please schedule a time to talk with the Lit team. We will create a formal service agreement once you agree to the above terms.

Last Word

Thank you for your interest in working with Lit and your commitment to ensuring every kid, everywhere, is a reader. We look forward to working with you and your team!

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EXHIBIT A

SCOPE OF WORK, HOURS OF SERVICE, AND COMPENSATION

Contractor: Envision Fitness and Nutrition

School Site: Watsonville Prep

Contract Term: August 1, 2026 – July 30, 2027

PROGRAM OVERVIEW

Envision Fitness and Nutrition shall provide comprehensive wellness, enrichment, nutrition, fitness, and culinary education programming for students in Transitional Kindergarten (TK) through 8th Grade. Programming shall support student health, physical activity, social-emotional development, leadership, creativity, and lifelong wellness habits through engaging, hands-on learning experiences.

SERVICES PROVIDED

1. FITNESS AND PHYSICAL ACTIVITY PROGRAMMING

Contractor shall provide structured fitness instruction designed to increase student participation in physical activity and promote healthy lifestyle habits.

Services may include:

• Functional fitness activities
• Strength and conditioning
• Movement and coordination development
• Recreational games
• Team-building activities
• Physical literacy skill development
• Health and wellness education

2. NUTRITION EDUCATION PROGRAMMING

Contractor shall provide interactive nutrition education that encourages healthy eating habits and informed food choices.

Topics may include:

• MyPlate and balanced nutrition
• Healthy food choices
• Fruits and vegetables
• Hydration

• Reading nutrition labels
• Portion awareness
• Healthy meal planning
• Food systems and agriculture education

3. CULINARY EDUCATION AND COOKING CLASSES

Contractor shall provide hands-on cooking instruction and culinary education experiences.

Topics may include:

• Kitchen safety and sanitation
• Food handling and food safety
• Knife safety and cutting techniques
• Recipe reading and measurement skills
• Healthy meal preparation
• Cultural and seasonal cooking experiences
• Basic culinary techniques

Contractor shall provide curriculum, recipes, lesson plans, and instructional materials necessary to deliver services.

4. ENRICHMENT PROGRAMMING

Contractor may provide a variety of enrichment opportunities that support student development, creativity, leadership, teamwork, and lifelong learning.

Enrichment activities may include:

• Soccer instruction and skill development
• Wrestling fundamentals and conditioning
• Art and creative expression classes
• Leadership development activities
• Recreation and sports programming
• Special interest clubs and seasonal enrichment activities

Specific enrichment offerings may vary throughout the school year based on student interest, school needs, staffing availability, and program objectives.

5. SOCIAL-EMOTIONAL LEARNING (SEL) INTEGRATION

Contractor shall incorporate social-emotional learning principles into all programming, including:

• Self-awareness
• Self-management
• Responsible decision-making

• Relationship skills
• Teamwork and collaboration
• Leadership development
• Growth mindset practices

LOCATION OF SERVICES

All services shall be delivered on the Watsonville Prep campus unless otherwise approved in writing by both parties.

CONTRACTOR RESPONSIBILITIES

Contractor shall:

• Provide qualified and trained instructors.
• Maintain all required business licenses and certifications.
• Maintain current DOJ/FBI fingerprint clearances and TB clearances for all staff working with students.
• Ensure all staff complete mandated reporter training.
• Comply with all Navigator Schools safety and campus policies.
• Maintain attendance records and program documentation.
• Coordinate services with designated school personnel.

WEEKLY HOURS OF SERVICE

Contractor shall provide approximately (48) hours of service per week during the contract term.

Estimated Weekly Schedule:

• Fitness and Wellness Programming – 6 Hours
• NutritionEducation and Cooking Classes – 10 Hours
• Enrichment Programming (Soccer, Wrestling, Art, etc.) – 30 Hours
• Program Coordination, Attendance Tracking, and Reporting – 2 Hours

Total Weekly Hours: 48 Hours

Actual hours may vary based on school calendar adjustments, holidays, minimum days, enrollment, and mutually agreed-upon program modifications.

PROGRAM DELIVERABLES

Contractor shall provide:

• Weekly fitness and wellness instruction
• Weekly nutrition education lessons
• Weekly culinary education and cooking classes

• Weekly enrichment classes
• End-of-year program impact report upon request

PROGRAM OUTCOMES

The program seeks to achieve:

• Increased student participation in physical activity
• Improved understanding of healthy eating habits
• Increased nutrition knowledge
• Development of culinary and food safety skills
• Enhanced teamwork, leadership, and communication skills
• Increased student engagement in positive wellness behaviors

COMPENSATION

Navigator Schools shall compensate Envision Fitness and Nutrition at a rate of One Hundred Thirty Dollars ($130.00) per hour for services rendered under this Agreement.

Budget Summary:

- Hourly Rate: $130.00
- Average Weekly Hours: 48
- Average Monthly Hours:192
- Average Monthly Cost: $24,960
- Estimated Annual Contract Amount: $274,560

The contractor shall submit monthly invoices detailing services provided and hours worked.

Payment shall be made within thirty (30) days of receipt and approval of invoice.

Additional services requested outside the agreed-upon scope, including family engagement events, wellness fairs, camps, assemblies, special events, field trips, or expanded enrichment programming, shall be billed at the rate of $130.00 per hour unless otherwise approved in writing.

INSURANCE

Contractor shall maintain:

• General Liability Insurance: $1,000,000 per occurrence / $2,000,000 aggregate
• Workers' Compensation Insurance as required by law
• Abuse and Molestation Coverage
• Additional insurance as required by Navigator Schools

Navigator Schools shall be named as an Additional Insured and Contractor shall provide proof of insurance upon request.

SIGNATURES

ENVISION FITNESS AND NUTRITION

Christian Diaz, CEO

Date: _____

Andrea Rosas, CFO

Date: _____

NAVIGATOR SCHOOLS

Authorized Representative

Date: _____

AMENDMENT TO AT-WILL EMPLOYMENT AGREEMENT

This Amendment to At-Will Employment Agreement ("Amended Agreement") is entered into by and between Navigator Schools, a California non-profit public benefit corporation ("Navigator") and Caprice Young ("Employee"), (collectively, "Parties.) This Agreement is made effective on June 11, 2026 ("Effective Date.")

RECITALS

WHEREAS, Employee has been an employee of Navigator since July 1, 2023, serving most recently as CEO & Superintendent;

WHEREAS, on or about January 1, 2026 Employee and Navigator entered into that certain At-Will Employment Agreement By and Between Dr. Caprice Young and Navigator Schools ("Employment Agreement"), a true and correct copy of which is attached hereto as Exhibit A and is incorporated herein by reference;

WHEREAS, the Parties hereby acknowledge, represent and warrant that the terms and conditions in this Agreement are fair, reasonable, adequate and in their mutual best interest; and,

WHEREAS, the Parties acknowledge that they voluntarily enter into this Agreement with a full and complete understanding of its terms and conditions, and with the intent to be bound thereby.

NOW, THEREFORE, in consideration of the terms and conditions herein, and for other valuable consideration, the sufficiency of which is hereby acknowledged by Employee and Navigator, the Parties hereto agree as follows:

AGREEMENT

1. The title of the Employment Agreement shall be deleted in its entirety and replaced by the following: "Employment Agreement By and Between Dr. Caprice Young and Navigator Schools."

2. Section B2 of the Employment Agreement shall be deleted in its entirety and replaced by the following: "The effective date of this Agreement is January 1, 2026 and shall terminate at the close of business on June 30, 2026."

3. Navigator shall provide Employee with all health insurance benefits under the same terms as during Employee's employment for ninety days, or until September 30, 2026, and thereafter Employee may elect to continue their health insurance under COBRA at Employee's own expense.

4. Navigator agrees and warrants that it will indemnify Employee against any claims made as a result of her employment by Navigator, whether such claims arose before or after the Effective Date of this Agreement. Under these circumstances, Navigator shall make reasonable efforts to support Employee's choice of counsel.

5. The Parties acknowledge and agree that this Amended Agreement is merged into, supercedes and replaces the Employment Agreement. Provisions in the Employment Agreement not amended herein remain in full force and effect. The terms of this Amended Agreement shall be binding.

6. The Parties agree to provide a communication to all Navigator's Staff and a communication to the Community about this change as attached in Exhibit B. Following the implementation of this Agreement, the Parties agree that any inquiries into Employee's employment and relationship with Navigator shall substantially conform to the content of Exhibit B.

7. Section B12 of the Employment Agreement shall be deleted in its entirety.

8. Employee shall be reimbursed for her reasonable expenses associated with this Amended Agreement.

9. This Amended Agreement shall require Navigator Board of Directors approval or ratification and is contingent upon approval or ratification of a short-term consulting agreement with Employee to provide support and services with transition at CEO & Superintendent.

EMPLOYEE

Date: 6/11/2026

DocuSigned by:
Caprice Young
4EF3ADE44CE7467...

By:

NAVIGATOR SCHOOLS

Date: 6/11/2026

Signed by:
Nora Crivello
7F2D201727374FA...

By: Nora Crivello

Title: Board Chair

Navigator Schools
Charting a new course in education

AT-WILL EMPLOYMENT AGREEMENT
By and Between
DR. CAPRICE YOUNG AND NAVIGATOR SCHOOLS

THIS AT-WILL EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the above named employee ("Employee") and the Governing Board ("Board") of Navigator Schools ("Navigator"). The Board desires to hire employees who will assist Navigator in achieving the goals and meeting the requirements of Navigator's charters. The parties recognize that Navigator is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting Navigator in implementing its purposes, policies, and procedures.

WHEREAS, Navigator and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. Navigator has been established and operates four charter schools pursuant to the Charter Schools Act of 1992 (Education Code section 47600, *et seq*.) Navigator's charters have been duly approved by local school districts, a local county office of education, and the State Board of Education (collectively, "Authorizers"), according to the laws of the State of California.

2. Pursuant to Education Code section 47604, Navigator has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-Profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq*. of the Corporations Code) and is a 501(c)(3) tax-exempt organization. As such, Navigator is considered a separate legal entity from the Authorizers which granted the charters. The Authorizers shall not be liable for any debts and obligations of Navigator, and the Employee signing below expressly recognizes that she is being employed by Navigator and not by any of the Authorizers.

3. Pursuant to Education Code section 47610, Navigator must comply with all of the provisions set forth in its charters, but is otherwise exempt from the laws governing school districts, except as specified in Education Code section 47610.

4. Navigator shall be deemed the exclusive public school employer of the employees at Navigator for purposes of Government Code section 3540.1.

DS
CY Employee's Initials

B. EMPLOYMENT TERMS AND CONDITIONS

1. **Duties**

Employee shall work in the position of **Chief Executive Officer & Superintendent** for Navigator. Employee will perform such duties as Navigator may reasonably assign and Employee will abide by all Navigator's policies and procedures as adopted and amended from time to time. Employee shall devote such time, interest, and effort to the performance of this Agreement as may be reasonably and fairly necessary. Employee further agrees to abide by Navigator's charters. Employee shall report to the Navigator Board of Directors. A copy of the job description for the above position is attached hereto and is incorporated herein by reference. These duties may be amended from time to time in the sole discretion of Navigator.

2. **Effective Date; At-Will Employment**

The effective date of this Agreement is January 1, 2026. Employment shall be "at-will" and Employee acknowledges and understands that (i) Employee may terminate this Agreement at any time, and that (ii) Navigator may terminate this Agreement at any time, for cause or no cause, and subject to the termination provision in section 12 below and California law. Employee's Employment Agreement effective July 1, 2023 shall terminate at the close of business on December 31, 2025.

3. **Work Schedule**

The position is full time (1.00 FTE). The workdays for the Employee shall be consistent with the applicable calendar of workdays for this position. While the Employee shall generally be available at Navigator during this time period, the duties of this position may require work on weekends and before and after the regular hours of the work day. The Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Navigator.

4. **Compensation**

The annual compensation for the Chief Executive Officer position is $272,950 based on a full time assignment, subject to all regular withholdings, to be paid in regular installments. Employee shall work 100% time. Employee shall not be eligible to earn overtime. Employee shall be entitled to a one-time bonus of $40,942.50 upon ratification of this Agreement by the Navigator Board of Directors.

5. **Benefits**:

a. **Health Benefits.** At the School's expense, the Employee shall be afforded such health and other benefits of employment as shall be granted to Navigator's management employees.

b. **Vacation Leave.** Employee will accrue fifteen (15) paid vacation days. Vacation days shall be scheduled in advance with the approval of the Board Chair of the Navigator Schools Board of Directors.

DS CY Employee's Initial

c. **Sick Leave.** Employee shall be entitled to ten (10) sick days annually.

d. **Retirement.** Employee elects to participate in a 403(b) program with Navigator matching contributions up to 4% of her salary. Navigator does not participate in PERS. Employee will not participate in STRS.

6. **Performance Evaluation**

The Board shall evaluate the performance of Employee at least once annually and may do so more frequently. This evaluation shall be based on the job description and performance objectives as defined in this Agreement. If applicable, the evaluation shall include recommendations as to areas of improvement in all instances where the Board deems such to be necessary or appropriate. A copy of the written evaluation shall be delivered to Employee, and within a reasonable period of time, the Board or designee shall meet with Employee to discuss the evaluation. Failure to evaluate the Employee does not impair Navigator's ability to release the Employee as set forth in section 12 below.

7. **Employee Rights**

Employment rights and benefits for employment at Navigator shall only be as specified in this Employment Agreement, Navigator's charter, the Charter Schools Act and Navigator's Employee Handbook, which from time to time may be amended and modified by Navigator. Employee acknowledges that they have executed and delivered the Mutual Arbitration Agreement. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education, the California State Board of Education, or other Federal, State, or local agency or authority. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with Navigator.

8. **Licensure**

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

9. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in her professional capacity or within the scope of her employment whom she knows or reasonably suspects has 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. By executing this Agreement, the Employee acknowledges that they are a child care custodian and is certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

DS
CY
_____Employee's Initial

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10. **Fingerprinting/TB Clearance**

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California DOJ. Employee will be required to submit evidence from a licensed physician and/or licensed entity that they were found to be free from active tuberculosis. Both clearances need to be in place prior to service.

11. **Conflicts of Interest**

Employee understands that, while employed at the School, she will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with her employment with Navigator. Employee's position is subject to the Political Reform Act which requires the filing of a Form 700 with the Fair Political Practices Commission within 60 days of the first day of employment, and annually thereafter.

12. **Termination**

Employment shall be "at-will" and Employee acknowledges that (i) Employee may terminate this Agreement at any time, and that (ii) Navigator may terminate this Agreement at any time, for cause or no cause, subject to California law and the following: (a) Navigator may terminate this Agreement for cause at any time if Employee commits any material act of dishonesty, discloses confidential information, is guilty of misconduct, engages in self-dealing, unjustifiably neglects their duties, or that in the good faith of the Board, demonstrates unfitness to serve as an officer of Navigator; (b) Navigator may terminate this Agreement for no cause at any time, with payment of 120 days of salary and benefits for each year or portion thereof served, not to exceed 12 months of salary and benefits. Subparagraph (b) above does not apply if Employee is terminated for cause or if Employee terminates this Agreement.

13. **Outside Professional Activities**

Upon obtaining prior written approval of the Board Chair, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. Navigator shall in no way be responsible for any expenses for such outside activities. Navigator shall have no interest in any inventions or copyrightable materials made, developed, perfected, devised conceived, reduced to practice or written by Employee outside of regular work hours and which do not relate to the business, products, practices, or techniques of Navigator. Navigator retains all such rights reduced to practice or written by Employee during regular Navigator work hours. Employee shall not disparage Navigator or engage in acts or omissions that in any way have an adverse effect on Navigator's reputation during or after employment, unless such statements are made pursuant to section C(5) below. Employee has no interest in any inventions or copyrightable materials owned by Navigator prior to or after Employee's employment.

DS
CY
_____Employee's Initial

14. **Expense Reimbursement**

Navigator shall reimburse Employee for all documented actual and necessary expenses personally incurred within the scope of employment in accordance with applicable Navigator policy and authorization. Employee shall be entitled to expenses for travel from/to Southern California and Navigator's Support Office in Hollister, California at the then-current IRS rate for mileage, or the actual cost of airfare, whichever is applicable. Employee shall be entitled to a cell phone.

15. **Required Contract Provisions**

The following provisions are required to be included in this Agreement by the California Government Code:

a. **Limitations on Cash Settlement**

In no case upon termination of this Agreement shall the maximum cash settlement exceed an amount equal to the monthly salary of Employee multiplied by twelve (12).

b. **Required Reimbursements**

Employee shall be required to reimburse Navigator for any salary or fees she receives from Navigator in relation to her placement on paid administrative leave pending criminal charges if she is convicted of a crime involving the abuse of her office/position. Regardless of the term of this Agreement, if the Agreement is terminated, Employee must reimburse Navigator for any cash settlement she receives in relation to her termination if she is convicted of a crime involving the abuse of her office/position.

C. GENERAL PROVISIONS

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

DS
CY Employee's Initial

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3. **Governing Law**

This Agreement will be governed by the laws of the State of California.

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

5. Protected Activity

Employee understands that nothing in this Agreement limits or prohibits her from filing and/or pursuing a charge or complaint with, or otherwise communicating or cooperating with, or participating in any investigation or proceeding that may be conducted by, any federal, state or local government agency or commission, including but not limited to, the Equal Employment Opportunity Commission, the California Department of Fair Employment and Housing, the California Department of Civil Rights, and the National Labor Relations Board, including disclosing documents or other information as permitted by law, without giving notice to, or receiving authorization from, Navigator. Notwithstanding, in making any such disclosures or communications, Employee understands that she is not permitted to disclose Navigator's attorney-client privileged communications or attorney work product.

D. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Navigator on the terms specified herein.

2. All information I have provided to Navigator related to my employment is true and accurate.

3. This is the entire agreement between Navigator and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement. Signatures may be made in counterparts and may be exchanged by Docusign, which shall be considered original signatures.

4. **I understand and agree that this Agreement is contingent upon approval and ratification by the Governing Board of Navigator Schools.**

[Signatures to Follow on Next Page]

Employee Signature: DocuSigned by: Caprice Young 4EF3ADE44CE7467... Date: 12/12/2025

Navigator Schools Approval:

Dated: 12/12/2025

Signed by: Nora Crivello F909EF5CC172470...
Board Chair

Dear Navigator Staff,

We are writing to share an important leadership update.

Dr. Caprice Young and the Navigator Board of Directors have reached an agreement on a leadership transition, with Dr. Young stepping down as CEO and Superintendent effective July 1, 2026. To ensure a smooth transition for Navigator, Dr. Young will remain on as an advisor for a short period of time to transfer critical relationships and knowledge. The Board is committed to ensuring continuity for students, families, and staff and will share additional information on the leadership transition plan following the June 15 Board Meeting.

Leadership transitions are significant moments for any organization. They can also create opportunities to reflect, listen, and begin a new chapter. While this news may bring a range of reactions, we want to be clear about one thing: Navigator's mission, educational program, and commitment to students remain unchanged.

We recognize this announcement comes during a difficult period for many members of our community. Recent organizational changes have created strain and uncertainty for staff, school leaders, families, and students. We have heard concerns about communication, financial transparency, organizational culture, and the pace of change, and as a Board, we are committed to making those priorities central to the next phase of Navigator's work. And we thank all of you for your proactive engagement with the Board over the last several weeks. As we've shared, we have an additional opportunity to be heard at our board meeting on Monday, please sign up here by 5:00pm Monday and speakers will be invited to offer comments in the order in which they have signed up.

As we close out the school year, we also want to pause and recognize what this community has accomplished together.

This year has brought both celebrations and challenges. Through it all, students continued showing up ready to learn, and you continued showing up for them with care, professionalism, and belief in their potential. Today is a day to celebrate our students and the growth they have achieved. It is also a moment to thank you for your dedication to our scholars.

As Navigator enters a new chapter, we remain focused on supporting students, families, and staff through this transition. The strength of this organization has never rested in one person; it lives in our students, our families, our educators, and our shared commitment to helping every child thrive.

Thank you for everything you have done for students this year. We wish you a restful and well-deserved summer.

Sincerely,

Navigator Schools Board of Directors
Nora Crivello, Board Chair
Ian Connell, Board Vice Chair
Rosie Arroyo
Chuck Daggs
Anthony Di Vittorio, Parent Representative
Claire Grissom, Parent Representative
Shara Hegde
Macke Raymond
Niña Rosete

Dear Navigator Families,

We are writing to share an important leadership update.

Dr. Caprice Young and the Navigator Board of Directors have reached an agreement on a leadership transition, with Dr. Young stepping down as CEO and Superintendent effective July 1, 2026. To ensure a smooth transition for Navigator, Dr. Young will remain on as an advisor for a short period of time to transfer critical relationships and knowledge. The Board is committed to ensuring continuity for students, families, and staff and will share additional information on the leadership transition plan following the June 15 Board Meeting.

Leadership transitions are significant moments for any organization. They can also create opportunities to reflect, listen, and begin a new chapter. As we move through this transition, we want to be clear about one thing: Navigator's mission, educational program, and commitment to students remain unchanged.

We recognize that this announcement comes during a difficult period for many members of our community. Recent organizational changes have created uncertainty for staff, families, and school leaders. Throughout this process, we have heard concerns about communication, financial transparency, and engagement. As a Board, we take those concerns seriously and are committed to making those priorities central to the next phase of Navigator's work. As we've shared, we have an additional opportunity to be heard at our board meeting on Monday, please sign up here by 5:00pm Monday and speakers will be invited to offer comments in the order in which they have signed up.

As we close out the school year, we also want to pause and recognize what this community has accomplished together. Today, more than anything, is a day to celebrate our students. It is a day to recognize how much they have learned, how much they have grown, and the resilience they have shown throughout the year. Whether they are moving on to a new grade level, a new school, or a new chapter in their educational journey, we are incredibly proud of them.

We also want to thank you. Your partnership, trust, and support are essential to our schools and to the success of our students. During a year that brought both accomplishments and challenges, families continued showing up for their children, their teachers, and their school communities, and we are deeply grateful for that commitment.

Thank you for entrusting Navigator with your children. We know what a profound responsibility that is, and we never take it for granted. We wish all of our students and families a safe, joyful, and restorative summer. Thank you for being part of the Navigator community.

Sincerely,

Navigator Schools Board of Directors
Nora Crivello, Board Chair

Ian Connell, Board Vice Chair
Rosie Arroyo
Chuck Daggs
Anthony Di Vittorio, Parent Representative
Claire Grissom, Parent Representative
Shara Hegde
Macke Raymond
Niña Rosete

CONSULTING AGREEMENT

This Consulting Agreement ("Agreement") is entered into and made effective on July 1, 2026 ("Effective Date"), by and between Navigator Schools ("NAVIGATOR"), a California nonprofit public benefit corporation, whose principal place of business is 650 San Benito Street, Ste. 230, Hollister, CA 95023, and Education Growth Group, LLC, ("Contractor", sometimes collectively referred to with NAVIGATOR as the "Parties").

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

1. **Services**. During the Term (as defined in Section 2.2 below) of this Agreement, Contractor agrees to provide services to NAVIGATOR as described in **Exhibit A** attached hereto (the "Services"). Contractor will perform the Services in a diligent, careful, thorough, and professional manner consistent with customary practice and in compliance with applicable law. Contractor may use Contractor's employees or subcontractors to perform the services under this Agreement.

2. **Compensation and Term**.

2.1 Contractor shall make Caprice Young, Ed.D. available to perform the Services to the extent possible and shall be compensated at the rate of $25,000.00 per month for a total of $100,000.00 ("Total Service Charges"). NAVIGATOR will reimburse Contractor for reasonable out-of-pocket expenses incurred by Contractor in connection with performance of the Services at cost (unless otherwise specified in **Exhibit A**.) Contractor must obtain NAVIGATOR prior written authorization for any expenses that equal $100.00 (one hundred dollars and no cents) or more.

2.2 The term of this Agreement will begin on the Effective Date and will terminate on October 31, 2026 ("Term").

2.3 Termination At Will. Either party may provide notice of termination of this Agreement at any time and for any reason with thirty (30) days prior written notice to the other party. Should NAVIGATOR terminate the Agreement under this paragraph, the balance of the Total Service Charges shall become due and payable immediately.

2.4 Termination For Cause By Navigator. This Agreement may be terminated for cause by Navigator upon the occurrence of: (a) the bankruptcy or insolvency of Contractor; (b) the sale of business of Contractor; (c) the death or dissolution of Caprice Young, Ed.D; (d) Contractor is debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities pursuant to Title 2 of the Code of Federal Regulations Part 200. In addition, this Agreement may be terminated for cause by Navigator by giving 30 days' notice of a material breach of any term or condition in this Agreement and Contractor failing to cure any breach within fifteen days following the notice period. Upon termination, no further performance, including payment pursuant to Section 2 and its subsections above, will be required of either party, except that NAVIGATOR must pay any fees due for authorized services rendered prior to the end of any cure period and for authorized expenses.

2.5 Termination For Cause By Contractor. This Agreement may be terminated for cause by Contractor upon: (a) the filing of a bankruptcy by Navigator; (b) the sale of business of Navigator; (c) breach of any term or condition in this Agreement; or (d) any other reason in Contractor's sole and unfettered discretion that renders Contractor's ability to perform services impractical or impossible. Upon termination under this provision, no further performance, shall be required of Contractor and, the balance of the Total Service Charges shall become due and payable immediately by NAVIGATOR as well as all authorized expenses specified.

3. Payment. Navigator shall pay Contractor according to the following schedule:

- August 1, 2026 - $25,000
- September 1, 2026 - $25,000
- October 1, 2026 - $25,000
- November 1, 2026 - $25,000

4. **Proprietary Information**.

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

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

5. **Protected Information**.

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

or PII, except as necessary to perform the Services or as required by law. Contractor shall promptly destroy PII upon completion of the Services.

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

6. Contractor's Representations and Warranties. Contractor represents and warrants that (a) Contractor has the qualifications, licenses (if required by law) and ability to perform the Services in a competent and professional manner; (b) should Contractor provide services to NAVIGATOR students, Contractor shall adhere to all applicable law and NAVIGATOR policies, including, but not limited to, certifying compliance with the requirements of California Education Code Section 45125.1 et seq., and shall fill out and return the Criminal Background Check and Tuberculosis Clearance Certification, on an annual basis, attached hereto as **Exhibit B**; (c) Contractor shall keep its staff/volunteer roster current and shall update NAVIGATOR as soon as practicable upon any changes, additions, or renewed clearances; (d) should Contractor provide services at NAVIGATOR school sites, Contractor's employees shall adhere to the school site's policy regarding signing in and out upon entry and exit, respectively; and (e) Contractor's personnel that currently serve or will serve NAVIGATOR students are trained, and accept full responsibility, to act as mandated child abuse reporters pursuant to California law, including, but not limited to, the Child Abuse and Neglect Reporting Act (Cal. Penal Code § 11164 et seq.)

7. [N/A]

8. **General Provisions**

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

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

independently established trade, occupation, or business that is of the same type as the Services being performed hereunder.

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

8.4. **Non-Exclusive Engagement.** Contractor agrees and represents that it shall be available to Navigator at reasonable hours during business days during the Term of this Agreement at Navigator's request. This is not an exclusive engagement and the Contractor may also enter into other contracts and working engagements so long as Contractor respects the confidentiality and other obligations of this engagement and makes itself available to Navigator as per the terms of this provision.

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

[Signatures to Follow on Next Page]

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Date: 6/11/2026

"CONTRACTOR"

DocuSigned by:
Caprice Young
4EF3ADE44CE7467...

By: Caprice Young, Ed.D.

Date: 6/11/2026

"NAVIGATOR"

Signed by:
Nora Crivello
7F2D201727374FA...

By: Nora Crivello
Its: Board Chair

Exhibit A

Services:

1) Executive level transitional services and support for the CEO & Superintendent
2) Support and guidance concerning existing lender relationships during transition
3) Support and guidance concerning existing Federal grants during transition
4) Support and guidance concerning existing facilities issues during transition
5) Other services requested by the Board of Directors to assist with the transition

Exhibit B

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

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

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

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

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

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

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

WAIVER JUSTIFICATION:

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

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

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

Check all methods to be used:

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

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

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

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

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

Authorized Contractor Signature	Printed Name	Title	Date

Apeira Revenue Solutions
Proposal to Navigator Schools
28195 Summit Drive, Novi, MI 48377
713-677-1377
Susie@apeirasolutions.com

SCOPE OF WORK and TIMELINE

Continue to lead the Navigator "CSP Team" through a successful implementation of the CSP Replication and Expansion grant, including 1) update the project outcomes and related budget to current realities; 2) create reporting and compliance protocols; 3) complete all required reporting; 4) partner with finance leaders to drawdown funds; 5) create project archive system for relevant artifacts required for future Monitoring; 6) guide the Project Director in discussions with the Program Officer; and 7) document key decisions between the Program Officer and Navigator.

Lead the fundraising relationship transitions with key donors.

July '26 – November '26

Deliverables during Transition Alignment Phase 7/1/26 – 8/31/26
Time assumption = 3.5 days / week
Cost assumption = 14 days per month at $2K daily = $28K monthly X 2 = $56K

Aligning Grant Deliverables to Current Operating Plans
Assist in determining appropriate roles moving forward (Project Director, G5 Lead for Draw Downs, Authorized Organization Representative) and lead on getting the appropriate people access to the right systems.

Work with the team to get specific on the operating plans that relate to CSP deliverables (opening schools; launching an additional TK; etc).

Grant Operations
Document implementation risks as it relates to timeline and key deliverables Navigator will be expected to report on and adjust plans accordingly. Advise on communication to Program Officer based on level of risk and the adjusted plans.

Create a Request For Proposals from independent evaluators.

Review new fiscal controls, including record keeping, bookkeeping, time keeping and attendance at events tracking procedures, and supply/equipment tracking (given new leadership).

Review and recommend systems for spending approvals, artifact collection, and reporting for launch schools in an effort to bring them into the Navigator existing systems as soon as feasible yet with the proper federal accountability (given new leadership).

Prepare and submit the required "Ad Hoc Report" due to the Department of Education on or before July 30, 2026.

Assist with documentation collection related to the G5 drawdown process.

Grant Communications
Assist the Project Director in preparing for communications and meetings with Program Officer and participate in the meetings alongside official Navigator representatives.

Participate in weekly meetings with Navigator leadership. Facilitate regular discussions with the broader CSP Team.

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

Advise on relationship transitions and prepare any required documentation with other major donors.

Deliverables during Sustaining or Offboarding the Grant Phase 9/1/26 – 10/31/26
Time assumption = 2.5 days / week
Cost assumption = 10 days per month at $2K daily = $20K monthly X 2 = $40K

Grant Operations
Document implementation risks as it relates to timeline and key deliverables Navigator will be expected to report on and adjust plans accordingly. Advise on communication to Program Officer based on level of risk and the adjusted plans.

Formally revise the project milestones to align with the planned activities related to CSP deliverables. Align project goals, objectives, outcomes, performance measures, and logic model accordingly.

713-677-1377
susie@apeirasolutions.com
28195 Summit Drive, Novi, MI 48377

Revise the approved CSP budget to align with the planned grant activities and staffing plan. Process formal amendments as required by the Program Office.

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

Lead the selection process for an independent evaluator. Develop materials for board action on the contract that results. Onboard the independent evaluator for a successful launch of the required evaluation.

Assist with the implementation of systems for spending approvals, artifact collection, and reporting for launch schools with the proper federal accountability (given new leadership).

Assist with documentation collection related to the G5 drawdown process.

Maintain Alignment
Conduct ad hoc calls one-on-one with Navigator leadership as needed to ensure very tight implementation alignment with the organization's priorities and areas of focus (likely weekly).

Grant Communications
Assist the Project Director in preparing for communications and meetings with Program Officer and participate in the meetings alongside official Navigator representatives.

Participate in weekly meetings with Navigator leadership. Facilitate regular discussions with the broader CSP Team.

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

Advise on relationship transitions and prepare any required documentation with other major donors.

Key Deliverables during Maintenance Phase 11/1/26 – 11/30/26
Time assumption = 1.5 days / week
Cost assumption = 6 days per month at $2K daily = $12K

susie@apeirasolutions.com
28195 Summit Drive, Novi, MI 48377

Grant Operations
Document implementation risks as it relates to timeline and key deliverables Navigator will be expected to report on and adjust plans accordingly. Advise on communication to Program Officer based on level of risk and the adjusted plans.

Ensure artifacts continue to be collected using established systems for ease in future reporting.

Assist with documentation collection related to the G5 drawdown process.

Be responsive to Department of Education reporting requests.

Maintain Alignment
Conduct ad hoc calls one-on-one with Navigator leadership as needed to ensure very tight implementation alignment with the organization's priorities and areas of focus (likely weekly).

Grant Communications
Assist the Project Director in preparing for communications and meetings with Program Officer and participate in the meetings alongside official Navigator representatives.

Participate in weekly meetings with Navigator leadership. Facilitate regular discussions with the broader CSP Team.

Total Cost 7/1/26 – 11/30/26 = $108K

WHO IS APEIRA REVENUE SOLUTIONS?

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

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

713-677-1377
susie@apeirasolutions.com
28195 Summit Drive, Novi, MI 48377

analysis, and operations at the classroom, school, district, and state level to be co-creators in the innovation and the implementation.

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

This work has led to numerous winning federal grants for education-related nonprofits funded by the Department of Education, the Department of Labor, and the National Science Foundation totaling over $625 million. She also assists grantees create grant management systems for successful implementation and oversight.

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

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Alameda County Office of Education
Alysse Castro, Superintendent

June 2, 2026

Noël Russell-Unterburger, Chief Finance and Operations Officer
Ami Ortiz, Director of Compliance and Operations
Caprice Young, CEO and Superintendent, Navigator Schools
Hayward Collegiate Charter via email

Re: Notice of Concern – Hayward Collegiate's 2025-26 Cash Balance and Fiscal Insolvency

Dear Ms. Russell-Unterburger,

This letter serves as a Notice of Concern regarding Hayward Collegiate's 2025-26 Financial Risk of Insolvency. In follow up to ACOE's Notice of Concern from November 2025 - Fiscal Insolvency Presented within Charter's 2024-25 Unaudited Actuals, ACOE has received the Charter's Second Interim Financial Report in which the Charter is projected to end the 2025-26 fiscal year with a $31,242.02 fund balance, and is unable to meet the Charter's 3% minimum Reserve Requirement of $129,595.

Repeat Audit Finding & Material Audit Restatement:
ACOE has recently received the Charter's 2024-25 Audit Report on March 13, 2026, after the Charter's two audit extension requests were granted. The Charter's audit report was due to ACOE, SCO, and CDE by December 15th unless the Charter requests and is approved of an audit extension. The Charter's audit extensions were approved; however, as in previous years, the Charter has a repeat audit finding stating a "material weakness" of internal controls.

The Charter's 2024-25 Audit report review was incorporated into ACOE's 2025-26 Second Interim technical review. Hayward Collegiate's 2024-25 Audit report required a material ($1,982,545) restatement that has removed the Charter's ending Cash balance. As such, the Charter started the 2025-26 fiscal year with a negative $406,473 fund balance and $0 Cash.

Charter's Lack of Response to CDE:
The Charter received a Letter of Corrective Action dated April 20, 2026, from the School Fiscal Services Division at the CDE. ACOE also sent a follow up correspondence requesting the Charter's response to the CDE. On May 19, 2026, the CDE sent an additional letter requesting the completed Certification of Corrective Action form as well as any supporting documentation and the Charter has not responded. After an additional attempt by ACOE, Hayward Collegiate's Chief Executive Officer and Superintendent (Ms. Young) responded on May 19, 2026, and said the Charter was working on it. As of the date of this letter, the Charter has not responded to the CDE's request for Corrective Action and certification.

Cash Concerns:
As stated above, the Charter's 2025-26 Beginning Cash Balance after including the Charter's 2024-25 Audit Restatement was $0. On March 16, 2026, upon receipt of Hayward Collegiate's Second Interim Financial Report, ACOE requested HC Charter provide a 2-year cash flow. While the Charter demonstrated it started the year with negative cash, and further continued to have negative cash in December, the Charter shared it was in receipt of a 2-year, $500K, Charles Schwab grant. While the Charter has been able to secure funds to bridge the cash shortfall, we request that the Charter disclose the terms and disclose if there was temporary cash borrowing.

Overstated LCFF Revenue:

Furthermore, ACOE has applied the Charter's current certified P-2 ADA to its submitted Second Interim budget report, and has subsequently updated both the Charter's LCFF revenue projections and adjusted the Charter's Second Interim MYP. Due to the lower enrollment and ADA numbers from P-2, the Charter is projected to have a decrease in LCFF revenue in 2025-26 of $18,173 as compared with its projections. Please confirm how the Charter will maintain a positive fund balance in light of this revenue shortfall.

As outlined in Section 20.2 of Hayward Collegiate's Memorandum of Understanding (MOU) with Alameda County Board of Education, the charter school "shall maintain reserves of no less than three percent (3%) for the Charter School based upon the total expenditures and other uses of Non-Profit's Adopted Budget for the fiscal year. An explanation of any projected drop in reserves below the three percent (3%) level must be included in the assumptions."

We further request the Charter's Board and Fiscal Team to please explain how it plans to address the structural deficit in 2025-26, 2026-27 and 2027-28. The Charter anticipates an increase of 23 students in 2026-27 and 12 students in 2027-28. Please confirm the Charter's contingency plans should this enrollment growth not materialize as projected within the Charter's Second Interim report. Please also provide an update on the Charter's Cash Solvency and ability to pay its payroll and non-agency debtors.

Response required:
In order to address this Notice of Concern, Hayward Collegiate must complete the following:

1. Upon receipt of the letter,
    a. provide a Third Interim Budget Report that updates the Charter's Fiscal position for 2025-26 through 2027-28.
    b. explain the technical observations regarding - Assets, Liabilities, the financial solutions that address the structural shortfall, both in the short and long term.
    c. provide an explanation on the Charter's Cash position.
2. By July 1st, submit all standard documentation associated with the Charter's 2026-27 Adopted Budget, including:

a. submit the Charter's most current and updated LCFF Calculator in Excel.
b. complete a summary of the Charter's current assumptions and any relevant board-approved update.
c. submit a revised and updated cash flow statement, as well as the normal financial documents requested (balance sheet, etc).

Kind regards,



Allan Garde, Associate Superintendent of Business Services
Alameda COE

Charter Schools Office:
Anika Hardy, Director of Strategic District and School Support, Accountability Partnerships, ACOE
Scott Figgins, Director of Research and Analytics, Accountability Partnerships, ACOE
Abbey Kerins, Director of Intensive District & School Support, ACOE

District Business & Advisory Services:
Shirene Moreira, Chief of District Business & Advisory Services
Joan Laursen, Executive Director, District Business & Advisory Services, ACOE
Jenna Mains, Budget Analyst II, District Advisory Services, ACOE

Internal Business Business Services:
Anne Marie Gordon, Executive Director, Internal Business, ACOE
Patrick Yu, Director, Internal Business, ACOE

Hayward Collegiate – Navigator Schools

Response to "Notice of Concern" from ACOE dated June 2, 2026

1. a. See attached the Third Interim Alternative Form

1. b. Explanation of the technical observations regarding assets, liabilities, and the financial solutions that address the structural shortfall in both the short and long term.

The primary factor contributing to the structural shortfall was an expenditure base that exceeded ongoing revenues, particularly within staffing and personnel-related costs. In response, the FY 2026-27 budget includes staffing and organizational adjustments designed to right-size expenditures to align with projected revenues. These changes result in a structurally balanced budget and an anticipated operating surplus of approximately $140,000 for FY 2026-27, supporting the school's long-term fiscal sustainability. The school will continue to monitor enrollment, ADA, revenues, and expenditures throughout the year and make adjustments as necessary to maintain fiscal stability. The March FY 2025-26 Forecast and FY 2026-27 Budget reflect these corrective actions and demonstrate the school's path toward sustainable operations.

1. c. Explanation of the Charter's cash position.

The Charter's cash position is expected to remain stable throughout FY 2026-27. The FY 2026-27 budget projects positive year-end cash of approximately $590,000 and maintains positive cash balances throughout the fiscal year. In addition, the school currently has access to a line of credit with East West Bank and is pursuing an additional line of credit with Charter School Growth Fund (CSGF) of up to $3.0 million. These financing resources provide additional liquidity and operational flexibility, ensuring the school can meet its obligations while implementing its fiscal recovery plan. The anticipated FY 2026-27 operating surplus will further strengthen the Charter's cash position and support repayment of any short-term borrowings as needed.

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Third Interim Report Certification

Charter School Name: Hayward Collegiate
(continued)
CDS #: 11 00170 138867
Charter Approving Entity: Alameda County Office of Edu
County: Alameda
Charter #: 2027
Fiscal Year: 2025/26

CERTIFICATION OF FINANCIAL CONDITION

_x_ POSITIVE CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

___ QUALIFIED CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

___ NEGATIVE CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:

(_x_) 2025/26 CHARTER SCHOOL THIRD INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print Name: Bryan Adams Title: Interim CFO

To the County Superintendent of Schools:

(_x_) 2025/26 CHARTER SCHOOL THIRD INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print _____ Title: _____

For additional information on the Second Interim Report, please contact:

For Approving Entity:	For Charter School:
Juwen Lam	Nick Miller
Name	Name
Chief of Accountability Partnerships	Charter Impact
Title	Title
(510) 670-4187	(888) 474-0322
Phone	Phone
juwenl@acoe.org	nmiller@charterimpact.com
E-mail	E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

_____ _____
Date

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Third Interim Report - Detail

Charter School Name: Hayward Collegiate
(continued)
CDS #: 11 00170 138867
Charter Approving Entity: Alameda County Office of Education
County: Alameda
Charter #: 2027
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2nd Interim Budget			Actuals thru 3/31			3rd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Revenue Sources										
State Aid - Current Year	8011	1,915,899.00		1,915,899.00	1,199,397.00		1,199,397.00	1,913,061.00		1,913,061.00
Education Protection Account State Aid - Current Year	8012	45,686.00		45,686.00	34,230.00		34,230.00	45,330.00		45,330.00
State Aid - Prior Years	8019	98,086.00		98,086.00	5,993.00		5,993.00	104,079.00		104,079.00
Transfer to Charter Schools In Lieu of Property Taxes	8096	1,057,576.00		1,057,576.00	520,569.00		520,569.00	1,049,335.00		1,049,335.00
Other LCFF Transfers	8091, 8097			-	-		-			-
Total, LCFF Sources		3,117,247.00	-	3,117,247.00	1,760,189.00	-	1,760,189.00	3,111,805.00	-	3,111,805.00
2. Federal Revenues										
Every Student Succeeds Act (Title I-V)	8290		68,114.00	68,114.00		68,114.00	68,114.00		68,114.00	68,114.00
Special Education - Federal	8181, 8182		33,495.00	33,495.00		4,141.00	4,141.00		41,330.00	41,330.00
Child Nutrition - Federal	8220		55,130.97	55,130.97		74,490.00	74,490.00		126,826.00	126,826.00
Donated Food Commodities	8221			-			-			-
Other Federal Revenues	8110, 8260-8299			-			-			-
Total, Federal Revenues		-	156,739.97	156,739.97	-	146,745.00	146,745.00	-	236,270.00	236,270.00
3. Other State Revenues										
Special Education - State	StateRevSE		195,997.00	195,997.00		151,566.00	151,566.00		209,591.00	209,591.00
All Other State Revenues	StateRevAO	54,504.11	699,802.66	754,306.77	24,340.00	157,643.00	181,983.00	54,504.00	775,518.00	830,022.00
Total, Other State Revenues		54,504.11	895,799.66	950,303.77	24,340.00	309,209.00	333,549.00	54,504.00	985,109.00	1,039,613.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	538,737.85	-	538,737.85	522,474.00	-	522,474.00	567,512.00		567,512.00
Total, Local Revenues		538,737.85	-	538,737.85	522,474.00	-	522,474.00	567,512.00	-	567,512.00
5. TOTAL REVENUES		3,710,488.96	1,052,539.63	4,763,028.59	2,307,003.00	455,954.00	2,762,957.00	3,733,821.00	1,221,379.00	4,955,200.00
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	653,171.68	263,679.81	916,851.49	328,488.00	281,589.00	610,077.00	427,864.00	366,777.00	794,641.00
Certificated Pupil Support Salaries	1200	85,172.39	-	85,172.39	88,648.00	-	88,648.00	107,822.00	-	107,822.00
Certificated Supervisors' and Administrators' Salaries	1300	255,688.32	-	255,688.32	219,526.00	-	219,526.00	291,026.00	-	291,026.00
Other Certificated Salaries	1900			-			-			-
Total, Certificated Salaries		994,032.39	263,679.81	1,257,712.20	636,662.00	281,589.00	918,251.00	826,712.00	366,777.00	1,193,489.00
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	455,967.27	216,103.57	672,070.84	430,058.00	161,784.00	591,842.00	574,451.00	216,104.00	790,555.00
Non-certificated Support Salaries	2200	37,576.73	-	37,576.73	11,961.00	-	11,961.00	32,653.00	-	32,653.00
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	135,275.56	-	135,275.56	110,733.00	-	110,733.00	151,007.00	-	151,007.00
Other Non-certificated Salaries	2900	382,210.32	-	382,210.32	351,193.00	-	351,193.00	447,568.00	-	447,568.00
Total, Non-certificated Salaries		1,011,029.88	216,103.57	1,227,133.45	903,945.00	161,784.00	1,065,729.00	1,205,679.00	216,104.00	1,421,783.00
3. Employee Benefits										
STRS	3101-3102	182,865.49	48,681.96	231,547.45	107,837.00	48,543.00	156,380.00	138,011.00	61,230.00	199,241.00
PERS	3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	88,568.43	18,391.76	106,960.19	81,621.00	14,133.00	95,754.00	102,839.00	19,067.00	121,906.00
Health and Welfare Benefits	3401-3402	297,298.84	65,567.71	362,866.55	78,469.00	22,504.00	100,973.00	171,955.00	49,316.00	221,271.00
Unemployment Insurance	3501-3502	17,235.43	3,890.00	21,125.43	10,373.00	2,975.00	13,348.00	12,829.00	3,679.00	16,508.00
Workers' Compensation Insurance	3601-3602	17,119.22	5,300.12	22,419.34	6,949.00	1,993.00	8,942.00	12,645.00	3,626.00	16,271.00
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	1,059.92	137.12	1,197.04	2,783.00	798.00	3,581.00	2,783.00	798.00	3,581.00
Total, Employee Benefits		604,147.33	141,968.67	746,116.00	288,032.00	90,946.00	378,978.00	441,062.00	137,716.00	578,778.00
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	2,394.96	-	2,394.96	2,395.00	-	2,395.00	2,395.00	-	2,395.00
Books and Other Reference Materials	4200	21,094.37	-	21,094.37	17,496.00	-	17,496.00	17,496.00	-	17,496.00
Materials and Supplies	4300	15,573.94	143,041.85	158,615.79	25,540.00	115,932.00	141,472.00	31,513.00	143,042.00	174,555.00
Noncapitalized Equipment	4400	78,056.35	-	78,056.35	8,713.00	-	8,713.00	51,069.00	-	51,069.00
Food	4700	0.00	157,978.20	157,978.20	66,264.00	104,433.00	170,697.00	85,496.00	134,742.00	220,238.00
Total, Books and Supplies		117,119.62	301,020.05	418,139.67	120,408.00	220,365.00	340,773.00	187,969.00	277,784.00	465,753.00
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	83,309.45	50,846.91	134,156.36	120,564.00	38,561.00	159,125.00	158,977.00	50,847.00	209,824.00
Travel and Conferences	5200	9,178.94	-	9,178.94	3,645.00	-	3,645.00	7,665.00	-	7,665.00
Dues and Memberships	5300	1.00	-	1.00	981.00	-	981.00	981.00	-	981.00
Insurance	5400	19,558.97	-	19,558.97	5,021.00	-	5,021.00	16,054.00	-	16,054.00
Operations and Housekeeping Services	5500	33,840.63	-	33,840.63	23,572.00	-	23,572.00	33,798.00	-	33,798.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	127,903.86	158,176.49	286,080.35	92,805.00	114,403.00	207,208.00	128,315.00	158,176.00	286,491.00
Transfers of Direct Costs	5700-5799	93,230.62	(93,230.62)	-	458,392.00	(458,392.00)	-			-
Professional/Consulting Services and Operating Expend.	5800	157,884.90	13,974.76	171,859.66	49,838.00	6,698.00	56,536.00	103,988.00	13,975.00	117,963.00
Communications	5900	13,937.66	-	13,937.66	5,342.00	-	5,342.00	11,298.00	-	11,298.00
Total, Services and Other Operating Expenditures		538,846.03	129,767.54	668,613.57	760,160.00	(298,730.00)	461,430.00	461,076.00	222,998.00	684,074.00

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CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Third Interim Report - Detail

Charter School Name: Hayward Collegiate
(continued)
CDS #: 11 00170 138867
Charter Approving Entity: Alameda County Office of Education
County: Alameda
Charter #: 2027
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2nd Interim Budget			Actuals thru 3/31			3rd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	*6900*	2,132.68		2,132.68	857.00	-	857.00	1,718.00	-	1,718.00
Total, Capital Outlay		2,132.68	-	2,132.68	857.00	-	857.00	1,718.00	-	1,718.00
7. Other Outgo										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Transfers of Indirect Costs	7300-7399			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		3,267,307.94	1,052,539.63	4,319,847.57	2,710,064.00	455,954.00	3,166,018.00	3,124,216.00	1,221,379.00	4,345,595.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		443,181.02	0.00	443,181.02	(403,061.00)	-	(403,061.00)	609,605.00	-	609,605.00
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		443,181.02	0.00	443,181.02	(403,061.00)	-	(403,061.00)	609,605.00	-	609,605.00
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	(406,212.12)		(406,212.12)	(406,212.12)		(406,212.12)	(406,212.12)		(406,212.12)
b. Adjustments to Beginning Balance	9793, 9795	(5,726.88)		(5,726.88)	(260.88)		(260.88)	(260.88)		(260.88)
c. Adjusted Beginning Balance		(411,939.00)	-	(411,939.00)	(406,473.00)	-	(406,473.00)	(406,473.00)	-	(406,473.00)
2. Ending Fund Balance, June 30 (E + F.1.c.)		31,242.02	0.00	31,242.02	(809,534.00)	-	(809,534.00)	203,132.00	-	203,132.00
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned				-			-			-
Other Assignments	9780			-			-			-
e Unassigned/Unappropriated				-			-			-
Reserve for Economic Uncertainities	9789	129,595.43		129,595.43	130,367.85		130,367.85	130,368.00		130,368.00
Unassigned/Unappropriated Amount	9790	(98,353.41)	0.00	(98,353.40)	(939,901.85)	-	(939,901.85)	72,764.00	-	72,764.00

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CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Third Interim Report - Summary

Charter School Name: Hayward Collegiate
(continued)
CDS #: 11 00170 138867
Charter Approving Entity: Alameda County Office of Educa
County: Alameda
Charter #: 2027
Fiscal Year: 2025/26

Description	Object Code	2nd Interim Budget (X)	Actuals thru 3/31 (Y)	3rd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease) $ Difference (Z) vs. (X)	2nd Interim vs. 1st Interim Increase, (Decrease) % Change (Z) vs. (X)
A. REVENUES						
1. LCFF Revenue Sources						
State Aid - Current Year	8011	1,915,899.00	1,199,397.00	1,913,061.00	(2,838.00)	-0.15%
Education Protection Account State Aid - Current Year	8012	45,686.00	34,230.00	45,330.00	(356.00)	-0.78%
State Aid - Prior Years	8019	98,086.00	5,993.00	104,079.00	5,993.00	6.11%
Transfer of Charter Schools In Lieu of Property Taxes	8096	1,057,576.00	520,569.00	1,049,335.00	(8,241.00)	-0.78%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		3,117,247.00	1,760,189.00	3,111,805.00	(5,442.00)	-0.17%
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	68,114.00	68,114.00	68,114.00	-	0.00%
Special Education - Federal	8181, 8182	33,495.00	4,141.00	41,330.00	7,835.00	23.39%
Child Nutrition - Federal	8220	55,130.97	74,490.00	126,826.00	71,695.03	130.04%
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	-	-	-	-	
Total, Federal Revenues		156,739.97	146,745.00	236,270.00	79,530.03	50.74%
3. Other State Revenues						
Special Education - State	StateRevSE	195,997.00	151,566.00	209,591.00	13,594.00	6.94%
All Other State Revenues	StateRevAO	754,306.77	181,983.00	830,022.00	75,715.23	10.04%
Total, Other State Revenues		950,303.77	333,549.00	1,039,613.00	89,309.23	9.40%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	538,737.85	522,474.00	567,512.00	28,774.15	5.34%
Total, Local Revenues		538,737.85	522,474.00	567,512.00	28,774.15	5.34%
5. TOTAL REVENUES		4,763,028.59	2,762,957.00	4,955,200.00	192,171.41	4.03%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	916,851.49	610,077.00	794,641.00	(122,210.49)	-13.33%
Certificated Pupil Support Salaries	1200	85,172.39	88,648.00	107,822.00	22,649.61	26.59%
Certificated Supervisors' and Administrators' Salaries	1300	255,688.32	219,526.00	291,026.00	35,337.68	13.82%
Other Certificated Salaries	1900	-	-	-	-	
Total, Certificated Salaries		1,257,712.20	918,251.00	1,193,489.00	(64,223.20)	-5.11%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	672,070.84	591,842.00	790,555.00	118,484.16	17.63%
Non-certificated Support Salaries	2200	37,576.73	11,961.00	32,653.00	(4,923.73)	-13.10%
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	
Clerical and Office Salaries	2400	135,275.56	110,733.00	151,007.00	15,731.44	11.63%
Other Non-certificated Salaries	2900	382,210.32	351,193.00	447,568.00	65,357.68	17.10%
Total, Non-certificated Salaries		1,227,133.45	1,065,729.00	1,421,783.00	194,649.55	15.86%
3. Employee Benefits						
STRS	3101-3102	231,547.45	156,380.00	199,241.00	(32,306.45)	-13.95%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	106,960.19	95,754.00	121,906.00	14,945.81	13.97%
Health and Welfare Benefits	3401-3402	362,866.55	100,973.00	221,271.00	(141,595.55)	-39.02%
Unemployment Insurance	3501-3502	21,125.43	13,348.00	16,508.00	(4,617.43)	-21.86%
Workers' Compensation Insurance	3601-3602	22,419.34	8,942.00	16,271.00	(6,148.34)	-27.42%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	1,197.04	3,581.00	3,581.00	2,383.96	199.15%
Total, Employee Benefits		746,116.00	378,978.00	578,778.00	(167,338.00)	-22.43%

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CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Third Interim Report - Summary

Charter School Name: Hayward Collegiate
(continued)
CDS #: 11 00170 138867
Charter Approving Entity: Alameda County Office of Educa
County: Alameda
Charter #: 2027
Fiscal Year: 2025/26

Description	Object Code	2nd Interim Budget (X)	Actuals thru 3/31 (Y)	3rd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease) $ Difference (Z) vs. (X)	2nd Interim vs. 1st Interim Increase, (Decrease) % Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	2,394.96	2,395.00	2,395.00	0.04	0.00%
Books and Other Reference Materials	4200	21,094.37	17,496.00	17,496.00	(3,598.37)	-17.06%
Materials and Supplies	4300	158,615.79	141,472.00	174,555.00	15,939.21	10.05%
Noncapitalized Equipment	4400	78,056.35	8,713.00	51,069.00	(26,987.35)	-34.57%
Food	4700	157,978.20	170,697.00	220,238.00	62,259.80	39.41%
Total, Books and Supplies		418,139.67	340,773.00	465,753.00	47,613.33	11.39%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	134,156.36	159,125.00	209,824.00	75,667.64	56.40%
Travel and Conferences	5200	9,178.94	3,645.00	7,665.00	(1,513.94)	-16.49%
Dues and Memberships	5300	1.00	981.00	981.00	980.00	98000.00%
Insurance	5400	19,558.97	5,021.00	16,054.00	(3,504.97)	-17.92%
Operations and Housekeeping Services	5500	33,840.63	23,572.00	33,798.00	(42.63)	-0.13%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	286,080.35	207,208.00	286,491.00	410.65	0.14%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	171,859.66	56,536.00	117,963.00	(53,896.66)	-31.36%
Communications	5900	13,937.66	5,342.00	11,298.00	(2,639.66)	-18.94%
Total, Services and Other Operating Expenditures		668,613.57	461,430.00	684,074.00	15,460.43	2.31%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	*6900*	2,132.68	857.00	1,718.00	(414.68)	-19.44%
Total, Capital Outlay		2,132.68	857.00	1,718.00	(414.68)	-19.44%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
8. TOTAL EXPENDITURES		4,319,847.57	3,166,018.00	4,345,595.00	25,747.43	0.60%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		443,181.02	(403,061.00)	609,605.00	166,423.98	37.55%

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CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Third Interim Report - Summary

Charter School Name: Hayward Collegiate
(continued)
CDS #: 11 00170 138867
Charter Approving Entity: Alameda County Office of Educa
County: Alameda
Charter #: 2027
Fiscal Year: 2025/26

Description	Object Code	2nd Interim Budget (X)	Actuals thru 3/31 (Y)	3rd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease) $ Difference (Z) vs. (X)	2nd Interim vs. 1st Interim Increase, (Decrease) % Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		443,181.02	(403,061.00)	609,605.00	166,423.98	37.55%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	(406,212.12)	(406,212.12)	(406,212.12)	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	(5,726.88)	(260.88)	(260.88)	5,466.00	-95.44%
c. Adjusted Beginning Balance		(411,939.00)	(406,473.00)	(406,473.00)		
2. Ending Fund Balance, June 30 (E + F.1.c.)		31,242.02	(809,534.00)	203,132.00		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	129,595.43	130,367.85	130,368.00	772.57	0.60%
Unassigned/Unappropriated Amount	9790	(98,353.40)	(939,901.85)	72,764.00	171,117.40	-173.98%

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CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Third Interim Report - MYP

Charter School Name: Hayward Collegiate
(continued)
CDS #: 11 00170 138867
Charter Approving Entity: Alameda County Office of Educa
County: Alameda
Charter #: 2027
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 25-26 Unrestricted	FY 25-26 Restricted	FY 25-26 Total	Totals for 26-27	Totals for 27-28
A. REVENUES						
1. LCFF Revenue Sources						
State Aid - Current Year	8011	1,913,061.00	0.00	1,913,061.00	2,082,175.00	2,182,912.00
Education Protection Account State Aid - Current Year	8012	45,330.00	0.00	45,330.00	49,632.00	49,632.00
State Aid - Prior Years	8019	104,079.00	0.00	104,079.00	0.00	0.00
Transfers of Charter Schools In Lieu of Property Taxes	8096	1,049,335.00	0.00	1,049,335.00	1,207,326.00	1,207,326.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		3,111,805.00	0.00	3,111,805.00	3,339,133.00	3,439,870.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	68,114.00	68,114.00	68,114.00	68,114.00
Special Education - Federal	8181, 8182	0.00	41,330.00	41,330.00	43,740.00	46,960.00
Child Nutrition - Federal	8220	0.00	126,826.00	126,826.00	139,440.00	139,440.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	236,270.00	236,270.00	251,294.00	254,514.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	209,591.00	209,591.00	332,534.00	343,508.00
All Other State Revenues	StateRevAO	54,504.00	775,518.00	830,022.00	695,012.00	705,261.00
Total, Other State Revenues		54,504.00	985,109.00	1,039,613.00	1,027,546.00	1,048,769.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	567,512.00	0.00	567,512.00		
Total, Local Revenues		567,512.00	0.00	567,512.00	0.00	0.00
5. TOTAL REVENUES		3,733,821.00	1,221,379.00	4,955,200.00	4,617,973.00	4,743,153.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	427,864.00	366,777.00	794,641.00	923,702.00	948,829.00
Certificated Pupil Support Salaries	1200	107,822.00	0.00	107,822.00	48,287.00	49,615.00
Certificated Supervisors' and Administrators' Salaries	1300	291,026.00	0.00	291,026.00	140,912.00	144,788.00
Other Certificated Salaries	1900	0.00	0.00	0.00	-	0.00
Total, Certificated Salaries		826,712.00	366,777.00	1,193,489.00	1,112,901.00	1,143,232.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	574,451.00	216,104.00	790,555.00	687,945.00	706,863.00
Non-certificated Support Salaries	2200	32,653.00	0.00	32,653.00	-	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	-	0.00
Clerical and Office Salaries	2400	151,007.00	0.00	151,007.00	127,162.00	130,659.00
Other Non-certificated Salaries	2900	447,568.00	0.00	447,568.00	370,209.00	380,389.00
Total, Non-certificated Salaries		1,205,679.00	216,104.00	1,421,783.00	1,185,316.00	1,217,911.00

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CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Third Interim Report - MYP

Charter School Name: Hayward Collegiate
(continued)
CDS #: 11 00170 138867
Charter Approving Entity: Alameda County Office of Educa
County: Alameda
Charter #: 2027
Fiscal Year: 2025/26

Description	Object Code	FY 25-26 Unrestricted	FY 25-26 Restricted	FY 25-26 Total	Totals for 26-27	Totals for 27-28
3. Employee Benefits						
STRS	3101-3102	138,011.00	61,230.00	199,241.00	210,654.00	216,447.00
PERS	3201-3202	0.00	0.00	0.00	-	0.00
OASDI / Medicare / Alternative	3301-3302	102,839.00	19,067.00	121,906.00	106,669.00	109,602.00
Health and Welfare Benefits	3401-3402	171,955.00	49,316.00	221,271.00	297,500.00	305,681.00
Unemployment Insurance	3501-3502	12,829.00	3,679.00	16,508.00	26,315.00	26,325.00
Workers' Compensation Insurance	3601-3602	12,645.00	3,626.00	16,271.00	32,035.00	32,916.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	-	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	-	0.00
Other Employee Benefits	3901-3902	2,783.00	798.00	3,581.00	0.00	0.00
Total, Employee Benefits		441,062.00	137,716.00	578,778.00	673,173.00	690,971.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	2,395.00	0.00	2,395.00	10,330.00	10,613.00
Books and Other Reference Materials	4200	17,496.00	0.00	17,496.00	22,900.00	23,530.00
Materials and Supplies	4300	31,513.00	143,042.00	174,555.00	266,993.00	164,835.00
Noncapitalized Equipment	4400	51,069.00	0.00	51,069.00	3,488.00	3,584.00
Food	4700	85,496.00	134,742.00	220,238.00	145,067.00	146,856.00
Total, Books and Supplies		187,969.00	277,784.00	465,753.00	448,778.00	349,418.00
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	158,977.00	50,847.00	209,824.00	48,200.00	49,526.00
Travel and Conferences	5200	7,665.00	0.00	7,665.00	10,000.00	10,275.00
Dues and Memberships	5300	981.00	0.00	981.00	0.00	0.00
Insurance	5400	16,054.00	0.00	16,054.00	21,200.00	21,783.00
Operations and Housekeeping Services	5500	33,798.00	0.00	33,798.00	48,150.00	49,474.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	128,315.00	158,176.00	286,491.00	290,749.00	299,336.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	103,988.00	13,975.00	117,963.00	622,245.00	640,817.00
Communications	5900	11,298.00	0.00	11,298.00	15,200.00	15,618.00
Total, Services and Other Operating Expenditures		461,076.00	222,998.00	684,074.00	1,055,744.00	1,086,829.00
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	*6900*	1,718.00	0.00	1,718.00	2,300.00	2,364.00
Total, Capital Outlay		1,718.00	0.00	1,718.00	2,300.00	2,364.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		3,124,216.00	1,221,379.00	4,345,595.00	4,478,212.00	4,490,725.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		609,605.00	0.00	609,605.00	139,761.00	252,428.00

Powered by BoardOnTrack

CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Third Interim Report - MYP

Charter School Name: Hayward Collegiate
(continued)
CDS #: 11 00170 138867
Charter Approving Entity: Alameda County Office of Educa
County: Alameda
Charter #: 2027
Fiscal Year: 2025/26

Description	Object Code	FY 25-26 Unrestricted	FY 25-26 Restricted	FY 25-26 Total	Totals for 26-27	Totals for 27-28
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		609,605.00	0.00	609,605.00	139,761.00	252,428.00
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	(406,212.12)	0.00	(406,212.12)	203,132.00	342,893.00
b. Adjustments to Beginning Balance	9793, 9795	(260.88)	0.00	(260.88)		
c. Adjusted Beginning Balance		(406,473.00)	0.00	(406,473.00)	203,132.00	342,893.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		203,132.00	0.00	203,132.00	342,893.00	595,321.00
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740	0.00	0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	130,368.00	0.00	130,368.00	134,346.00	134,722.00
Unassigned/Unappropriated Amount	9790	72,764.00	0.00	72,764.00	208,547.00	460,599.00

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Coversheet

Open Public Hearing

Section:	V. Public Hearing
Item:	A. Open Public Hearing
Purpose:	Vote
Submitted by:	
Related Material:	2026-27 Notice of Public Hearing.pdf

NOTICE OF PUBLIC HEARING

2026–27 Local Control and Accountability Plans

Navigator Schools

Notice is hereby given that on Monday, June 15th, 2026 at 6:00 PM the Navigator Schools Board of Directors will hold a public hearing for the proposed 2026-27 Local Control and Accountability Plan (LCAP) for Gilroy Prep School, Hayward Collegiate, Hollister Prep School, Watsonville Prep School, and Orange Prep School. The plans describe key goals for students as well as the actions schools will take to achieve the goals and the measures used to indicate progress.

Meeting details and related LCAP documents can be accessed online at the Navigator Schools website: https://www.navigatorschools.org/board-meetings

Public Hearing will be held at: Gilroy Prep School, 277 I.O.O.F. Ave, Gilroy, CA 95020

All interested people are encouraged to attend.

Coversheet

Local Control and Accountability Plan (LCAP) Public Hearing

Section: V. Public Hearing
Item: B. Local Control and Accountability Plan (LCAP) Public Hearing
Purpose: Discuss
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_Orange_Prep_School__20260611.pdf
2026_Local_Control_and_Accountability_Plan_Hollister_Prep_School_20260611.pdf
2026_Local_Control_and_Accountability_Plan_Watsonville_Prep_School_20260611.pdf
2026_Local_Control_and_Accountability_Plan_Hayward_Collegiate_Charter_School_20260611.pdf
2026_Local_Control_and_Accountability_Plan_Gilroy_Prep_(Navigator_School)_20260611.pdf

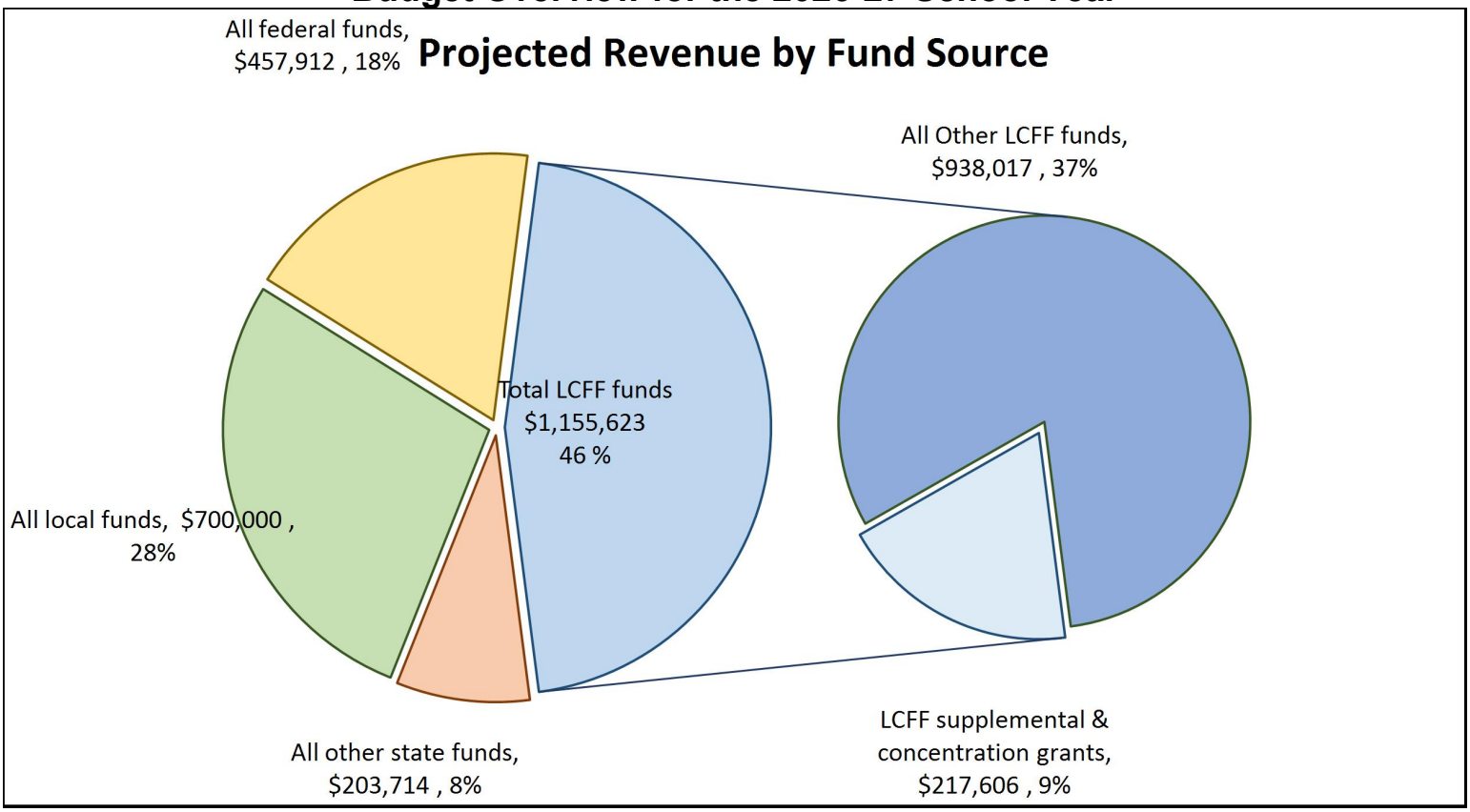
LCFF Budget Overview for Parents

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

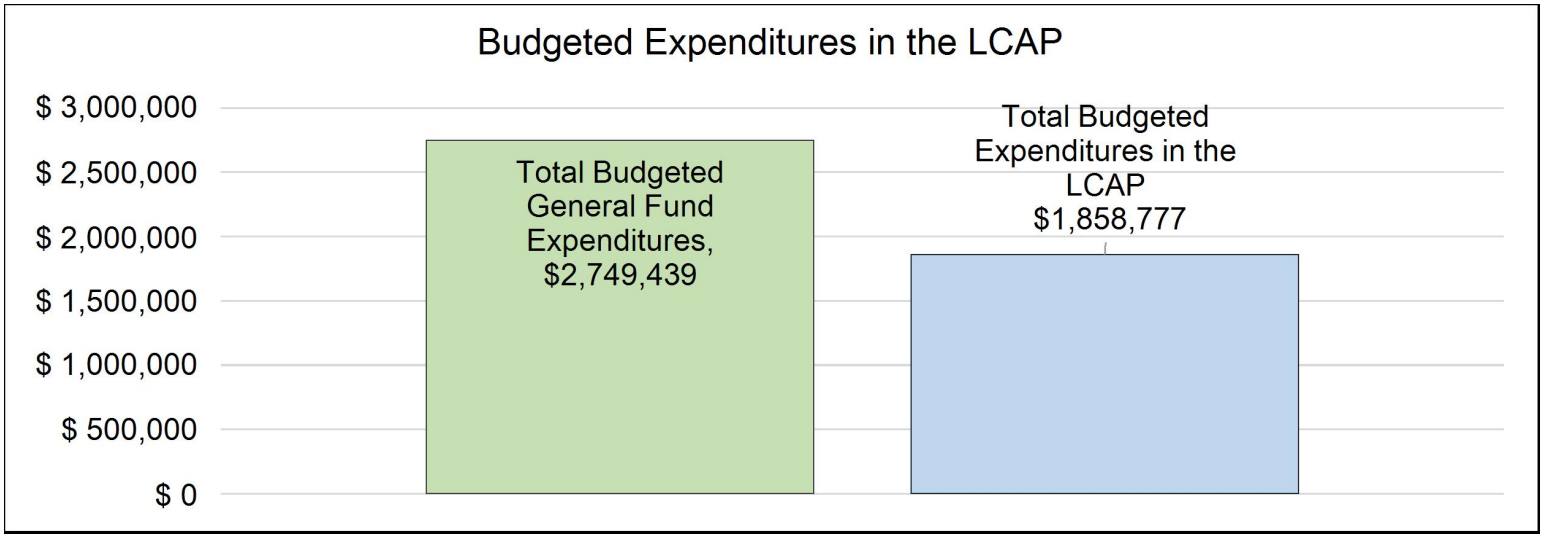


This chart shows the total general purpose revenue Orange Prep School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange Prep School is $2,517,249, of which $1155623 is Local Control Funding Formula (LCFF), $203714 is other state funds, $700000 is local funds, and $457912 is federal funds. Of the $1155623 in LCFF Funds, $217606 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much 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 $2749439 for the 2026-27 school year. Of that amount, $1858777 is tied to actions/services in the LCAP and $890,662 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

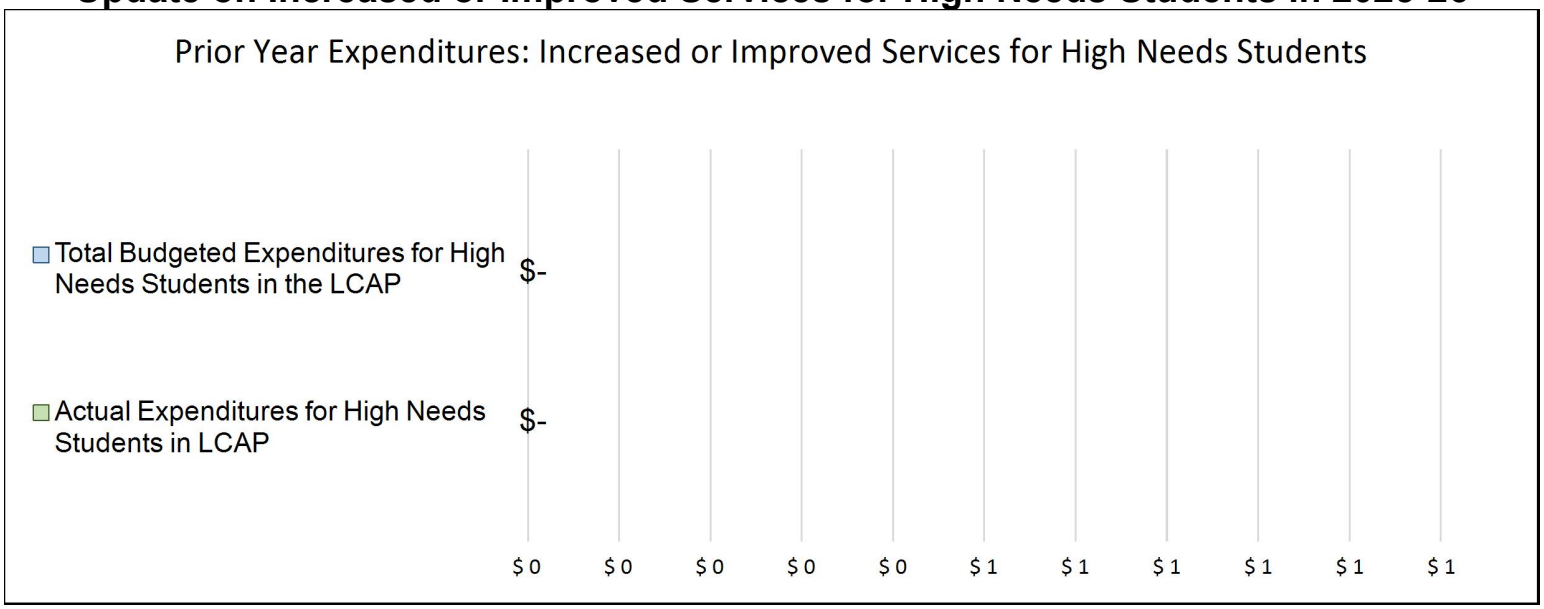
operating expensesd, CMO fee, district oversite fee, legal, professional development, audit, atc

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 $217606 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 $453574 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 2025-26



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 2025-26, 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 2025-26.

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%	
1.6	ELD: % of students with access to their own copies of standards-aligned instructional	Baseline has not been set			100%	

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					
1.7	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 total FTE Incomplete: 0% of total FTE	

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).	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	• 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	$383,862.00	No
1.2	Interventions	• Use of online learning programs for specialized supports • MTSS program and Student Support Team: Identification and support for struggling students • Early intervention plans • Small group instruction support (This is funded by Title I and IV; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.)	$289,040.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Intervention Coordinator • Extended school day and school year • Lower adult to student ratio in STEM and Humanities running small group instruction (SGI and teacher)		
1.3	Teacher hiring and credentialing	• 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	• 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 -Teacher PD for MLL 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		Yes

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Action #	Title	Description	Total Funds	Contributing
		These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).		
1.6	Professional development	• Professional Development sessions on: • CCSS and NGSS • Core Curriculum implementation • Data-driven instruction • Social Emotional Learning • Classroom Culture • Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth • Culturally competent teaching • Technology skills • Professional Learning Communities: grade level and content time • Teachers develop Personalized Goals for targeted coaching and PD sessions This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.	$13,404.00	No
1.7	Teacher coaching and supervision	• Weekly one-on-one instructional coaching meetings • Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) • Practice with the coach before launching with skill • Cyclical process of observation, follow-up and observation	$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 Learner0% 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)	
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,	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					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	• 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	• 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	• Monthly Get In celebrations based on PBIS • PBIS store to incentivize positive behavior • Field Trips	$82,792.00	No

Action #	Title	Description	Total Funds	Contributing
		• After school programs and extracurricular activities utilizing ELOP funding • Culture heritage and community celebrations		
2.5	Facilities maintenance and health & safety	• School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community • Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials • Review and update school safety plan annually (managed by SSC)	$324,539.00	No
2.6	Chronic absenteeism support	Hayward Collegiate is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism (currently "Orange" on the CA State Dashboard for English Learners, Hispanic students, and Socioeconomically DIsadvantaged students) • All chronically absent students become focus students and are assigned a school support staff • Home visits, which include staff members that speak the CAR student's home language • Multilingual family engagement and education nights • Transportation support on an as-needed basis (based on family needs) • Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students • Attendance Celebrations for students below 10%	$100,107.00	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
$217606	$

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
18.830%	0.000%	$0.00	18.830%

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	**Action:** Interventions **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. English learners - Our English learner population receives significantly less exposure	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	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action

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
	to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction. Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling. **Scope:** LEA-wide	students of different subgroups could benefit from the same interventions.	are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.
1.5	**Action:** English learner instruction **Need:** English learners require additional language support to achieve at similar levels to students where English is the primary language in the home. **Scope:** LEA-wide	The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels. Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity. Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Teacher coaching and supervision **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. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face. **Scope:** LEA-wide	Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.	Metrics to Monitor: • Goal 1, Metric 15 As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.
2.3	**Action:** Social-emotional learning **Need:** Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty. English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students	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. Supplementary curriculum such as Second Step will also provided by all instructional staff to all students during class time.	Metrics to Monitor: • Goal 2, Metric 2 • Goal 2, Metric 3 • Goal 2, Metric 4 • Goal 2, Metric 7 The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe and connected our

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
	requires additional support to navigate associated social and emotional experiences. Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families. **Scope:** LEA-wide		students feel to school. We will also monitor suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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	$1155623	217606	18.830%	0.000%	18.830%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,368,558.00	$67,158.00	$0.00	$0.00	$1,858,777.00	$1,520,180.00	$338,597.00

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	$357,051.00	$26,811.00	$383,862.00				$383,862.00	
1	1.2	Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$289,040.00	$0.00	$289,040.00				$289,040.00	
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								
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	
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	$224,171.00	$324,539.00				$324,539.00	

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	2.6	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
$1155623	217606	18.830%	0.000%	18.830%	$453,574.00	0.000%	39.249 %	**Total:**	$453,574.00
								LEA-wide Total:	$453,574.00
								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	$289,040.00	
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	$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, Statues 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,

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- 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.

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- **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.

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- 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.

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Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- 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:

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- 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:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

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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.

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- **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**

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- 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

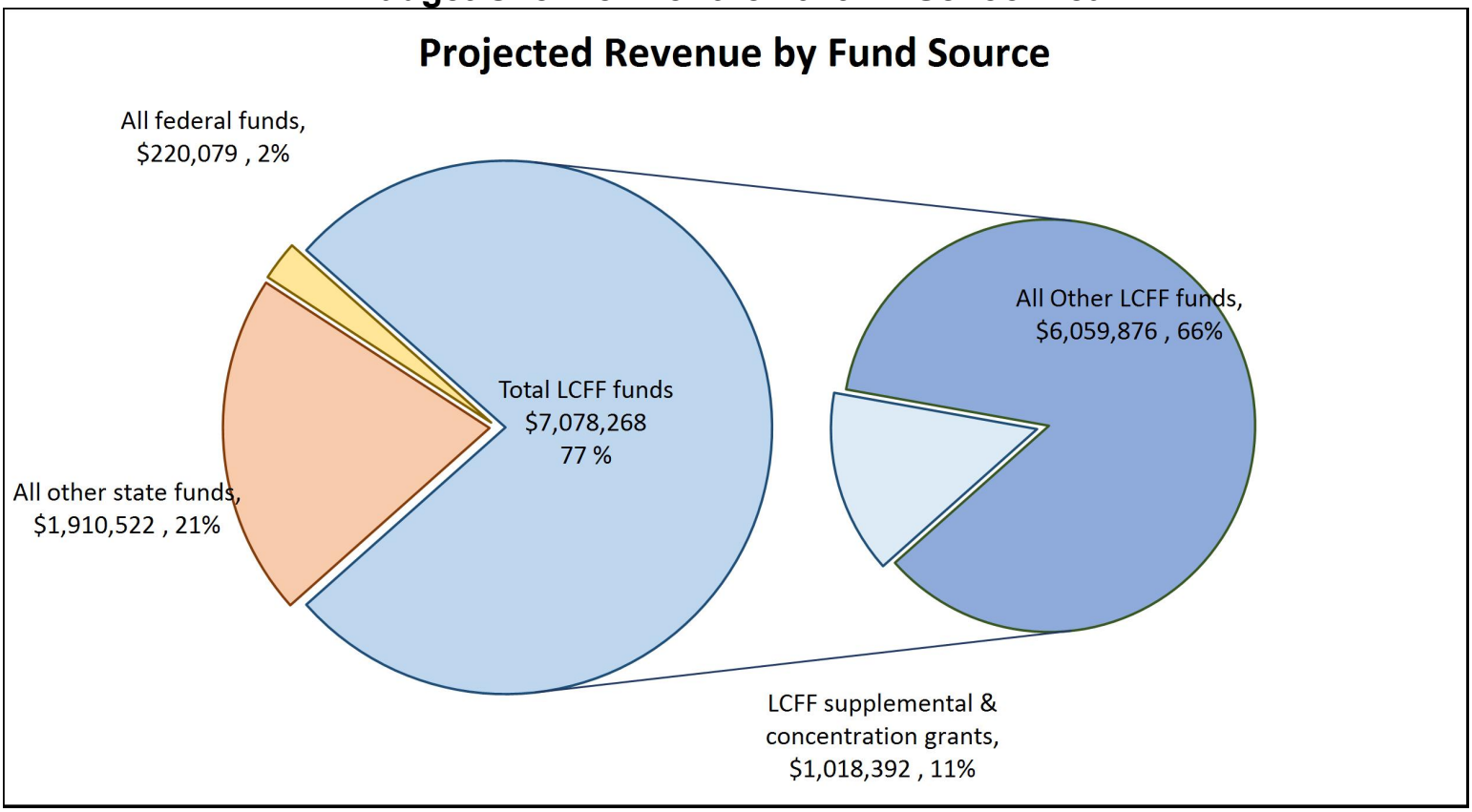
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LCFF Budget Overview for Parents

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@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

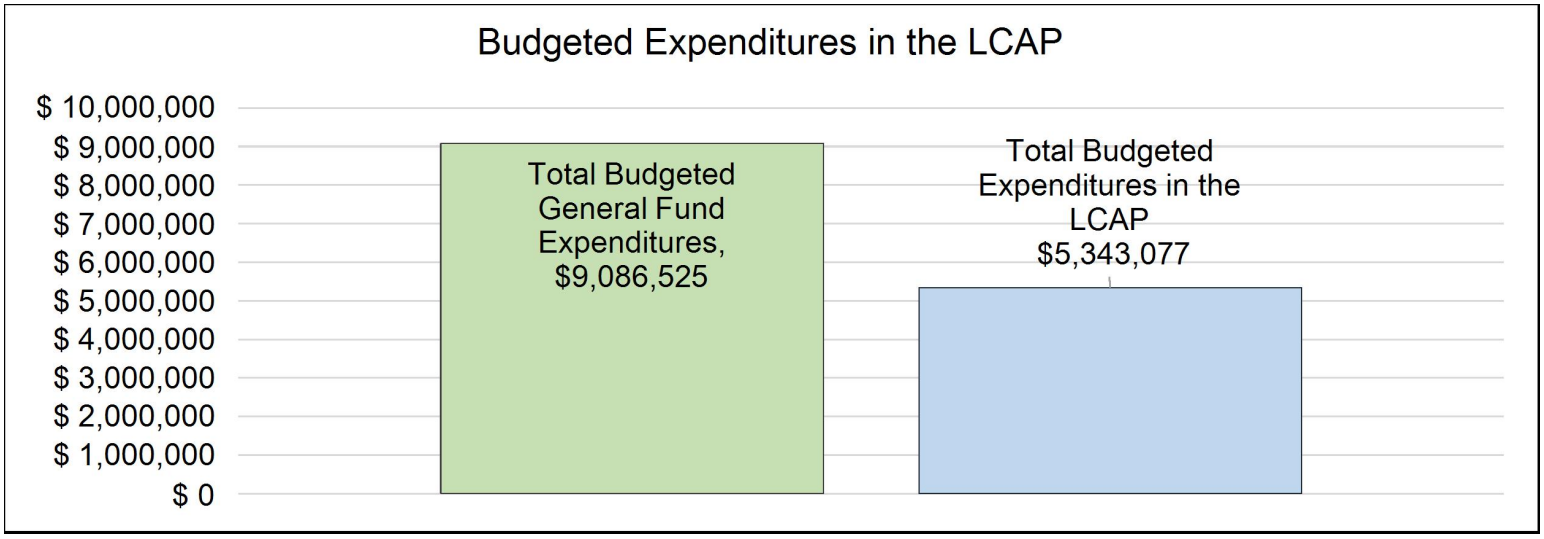


This chart shows the total general purpose revenue Hollister Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hollister Prep is $9,208,869, of which $7078268 is Local Control Funding Formula (LCFF), $1910522 is other state funds, $0 is local funds, and $220079 is federal funds. Of the $7078268 in LCFF Funds, $1018392 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Hollister Prep 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 $9086525 for the 2026-27 school year. Of that amount, $5343077 is tied to actions/services in the LCAP and $3,743,448 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

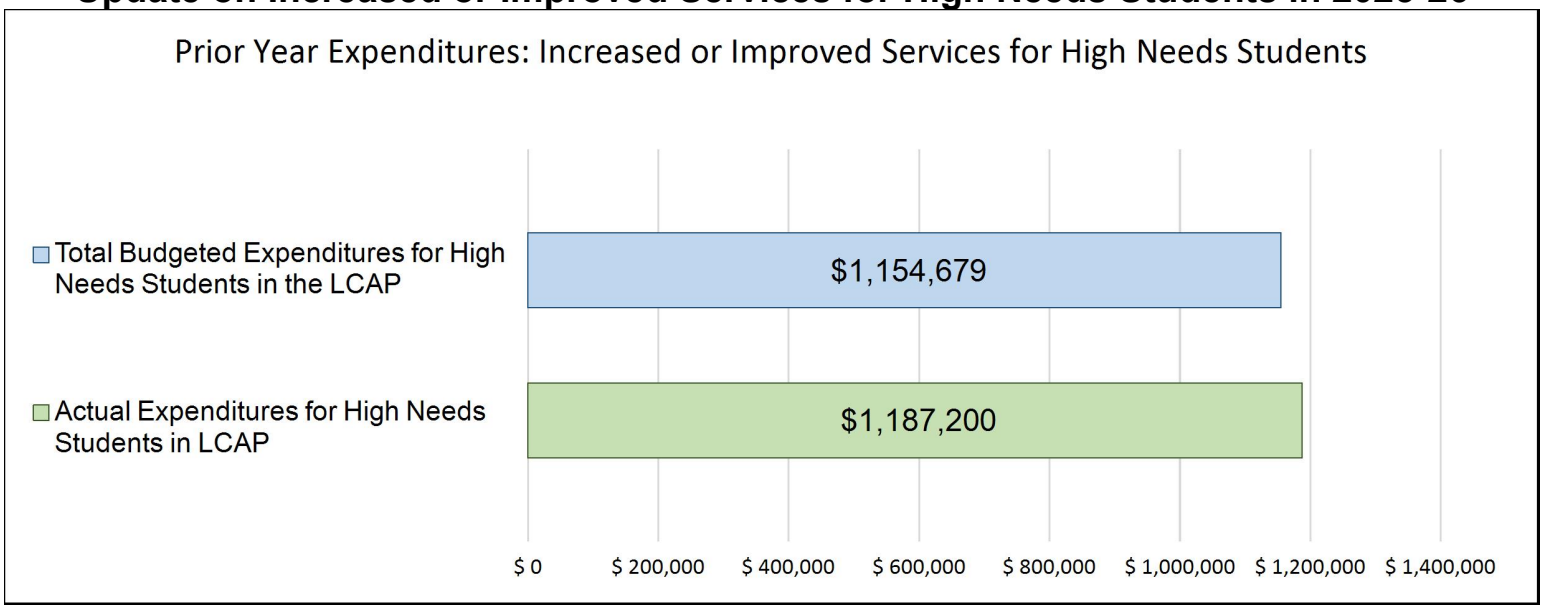
Operating expenses, CMO fee, Legal, professional development, district oversite, etc.

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 $1018392 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 2025-26



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 2025-26, 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 2025-26.

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
Teachers, Principals, Administrators, Other School Personnel	Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in the February - April 2025 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools. The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2025. 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. 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.

Educational Partner(s)	Process for Engagement
	In November 2024 and January 2025, staff focus groups were convened (with a selection of classified and certificated staff across grade spans and specialty areas) to discuss the wants and needs of the school (e.g., facilities, organizational health, glows/grows) in order to contribute to the development of the LCAP Goals and Actions.
Parents	Parents were engaged in a variety of ways, including a family survey administered in January 2025, Parent Advisory Council meetings ("Family Community Meetings"), including one in March 2025, and Community Schools Advisory Council meetings, including one in March 2025. Additionally, the Principal held quarterly open-forum coffee chats with parents to share information on things happening at the school, as well as to hear from parents about their areas of concern. Each of these mechanisms included discussions on LCAP topics of academic success, wrap-around services, social-emotional learning, and special services (e.g., Special Education, academic interventions, English Language Proficiency supports).
Students	Students were surveyed in April 2024 to gather feedback on their feelings of connectedness, safety, and success at school.

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

The needs assessment, meetings with families, and focus groups of staff highlighted enrichment, electives, and basic needs support as areas of need. Student focus groups also asked for more opportunities to participate in clubs and electives. This has been addressed in Goal 2 with the ELOP programs. Additionally, the community schools support will also address these needs and is included in Goal 2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The mission of Navigator Schools is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students can thrive in "high school, college, and beyond." Navigator Schools will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. In English Language Arts and Mathematics, Hollister Prep scored green on English Language Arts Progress and Mathematics Progress while scoring a red on English Learner progress on the CA Dashboard. For this reason, we will be implementing tiered English language development next year for all English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 68.4% English Learners: 52.2% Low Income: 64.0% Students with Disabilities: 33.3% Hispanic: 66.0%	All Students: 68% English Learners: 37.2% Low Income: 66.1% SWD: 30% Hispanic: 65.5%	All Students: 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; Source: 2022-23 CAST assessment, caaspp-elpac.ets.org)	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; Source: 2023-24 CAST	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 (LEA average & all significant subgroups; Source: CAST	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
			assessment, caaspp-elpac.ets.org)		assessment, 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: 43.0% (Source: California State Dashboard, 2023) % students reclassified fluent English proficient: 38.1% (Source: DataQuest, "Ever-ELs" by Years as EL and Reclassification Status and Grade, 2023-24, https://dq.cde.ca.gov/	47% Making progress on English Language Proficiency (Data Year: 2023-2024) % students reclassified fluent English proficient: 38.5% (Data Year: 2024-2025)	50.8% Making progress on English Language Proficiency % students reclassified fluent English proficient: 38.5%	% 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/)	+3.80% Making progress on English Language Proficiency % 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)	0%
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: 11.00 (61%) Out-of-Field: 0.00 (0%) Intern: 3.00 (17%) Ineffective: 4.00 (22%) Incomplete: 0.00 (0%) (Source: CA Commission on Teacher Credentialing, Reviewed April 2024)	Clear: 9 (50%) Out-of-Field: 0.00 (0%) Intern: 1 (5.50%) Ineffective: 8 (44.50%) Incomplete: 0.00 (0%) (Data Year: 2024-2025)	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 Ineffective: 30% of total FTE Incomplete: 0% of total FTE (Source: CA Commission on	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
					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 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, 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 Resourse 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	• 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
1.2	Interventions	• Use of online learning programs for specialized supports • MTSS program and Student Support Team: Identification and support for struggling students • Early intervention plans • Small group instruction support (This is funded by Title I and IV; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.) • Intervention Coordinator • Extended school day and school year	$685,688.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Lower adult to student ratio in STEM and Humanities running small group instruction (SGI and teacher)		
1.3	Teacher hiring and credentialing	• All instructional staff will go through a rigorous hiring process, which includes application screening, phone interview, panel interview, performance task and reference checks. • All teachers will hold an appropriate California teaching credential for their assignment	$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	• ELD Lead who will monitor the instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards • Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching • All English Learners receive designated ELD instruction in small groups at their appropriate level • Explicit EL strategies in all classrooms including: Small group support, reading support groups, explicit vocabulary instruction, Total Body Response, use of the Thinking Maps, use of sentence stems • Data-analysis and coaching meetings with specific focus on ELD standards and students • All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings These actions have been developed to address our California Dashboard	$124,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		indicator scores (English Learner Progress) for English Learners (ELs) and Long Term English Learners (LTEL), and these activities relate to our language acquisition programs and professional development specific to ELs/LTELs.		
1.6	Professional development	• Professional Development sessions on: • CCSS and NGSS • Core Curriculum implementation • Data-driven instruction • Social Emotional Learning • Classroom Culture • Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth • Culturally competent teaching • Technology skills • Professional Learning Communities: grade level and content time • Teachers develop Personalized Goals for targeted coaching and PD sessions This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.	$36,995.00	No
1.7	Teacher coaching and supervision	• Weekly one-on-one instructional coaching meetings • Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) • Practice with the coach before launching with skill • Cyclical process of observation, follow-up and observation	$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 with school safety and sense of belonging	93% agree that they felt safe at school, 72% feel proud to belong to HPS most or all of the time	96% (Data Year: 2024-2025)	94% agree that they felt safe at school, 86% feel proud to belong to	93% agree that they felt safe at school, 72% feel proud to belong to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: CORE SEL Survey, Spring 2024)		HPS most or all of the time	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% (Source: 23-24 P-2 report)	96.17% (Data Year: 2024-2025)	96.05%	96% (Source: P-2 report)	-.12%

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: 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% (Source: California Dashboard)	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. (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)	+4% parents feel their child is safe and supported on campus and 0% satisfied with their child's academic results.
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	70% of parents answer a 4 or 5 on 5-point scale	94% of parents who feel engaged in decision-making

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.

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	• 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	$57,046.00	No

Action #	Title	Description	Total Funds	Contributing
		• Communication: ParentSquare (automatic translation to home language); school website maintenance and updates		
2.2	Community engagement	Engage all members of the school and local community - Navigator applied for Community Schools Implementation Grants to provide full wraparound services for families and scholars. Through this work we are creating partnerships within the community for social, health, and educational services for students and families		No
2.3	Social-emotional learning	• 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	• 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	$733,623.00	No
2.5	Facilities maintenance and health & safety	• School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community • Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials • Review and update school safety plan annually (managed by SSC)	$242,853.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Chronic absenteeism support	Hollister Prep is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism for the identified subgroups: English Learners, Socio-economically Disadvantaged, Students with Disabilities, and Hispanic students -Attendance specialist -All chronically absent students become focus students and are assigned a school support staff (in partnership with attendance specialist) -Home visits, which include staff members that speak the CAR student's home language -Multilingual family engagement and education nights -Transportation support on an as-needed basis (based on family needs) -Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students -Attendance Celebrations for students below 10%	$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
$1018392	$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
14.388%	0.000%	$0.00	14.388%

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	**Action:** Interventions **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. English learners - Our English learner population receives significantly less exposure	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	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action

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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
	to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction. Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling. **Scope:** LEA-wide	but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.	are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.
1.5	**Action:** English learner instruction **Need:** English learners require additional language support to achieve at similar levels to students where English is the primary language in the home. **Scope:** LEA-wide	The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels. Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity. Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC.	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Teacher coaching and supervision **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. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face. **Scope:** LEA-wide	Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.	Metrics to Monitor: • Goal 1, Metric 15 As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.
2.3	**Action:** Social-emotional learning **Need:** Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty. English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students	All staff participate in Valor circles with their grade level assignments. As such, all students and staff engage together weekly. It is most practical to provide this training and coaching for the entire staff. Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.	Metrics to Monitor: • Goal 2, Metric 2 • Goal 2, Metric 3 • Goal 2, Metric 4 • Goal 2, Metric 7 The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe and connected our

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
	requires additional support to navigate associated social and emotional experiences. Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families. **Scope:** LEA-wide		students feel to school. We will also monitor suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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	$7078268	1018392	14.388%	0.000%	14.388%

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	
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	

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	2.6	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
$7078268	1018392	14.388%	0.000%	14.388%	$1,213,939.00	0.000%	17.150 %	**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, Statues 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.

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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.”

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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,

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- 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.

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- **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

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is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- 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:

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- 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.

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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

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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:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

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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.

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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.

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- 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.

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- **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**

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- 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

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Timestamp	My child attends:	I believe my child is safe and secure on campu
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4/6/2026 16:06:39	Watsonville Prep Scho	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
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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
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Strongly Disagree/ Totalmente en desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
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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 answe
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 answered
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 learn
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu

Agree/ De acuerdo	Overall, leadership does great including parents
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buena
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 tv
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 te
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 a
Agree/ De acuerdo	My kids are doing great after going to this scho
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with co
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 en
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 co
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 cuidand
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 neec
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 tab
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 situatic
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 yı
Strongly Agree / Totalmente de acuerdo	Love my school and staff. Great communicatior
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 interac
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
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
No sería todo	
I think the kids need enrichment. They sit for to	No
Si algo que tengo una inquietud es cuando los	Bien
ney 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 inforr	
I am not happy about middle school moving loc	NA
d promptly and professionally	
HPS needs to put more money directly towards	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	

:s.	N/A
as en a escuela pero hay alginas 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 are	While the impact may not yet be evident, it is ir
	No mucho
eference… 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
ol.	
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 estu	Q está aprendiendo mucho
I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha	
esources 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
ul 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 recreació	N/A
No	Muy bien
here 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. Espe	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.	
ntando	
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 prop	Not having the correct staff definitely impacts o
Drop off and pick up is unsafe and chaotic caus	Im not familiar with FAPE. What I can say is tha
There needs to be better staff training and cons	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 h	The case manager is not effective remotely an
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 impo
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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.	
eat 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	
een 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 w
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. C	
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 a	N/A

/ithin 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	
d 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
rten 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- as
N/a	N/a
To feel more confident about my child’s inclusi	The most critical factor for Navigator to conside
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
ecomes 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 escu
ave 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 intervention
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 c

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.

and supportive during this time. They communicated well with us and were very compassiona

Si	
nothing	none

with the accusing student, I feel like the investigation was completely one sided and the principa

urante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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 resou
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 ch	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.
ıtions	
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 ayuda
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

cations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. Tl

r educación física afuera.

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

This is not doable under 1 teacher

ısk 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 learnir

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

cuela

l 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. Ta

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wha

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 satisfa

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

nd 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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. Academicamete todo está muy bien.

e-entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

ıgs 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.

ıould 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

ith 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

nstead 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

who need help just because they learn differently they must be treated respected at all times and not scolded.

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

ı 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. Thanl

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

ɔ 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

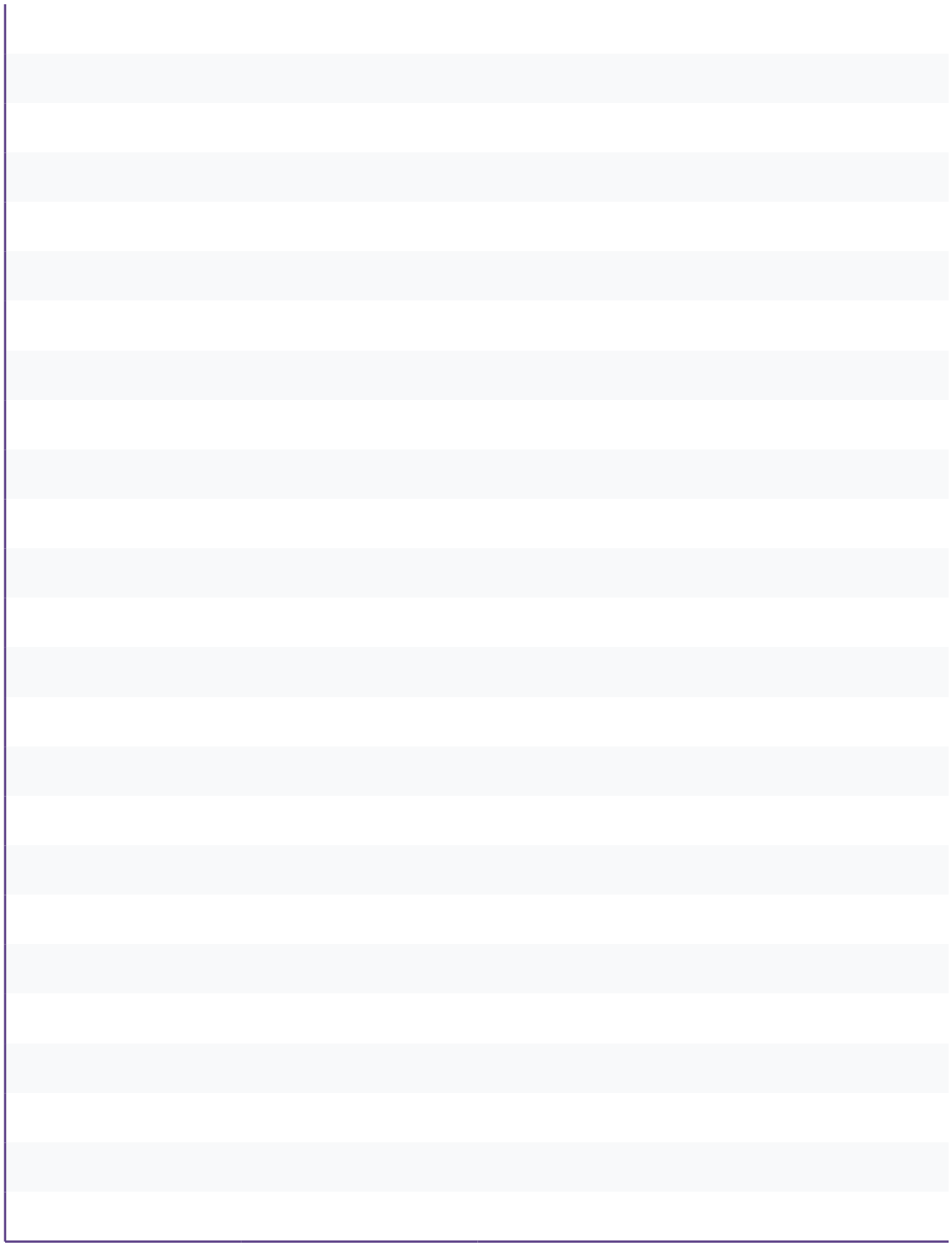
e it is an in-person school to have in-person connections. Please invest in in-person services.

I am very concerned.

ıat in any way.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 buena
Agree/ De acuerdo	Z
Agree/ De acuerdo	Because I have had a child in your school for tv
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 co
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. It
Agree/ De acuerdo	I was not happy with how an investigation was

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	I disagree with the statement that my child is sa
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 m
Agree/ De acuerdo	I feel confident that my child is safe there beca
Agree/ De acuerdo	satisfied so far; always room to improve
	Porque es una escuela muy buena, ponen ater
	Porque mi hija a tenido muy buenos resultados
	Because my kid loves going to school and learn
	Muy buenas escuela y mi hija tiene una excele
	Apoyando para seguir mejorando..
	There needs to be more communication from t
	Report cards have been incomplete for 1st gra
	I'm happy with school and the teacher they do a
	Open communication and transparency with co
	Everyone at Hayward Collegiate seems very en
	The school is family oriented.
	Estoy muy contenta con la experiencia en la es
	Resources aren't always available. If it is, it isn'
	For the most part, my child has a great teacher
	I would like more insight on future staffing for th
	Na
	Agreed
	I believe when my student is struggling, it shoul
	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 answered
	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 educatior
	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 neec
	n/a
	I feel pretty informed about what's going on at s
	I feel the amount of individual time spent on tab
	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'
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 inforr	
portunities	
time outside of school hours.	
s	Han trabajado muy bien con ellos me gustado l
as en a escuela pero hay alginas 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
eference… staff gets in trouble for speaking up. As a parent I do not trust admin.	
ol.	
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
esources 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
t 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 tha
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 impc
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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 tc	No
ney 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 towards	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	
ts.	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
here 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
ul 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	
ntando	
We feel that the school should provide the proj	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
ecomes 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
ed 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 ch	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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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
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
rten 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
ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las co	
n 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 compassiona	
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	
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 conside
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

sk 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

l could not hear the other side of the story when we tried to meet with her. My daughter’s feelin

mplete homework and to prepare for testing.

d understanding. Staff needs a lot of training and patience.

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

children and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ushed to exit, which we were not given prior notice. The way that they addressed was not satisfa

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. Tl

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

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

ıd 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

ɐr 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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, th

ıgs 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.

e-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.

ith 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.

ng 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?

he problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

nstead 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.

ln'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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

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

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

Anna and Mr. Al, they are all so professional and personable.

ı 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

ɔ 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.

ɡ children from two different schools together will cause conflict and social problems just to name a few things. I

ıat in any way.

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 answe
Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen ater
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
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	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 e
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma

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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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

:hildren and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ıshed to exit, which we were not given prior notice. The way that they addressed was not satisfa

ecific 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

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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.

ln'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

site to connect with students. The remote services isn't the same. I think the school can support the students sc

ɔ 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 campu
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 answe
Agree/ De acuerdo	Na
Strongly Agree / Totalmente de acuerdo	Agreed
Agree/ De acuerdo	I believe when my student is struggling, it shoul
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opi
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu
Agree/ De acuerdo	Overall, leadership does great including parents
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 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	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 neec
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 tab
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
ıld 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 tc	No
ney 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 towards	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	
ts.	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
here 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	

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
volved 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
rten 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	Ensure 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	
n 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 compassiona	
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. Tl

porque yo e ido de voluntaria y es difícil 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

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

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ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

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ños demasiado desobedientes, y no les están dando demasiado apoyo a cada niño, como mi hija está batallan

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vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

who need help just because they learn differently they must be treated respected at all times and not scolded.

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara 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

ɟ 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 campu
4/6/2026 16:06:39	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 16:09:14	Watsonville Prep Scho	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:20:47	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 17:12:14	Watsonville Prep Scho	Disagree/ En desacuerdo
4/6/2026 17:55:51	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 18:28:42	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 18:51:10	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 22:21:22	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 0:31:23	Watsonville Prep Scho	Disagree/ En desacuerdo
4/7/2026 9:43:58	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 16:18:34	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 23:26:03	Watsonville Prep Scho	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
ıl 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	
ıtando	
We feel that the school should provide the proı	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 conside
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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ng needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

ıould 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

n 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

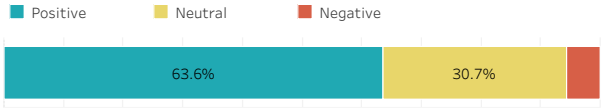
Outcomes (Satisfaction)

% Positive, Fall 2025

64%

Outcomes (Satisfaction) Summary

Fall 2025



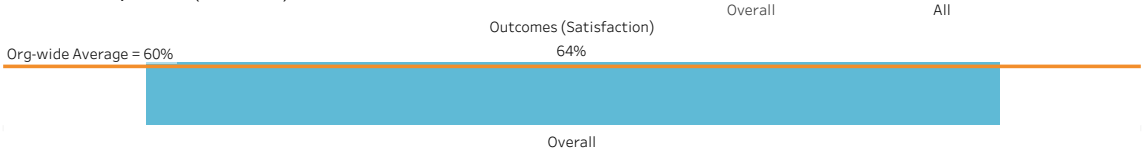
Difference from prior survey

-15%

Results Comparison (Fall 2025)

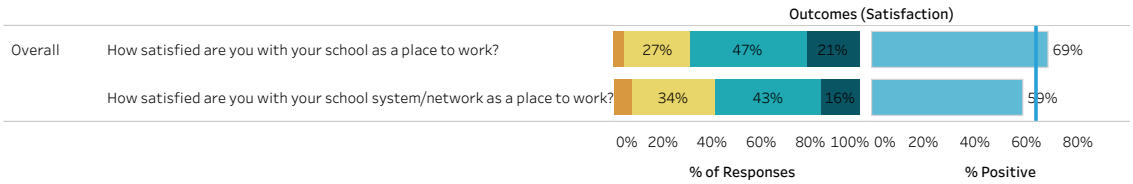
Disaggregate results by
Overall

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.

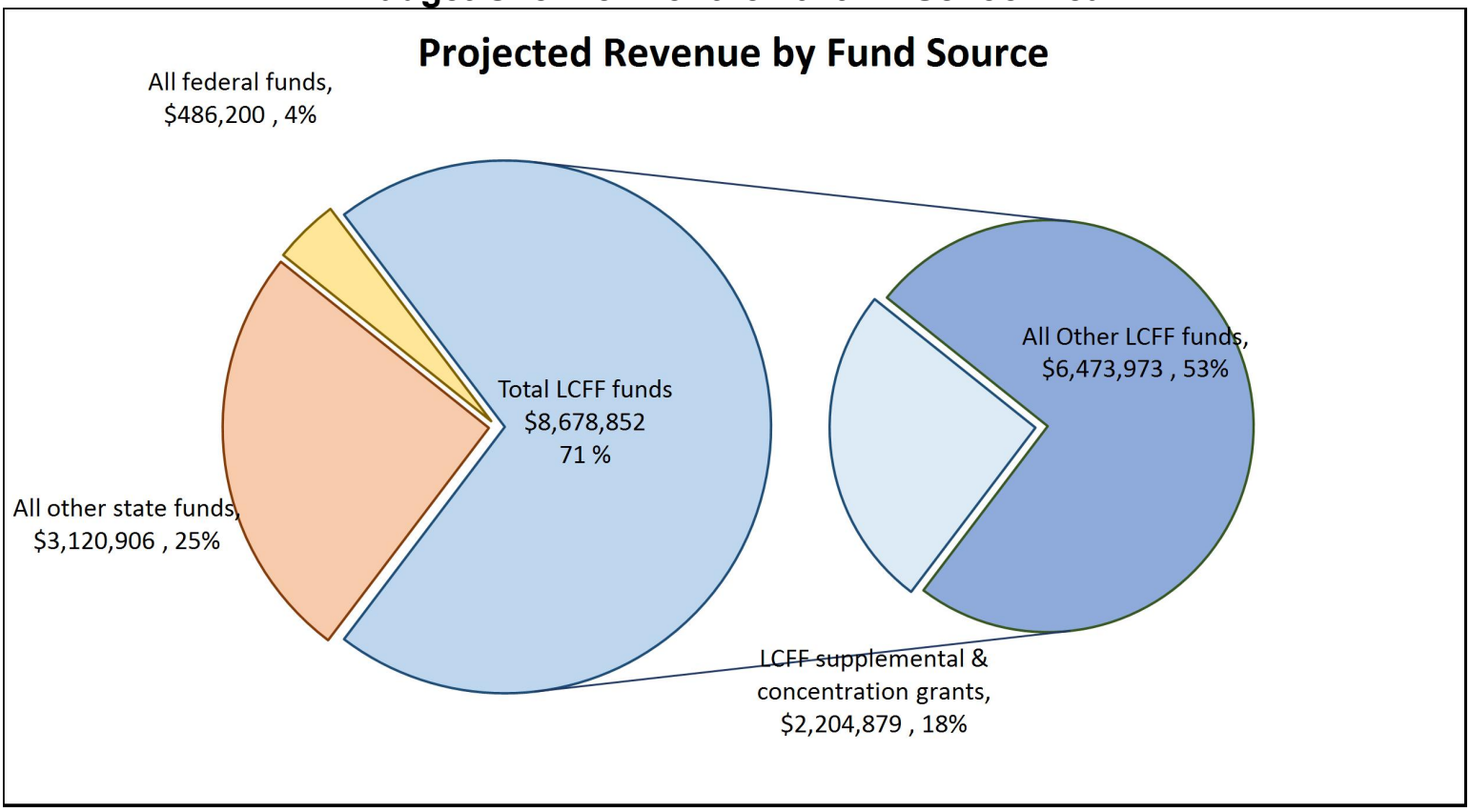


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Watsonville Prep
CDS Code: 44772480318909203 2
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

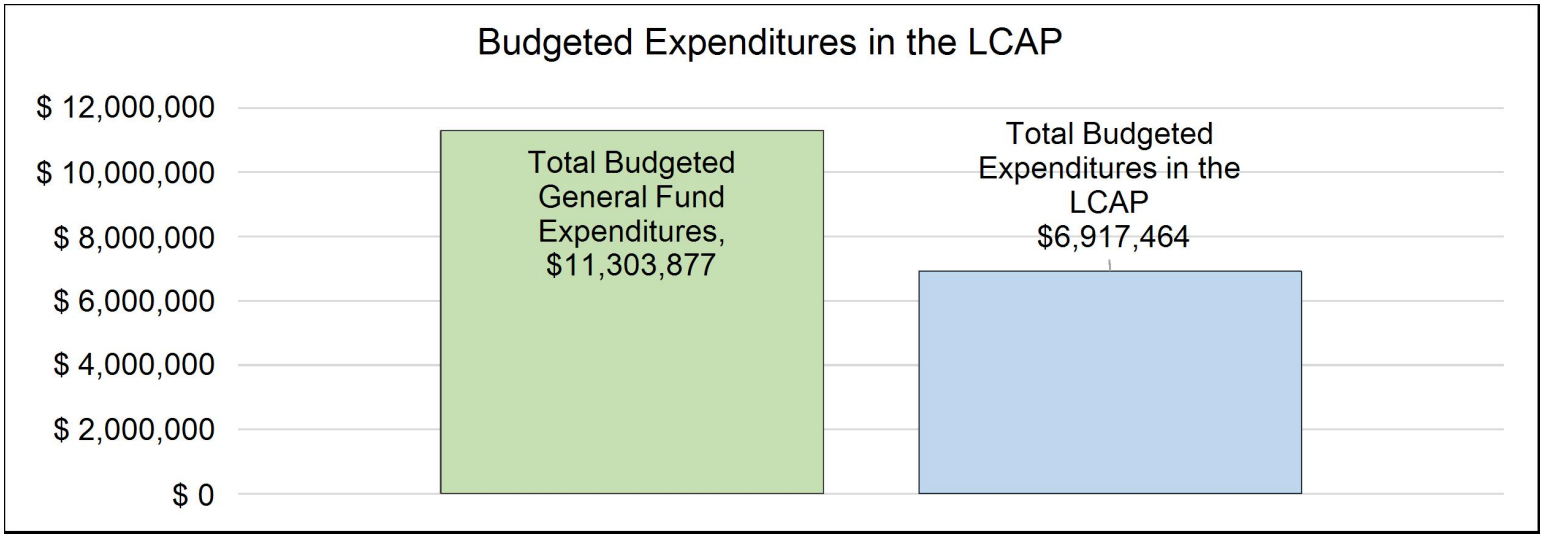


This chart shows the total general purpose revenue Watsonville Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Watsonville Prep is $12,285,958, of which $8678852 is Local Control Funding Formula (LCFF), $3120906 is other state funds, $0 is local funds, and $486200 is federal funds. Of the $8678852 in LCFF Funds, $2204879 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Watsonville Prep 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 $11303877 for the 2026-27 school year. Of that amount, $6917464 is tied to actions/services in the LCAP and $4,386,413 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, didtrict oversite fee, legal, professional development, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

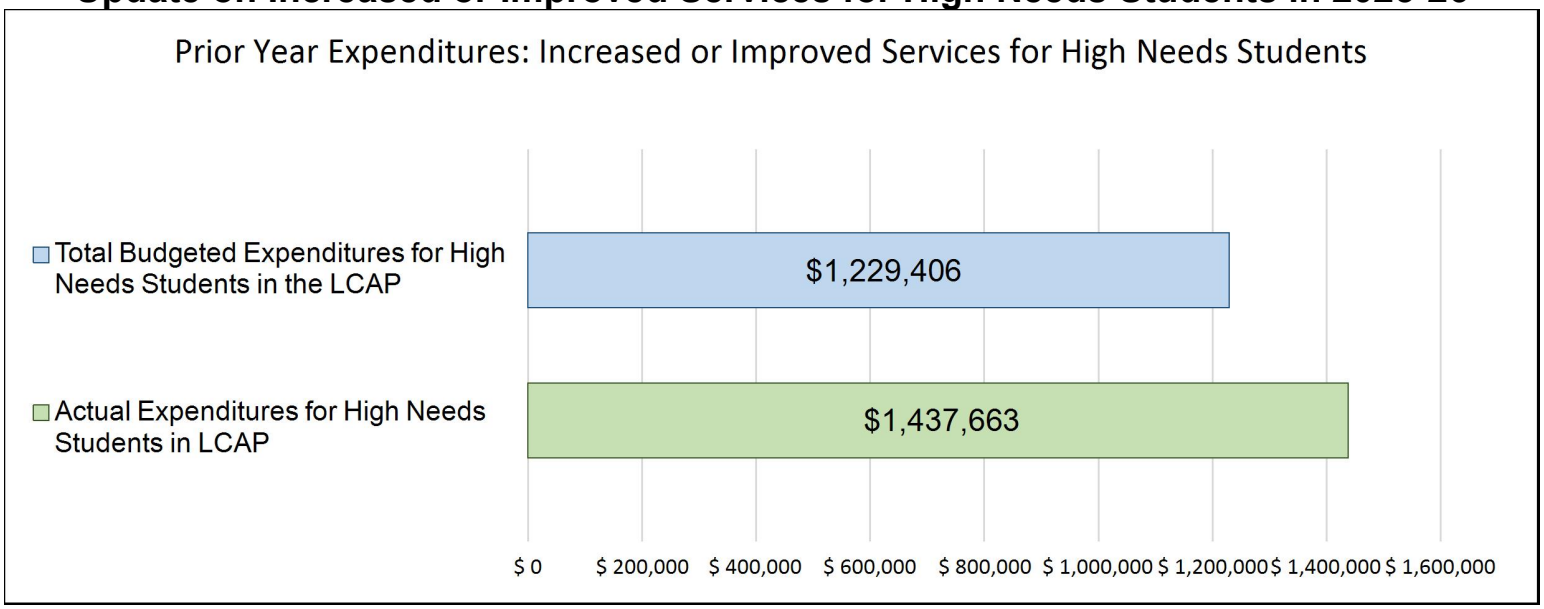
In 2026-27, Watsonville Prep is projecting it will receive $2204879 based on the enrollment of Foster Youth, English learner, and low-income students. Watsonville Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Watsonville Prep plans to spend $1236095 towards meeting this requirement, as described in the LCAP.

While the total amount budgeted for actions and services in the 2026-27 LCAP is less than the projected LCFF Supplemental and Concentration Grant revenue, the LEA is meeting its obligation to increase or improve services for unduplicated pupils through a combination of LCAP-funded actions and districtwide services that are principally directed toward and effective in meeting the needs of English Learners, low-income students, and foster youth.

The LEA continues to provide targeted academic intervention, expanded instructional support, attendance improvement initiatives, social-emotional and mental health services, college and career readiness programs, and professional development focused on meeting the needs of high-needs students. Additionally, the LEA leverages other funding sources, including state and federal funds, to support and sustain services that increase access, engagement, and achievement for unduplicated pupils.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Watsonville Prep's LCAP budgeted $1229406 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 2025-26.

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
Teachers, Principals, Administrators, Other School Personnel	Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in the February - April 2025 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools. The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2025. 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. 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.

Educational Partner(s)	Process for Engagement
	In November 2024 and January 2025, staff focus groups were convened (with a selection of classified and certificated staff across grade spans and specialty areas) to discuss the wants and needs of the school (e.g., facilities, organizational health, glows/grows) in order to contribute to the development of the LCAP Goals and Actions.
Parents	Parents were engaged in a variety of ways, including a family survey administered in January 2025 and Parent Advisory Council meetings (called “Family Community Meetings”), including one in March 2025. Additionally, the Principal held quarterly open-forum coffee chats with parents to share information on things happening at the school, as well as to hear from parents about their areas of concern. Each of these mechanisms included discussions on LCAP topics of academic success, wrap-around services, social-emotional learning, and special services (e.g., Special Education, academic interventions, English Language Proficiency supports).
Students	Students were surveyed in April 2025 to gather feedback on their feelings of connectedness, safety, and success at school.

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

Watsonville Prep School's identified areas of need based on stakeholder engagement (including family surveys, family meetings, and staff focus groups and meeting) include providing family support (e.g., transportation, before-school child care) and access to enriched learning programs for scholars and families (e.g., workshops - ESL, tobacco awareness, gang prevention). This is being addressed through Goal 2 of family education and community school resources. Goal 1 was also modified to include increased support for scholars (both academic & behavioral) through intervention and tier 3 scaffolding. This was made after staff and family feedback was received through family conferences, town halls, and staff focus groups.

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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%
1.4	ELPAC Summative: -% of students improving a level or maintaining	% of students improving a level + maintaining Level 4: 53.3%	28.6% Making Progress on English language	32.50% Making Progress on	% of students improving a level + maintaining Level	+3.90% Making Progress on

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Level 4 -EL reclassification rate	(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/)	proficiency (Data Year: 2023-2024) % students reclassified fluent English proficient: 22.0% (Data Year: 2024-2025)	English language proficiency % students reclassified fluent English proficient: 22.3%	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/)	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
1.8	Next Generation Science: % of students	100%	100%	100%	100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with access to their own copies of standards-aligned instructional materials for use at school and at home	(Source: Internal curriculum checklist, Spring 2024)	(Data Year: 2024-2025)		(Source: Internal curriculum checklist)	
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)	
1.12	% of instructional staff who have undergone all parts of the hiring process (application screening, phone	100% (Source: Internal candidate tracking system, Spring 2024)	100% (Data Year: 2024-2025)	100%	100% (Source: Internal candidate tracking system)	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	interview, panel interview, performance task and reference checks).					
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	• 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	$2,368,358.00	No

Action #	Title	Description	Total Funds	Contributing
		(trade books, Reading Mastery, Common Lit) - This activity is partially funded by Title III; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review. • Core Curriculum: Illustrative Math, Open Science Ed, Mystery Science, TCI, Ready Common Core • Up-to-date standards-aligned instructional materials, evaluated by faculty		
1.2	Interventions	• 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	• 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	$520,546.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.5	English learner instruction	-ELD Lead who will monitor the instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards • Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching • All English Learners receive designated ELD instruction in small groups at their appropriate level • Explicit EL strategies in all classrooms including: Small group support, reading support groups, explicit vocabulary instruction, Total Body Response, use of the Thinking Maps, use of sentence stems • Data-analysis and coaching meetings with specific focus on ELD standards and students • All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).	$249,105.00	Yes
1.6	Professional development	• Professional Development sessions on: • CCSS and NGSS • Core Curriculum implementation • Data-driven instruction • Social Emotional Learning • Classroom Culture • Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth • Culturally competent teaching • Technology skills • Professional Learning Communities: grade level and content time • Teachers develop Personalized Goals for targeted coaching and PD sessions	$42,800.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
1.7	Teacher coaching and supervision	• Weekly one-on-one instructional coaching meetings • Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) • Practice with the coach before launching with skill • Cyclical process of observation, follow-up and observation	$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 numerically significant subgroups	All Students: 24.6% English Learners: 23.5% Low Income: 25.1%	All Students: 23.7% English Learners: 20.8%	All Students: 18.4% English Learners: 13.4%	All Students: <10% English Learners: <10% Low Income: <10%	All Students: -5.3% English Learners: -7.4% Low Income: -2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 29.5% Hispanic: 24.9% (Source: California Dashboard, 2023)	Low Income: 24.1% SWD: 22.2% Hispanic: 24.1% (Source: California Dashboard, 2024)	Low Income: 21.3% SWD: 16.9% Hispanic: 18.7%	Students with Disabilities: <10% Hispanic: <10% (Source: California Dashboard)	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% (Source: Annual Parent Survey April 2026)	70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	95%

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	• 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
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

Action #	Title	Description	Total Funds	Contributing
2.3	Social-emotional learning	• Use Valor Compass Camp framework for staff and students to foster an educational community of trust, belonging, and connection • Use morning huddles for staff and students to foster SEL • Use supplemental social-emotional learning curriculum to guide weekly SEL instruction.	$12,879.00	Yes
2.4	Student activities	• Monthly Get In celebrations based on PBIS • PBIS store to incentivize positive behavior • Field Trips • After school programs and extracurricular activities utilizing ELOP funding • Culture heritage and community celebrations	$1,007,840.00	No
2.5	Facilities maintenance and health & safety	• School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community • Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials • Review and update school safety plan annually (managed by SSC)	$1,508,945.00	No
2.6	Chronic absenteeism support	Watsonville Prep is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism (currently "Yellow" on the CA State Dashboard for English Learners, Hispanic students, and Socioeconomically DIsadvantaged students) • Attendance specialist • All chronically absent students become focus students and are assigned a school support staff (in partnership with attendance specialist). • Home visits, which include staff members that speak the CAR student's home language • Multilingual family engagement and education nights	$54,065.00	No

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Action #	Title	Description	Total Funds	Contributing
		• 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
$2204879	$

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
25.405%	8.085%	$644,439.00	33.490%

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	**Action:** Interventions **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. English learners - Our English learner population receives significantly less exposure	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	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action

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
	to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction. Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling. **Scope:** LEA-wide	but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.	are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.
1.4	**Action:** Supports for students with disabilities **Need:** **Scope:** LEA-wide		
1.5	**Action:** English learner instruction **Need:** English learners require additional language support to achieve at similar levels to students where English is the primary language in the home. **Scope:**	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	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not

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
	LEA-wide	will support the site administration in building capacity. Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,	sufficient to support high achievement, we will need to adjust in future LCAP cycles.
1.7	**Action:** Teacher coaching and supervision **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. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face. **Scope:** LEA-wide	Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.	Metrics to Monitor: • Goal 1, Metric 15 As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.
2.3	**Action:** Social-emotional learning		

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
	Need: Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty. English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students requires additional support to navigate associated social and emotional experiences. Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families. **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not applicable. IIS has been determined through expenditure of LCFF funds.

Additional Concentration Grant Funding

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

Watsonville Prep School will use the concentration funding to increase the hourly rate of the Small Group Instructors in order to maintain staffing levels.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Single LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Single LEA

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	$8678852	2204879	25.405%	8.085%	33.490%

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	Yes	LEA-wide		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	
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	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Facilities maintenance and health & safety	All	No			All Schools	Ongoing	$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
$8678852	2204879	25.405%	8.085%	33.490%	$1,756,641.00	0.000%	20.240 %	**Total:**	$1,756,641.00
								LEA-wide Total:	$1,756,641.00
								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	1.4	Supports for students with disabilities	Yes	LEA-wide			$520,546.00	
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, Statues 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.

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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.”

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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,

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- 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.

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- **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

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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.

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Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- 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:

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- 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

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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:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

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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.

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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.

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- 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.

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- **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**

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- 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

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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

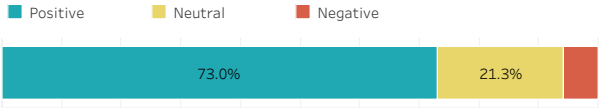
Outcomes (Intent to Return)

% Positive, Fall 2025

73%

Outcomes (Intent to Return) Summary

Fall 2025



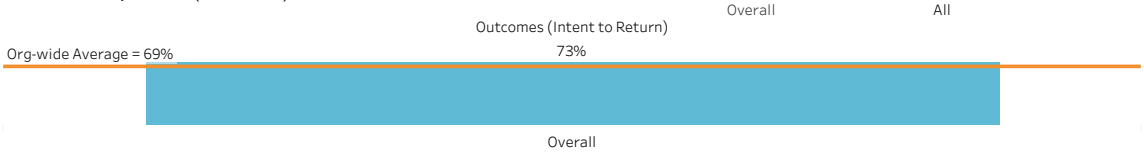
Difference from prior survey

-5%

Results Comparison (Fall 2025)

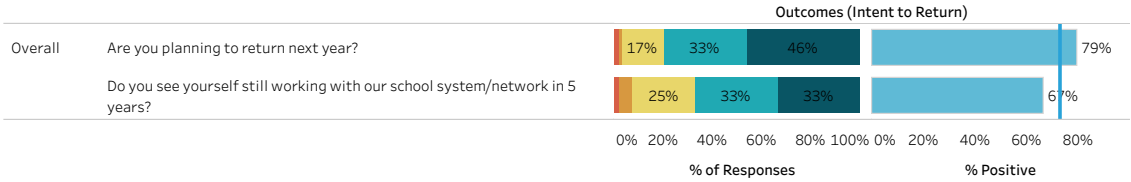
Disaggregate results by
Overall

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

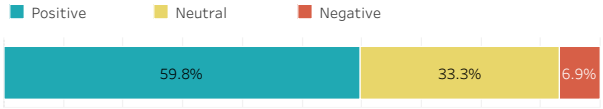
Filter results by topic
Outcomes (Satisfaction)

Filter results by window
Fall 2025

Outcomes (Satisfaction)
% Positive, Fall 2025

60%

Outcomes (Satisfaction) Summary
Fall 2025



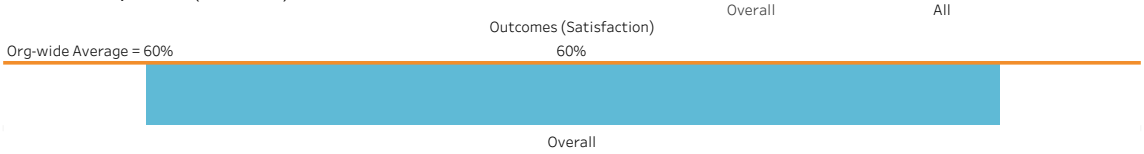
Difference from prior survey

-15%

Results Comparison (Fall 2025)

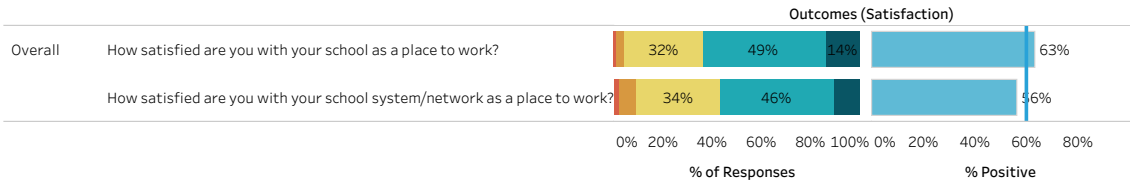
Disaggregate results by
Overall

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 campu
4/6/2026 16:05:22	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:06:39	Watsonville Prep Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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
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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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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
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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
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 answe
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 answered
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 learn
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu

Agree/ De acuerdo	Overall, leadership does great including parents
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buena
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 tv
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 te
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 a
Agree/ De acuerdo	My kids are doing great after going to this scho
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with co
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 en
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 co
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 cuidand
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 neec
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 tab
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 situatio
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 yı
Strongly Agree / Totalmente de acuerdo	Love my school and staff. Great communicatior
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 interac
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
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
No sería todo	
I think the kids need enrichment. They sit for to	No
Si algo que tengo una inquietud es cuando los	Bien
ney 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 inforr	
I am not happy about middle school moving loc	NA
d promptly and professionally	
HPS needs to put more money directly towards	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	

:s.	N/A
as en a escuela pero hay alginas 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 are	While the impact may not yet be evident, it is ir
	No mucho
eference… 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
ol.	
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 estu	Q está aprendiendo mucho
I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha	
esources 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
l 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 recreació	N/A
No	Muy bien
here 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. Espe	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.	
ntando	
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 prop	Not having the correct staff definitely impacts o
Drop off and pick up is unsafe and chaotic caus	Im not familiar with FAPE. What I can say is tha
There needs to be better staff training and cons	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 h	The case manager is not effective remotely an
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 impo
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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.	
eat 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	
een 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 w
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 a	N/A

/ithin 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	
d 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
rten 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- as
N/a	N/a
To feel more confident about my child’s inclusi	The most critical factor for Navigator to conside
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
ecomes 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 escu
ave 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 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 c

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.

and supportive during this time. They communicated well with us and were very compassiona

Si	
nothing	none

with the accusing student, I feel like the investigation was completely one sided and the principa

urante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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 resou
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 ch	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.
ıtions	
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 ayuda
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

cations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. Tl

r educación física afuera.

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

This is not doable under 1 teacher

ısk 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 learnir

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

cuela

l 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. Ta

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wha

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 satisfa

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

nd 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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

ɟorado. Academicamete todo está muy bien.

e-entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

ıgs 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.

ıould 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

ʼith 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

nstead 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.

ln'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.

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

ı 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. Thanl

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

ɔ 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

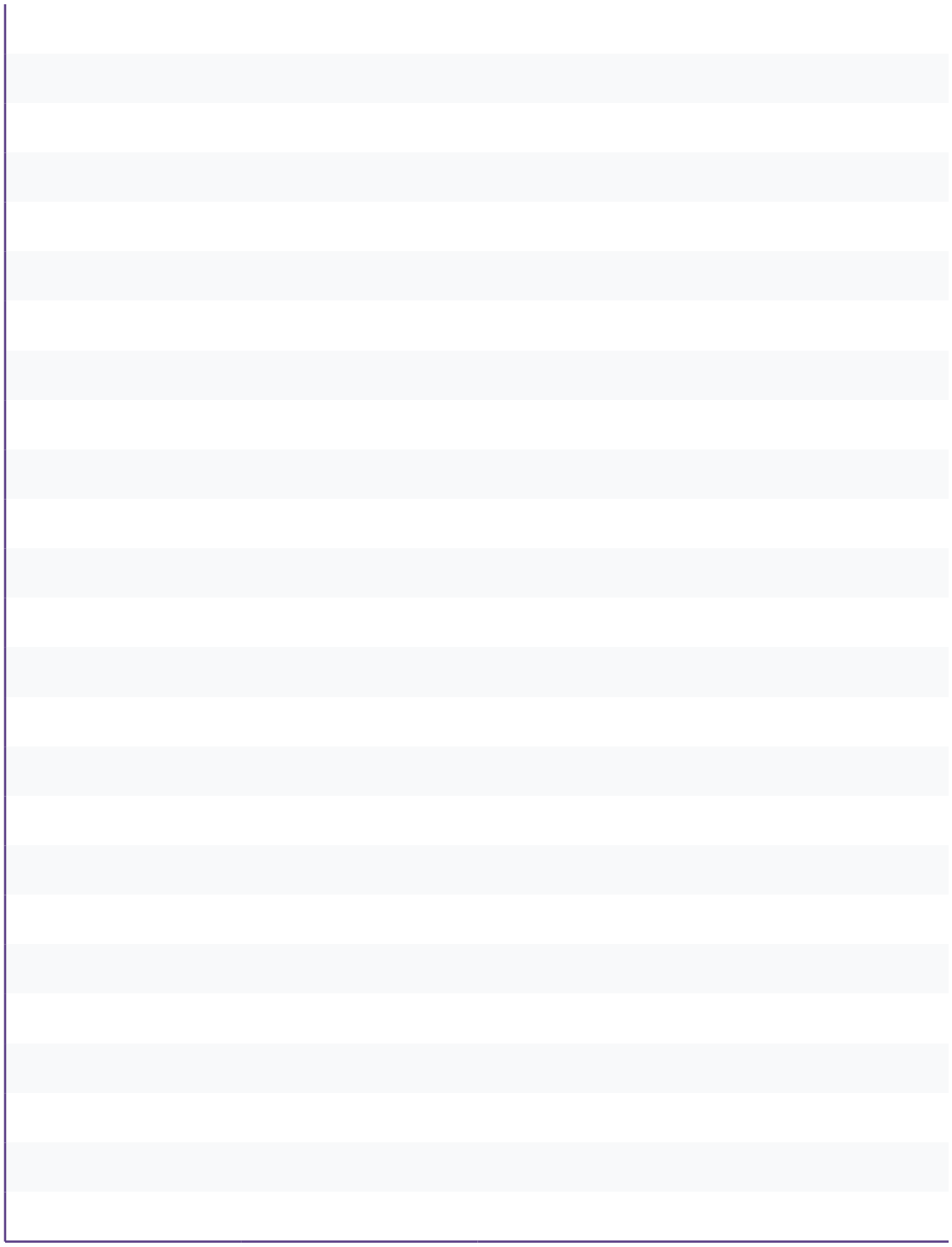
e it is an in-person school to have in-person connections. Please invest in in-person services.

I am very concerned.

ıat in any way.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 buena
Agree/ De acuerdo	Z
Agree/ De acuerdo	Because I have had a child in your school for tv
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 co
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. It
Agree/ De acuerdo	I was not happy with how an investigation was

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	I disagree with the statement that my child is sa
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 m
Agree/ De acuerdo	I feel confident that my child is safe there beca
Agree/ De acuerdo	satisfied so far; always room to improve
	Porque es una escuela muy buena, ponen ater
	Porque mi hija a tenido muy buenos resultados
	Because my kid loves going to school and learn
	Muy buenas escuela y mi hija tiene una excele
	Apoyando para seguir mejorando..
	There needs to be more communication from t
	Report cards have been incomplete for 1st gra
	I'm happy with school and the teacher they do a
	Open communication and transparency with co
	Everyone at Hayward Collegiate seems very en
	The school is family oriented.
	Estoy muy contenta con la experiencia en la es
	Resources aren't always available. If it is, it isn'
	For the most part, my child has a great teacher
	I would like more insight on future staffing for th
	Na
	Agreed
	I believe when my student is struggling, it shoul
	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 answered
	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 educatior
	La ayuda academica y los resultados se demu
	Overall, leadership does great including parents
	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 neec
	n/a
	I feel pretty informed about what's going on at s
	I feel the amount of individual time spent on tab
	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'
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 inforr	
portunities	
time outside of school hours.	
s	Han trabajado muy bien con ellos me gustado l
as en a escuela pero hay alginas 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
eference… staff gets in trouble for speaking up. As a parent I do not trust admin.	
ol.	
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
esources 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
t 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 tha
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 impc
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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 tc	No
ney 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 towards	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	
ts.	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
here 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
ıl 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	
ıtando	
We feel that the school should provide the proı	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
ecomes 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
ed 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 ch	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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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
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
rten 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
ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las co	
n 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 compassiona	
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	
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 conside
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

sk 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

l could not hear the other side of the story when we tried to meet with her. My daughter's feelin

mplete homework and to prepare for testing.

d understanding. Staff needs a lot of training and patience.

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

children and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ushed to exit, which we were not given prior notice. The way that they addressed was not satisfa

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. Tl

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

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

ıd 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

ɐr 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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, th

ıgs 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.

e-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.

ith 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.

ng 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?

he problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

nstead 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

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

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

Anna and Mr. Al, they are all so professional and personable.

ı 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

ɔ 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

ıat in any way.

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 answe
Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen ater
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
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	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 co
Strongly Agree / Totalmente de acuerdo	Everyone at Hayward Collegiate seems very e
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma

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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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

:hildren and their safety

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adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ıshed to exit, which we were not given prior notice. The way that they addressed was not satisfa

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

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encia muy positiva para nosotros.

ln'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

site to connect with students. The remote services isn't the same. I think the school can support the students so

ɔ 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 campu
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 answe
Agree/ De acuerdo	Na
Strongly Agree / Totalmente de acuerdo	Agreed
Agree/ De acuerdo	I believe when my student is struggling, it shoul
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opi
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu
Agree/ De acuerdo	Overall, leadership does great including parents
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 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	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 neec
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 tab
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
ıld 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
ney 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 towards	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	
ts.	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
here 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	

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
rten 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	Ensure 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	
ı 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 compassiona	
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. Tl

porque yo e ido de voluntaria y es difícil 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

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

ıd 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

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.

e-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.

ith 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.

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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

who need help just because they learn differently they must be treated respected at all times and not scolded.

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara 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

g 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 campu
4/6/2026 16:06:39	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 16:09:14	Watsonville Prep Scho	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:20:47	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 17:12:14	Watsonville Prep Scho	Disagree/ En desacuerdo
4/6/2026 17:55:51	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 18:28:42	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 18:51:10	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 22:21:22	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 0:31:23	Watsonville Prep Scho	Disagree/ En desacuerdo
4/7/2026 9:43:58	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 16:18:34	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 23:26:03	Watsonville Prep Scho	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
ıl 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	
ıtando	
We feel that the school should provide the proı	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 conside
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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ng needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

ıould 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

ı 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.

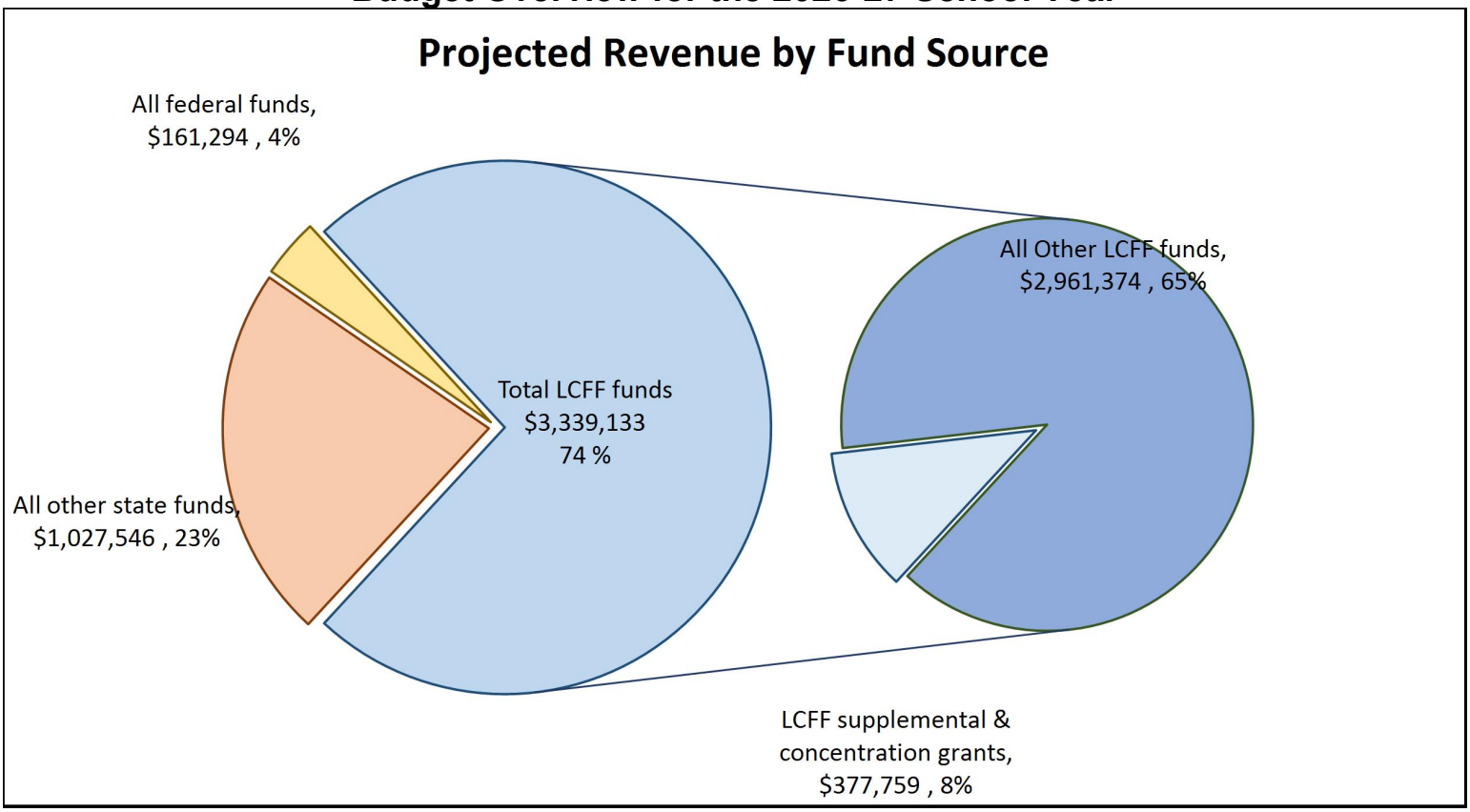
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: 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

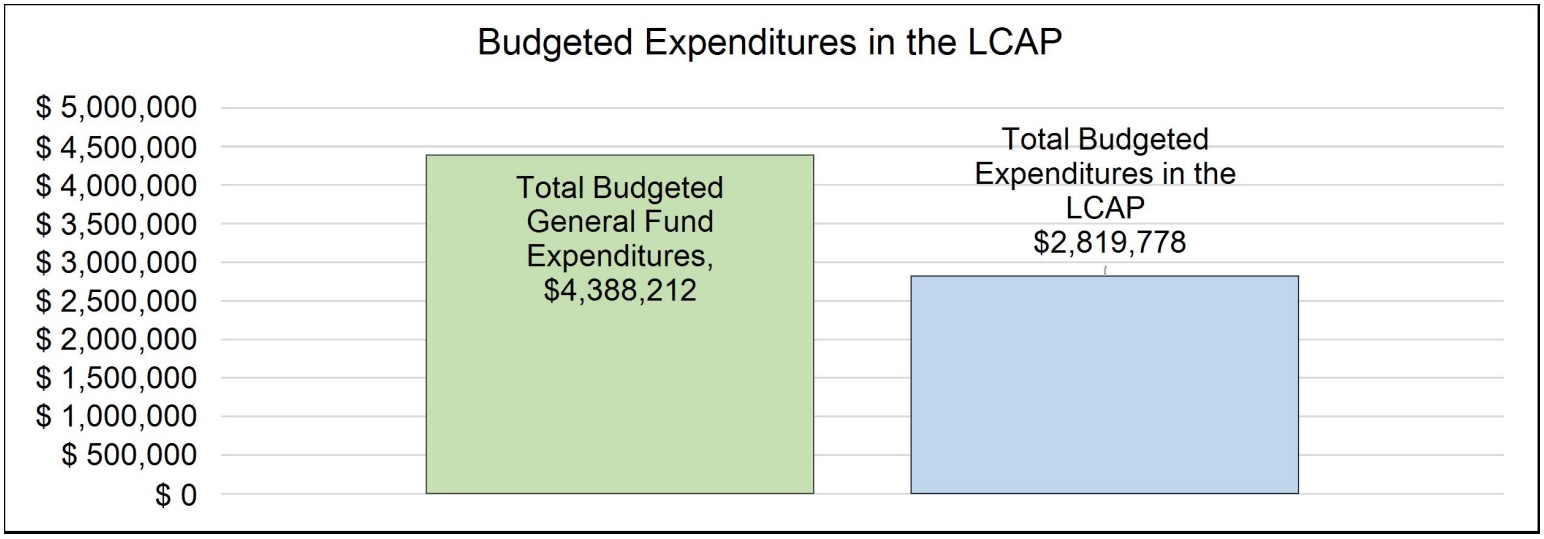


This chart shows the total general purpose revenue Hayward Collegiate Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hayward Collegiate Charter is $4,527,973, of which $3339133 is Local Control Funding Formula (LCFF), $1027546 is other state funds, $0 is local funds, and $161294 is federal funds. Of the $3339133 in LCFF Funds, $377759 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much 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 $4388212 for the 2026-27 school year. Of that amount, $2819778 is tied to actions/services in the LCAP and $1,568,434 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

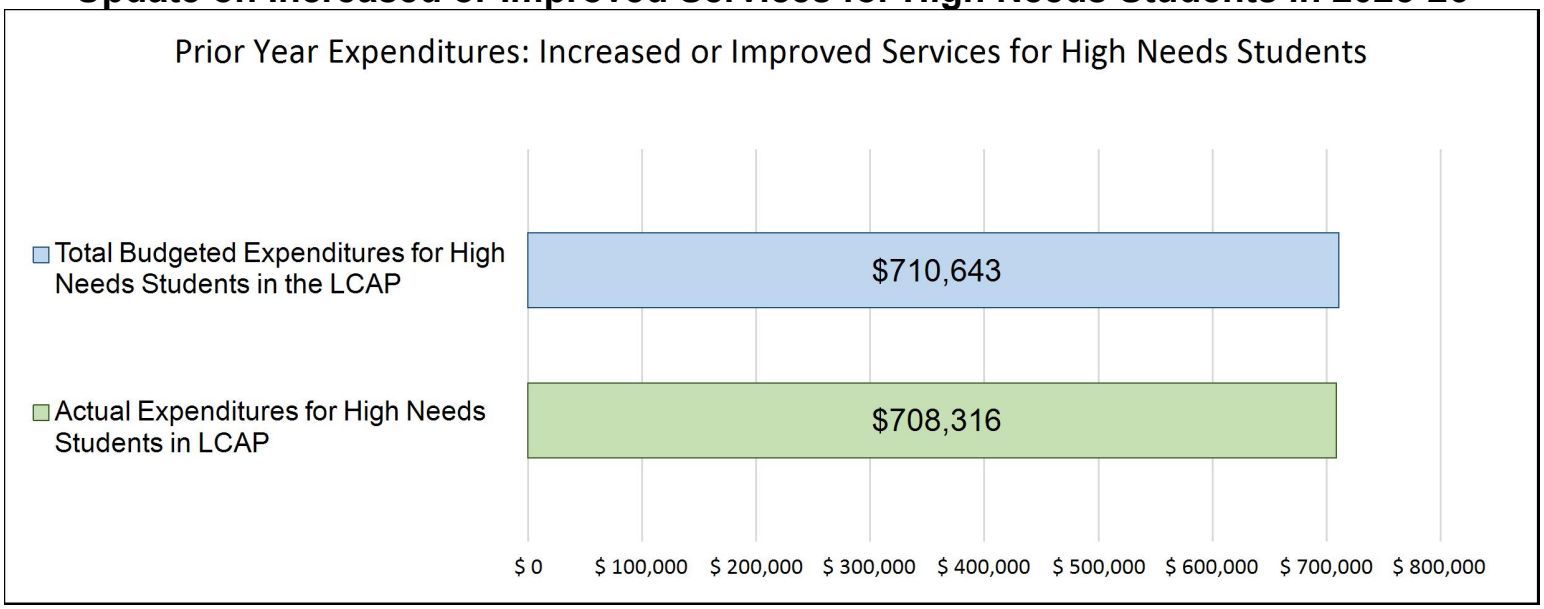
Operating Expenses, CMO Fee, Legal, insurance, professional development, etc

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 $377759 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 2025-26



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 2025-26, 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 2025-26.

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 differnce 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 abd 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.

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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
Teachers, Principals, Administrators, Other School Personnel	Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in February - April 2025 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools. The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2025. 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. 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.

Educational Partner(s)	Process for Engagement
	In November 2024, and January and March 2025, staff focus groups were convened (with a selection of classified and certificated staff across grade spans and specialty areas) to discuss the wants and needs of the school (e.g., facilities, organizational health, glows/grows) in order to contribute to the development of the LCAP Goals and Actions.
Parents	Parents were engaged in a variety of ways, including a family survey administered in January 2025 and Parent Advisory Council (“Family Community Meetings”) meetings, including one in March 2025. Additionally, the Principal held quarterly open-forum coffee chats with parents to share some information on things happening at the school, as well as to hear from parents about their areas of concern. Each of these mechanisms included discussions of LCAP topics related to academic achievement, wrap-around services, social-emotional learning, and special services (e.g., Special Education, academic interventions, English Language Proficiency supports).
Students	Students were involved in focus groups in January and March 2025 to gather feedback on their feelings of connectedness, safety, and success at school. In future years, as the student population reaches middle school, students will be surveyed for additional data.

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

Focus groups with staff and the PAC/ELPAC meetings highlighted the importance of strengthening cultural and community celebrations, which is included as an action in Goal 2. The academic growth and progress of students in Math was singled out as a continued area of focus by teachers and families, leading to increased professional development and focus on Illustrative Math as an activity in Goal 1.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The mission of Navigator Schools is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students can thrive in "high school, college, and beyond." Navigator Schools will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. In English Language Arts and Mathematics, Hayward Collegiate scored much higher than surrounding district schools on the SBAC assessment. We will be implementing tiered English language development next year for all English Learners to ensure that this group also shows adequate progress. Hayward Collegiate did not have any specific areas flagged for growth on the CA Dashboard for 22-23.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 67.6% English Learners: 65.0% Low Income: 70.3% Hispanic: 64.6%	All Students: 63.2% English Learners: 50% Low Income: 56.2%	All Students: 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; caaspp-elpac.ets.org)	All Students: -26.51% English Learners: N/A Low Income: -34.32% Hispanic: -36.02%

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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: 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
1.7	Math: % 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%	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					
1.8	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 (Source: CA Commission on Teacher Credentialing, Spring 2027)	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
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	• 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	• 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)	$141,336.00	Yes
1.3	Teacher hiring and credentialing	• All instructional staff will go through a rigorous hiring process, which includes application screening, phone interview, panel interview, performance task and reference checks. • All teachers will hold an appropriate California teaching credential for their assignment	$100.00	No

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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	$277,689.00	No
1.5	English learner instruction	• 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 -Teacher PD for MLL strategies on instruction, supporting academic English and culturally responsive teaching -All English Learners receive designated ELD instruction in small groups at their appropriate level -Explicit EL strategies in all classrooms including: Small group support, reading support groups, explicit vocabulary instruction, Total Body Response, use of the Thinking Maps, use of sentence stems -Data-analysis and coaching meetings with specific focus on ELD standards and students -All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).		Yes
1.6	Professional development	• Professional Development sessions on: • CCSS and NGSS • Core Curriculum implementation • Data-driven instruction • Social Emotional Learning • Classroom Culture • Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth	$11,100.00	No

Action #	Title	Description	Total Funds	Contributing
		• Culturally competent teaching • Technology skills • Professional Learning Communities: grade level and content time • Teachers develop Personalized Goals for targeted coaching and PD sessions This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.		
1.7	Teacher coaching and supervision	• Weekly one-on-one instructional coaching meetings • Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) • Practice with the coach before launching with skill • Cyclical process of observation, follow-up and observation	$260,562.00	Yes
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% (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	0 (Source: Facilities Inspection Tool, Bi-	0 (Data Year: 2024-2025)	0	0 (Source: Facilities Inspection Tool,	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meet the "good repair" standard.	annual Walkthrough, Spring 2024)			Bi-annual Walkthrough)	
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	• 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
2.3	Social-emotional learning	• 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	• 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	• 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	$358,072.00	No

Action #	Title	Description	Total Funds	Contributing
		• Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials • Review and update school safety plan annually (managed by SSC)		
2.6	Chronic absenteeism support	Hayward Collegiate is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism (currently "Orange" on the CA State Dashboard for English Learners, Hispanic students, and Socioeconomically DIsadvantaged students) • All chronically absent students become focus students and are assigned a school support staff • Home visits, which include staff members that speak the CAR student's home language • Multilingual family engagement and education nights • Transportation support on an as-needed basis (based on family needs) • Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students • Attendance Celebrations for students below 10%	$71,717.00	No

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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
$377759	$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
11.313%	0.000%	$0.00	11.313%

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	**Action:** Interventions **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. English learners - Our English learner population receives significantly less exposure	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	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action

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
	to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction. Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling. **Scope:** LEA-wide	but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.	are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.
1.5	**Action:** English learner instruction **Need:** English learners require additional language support to achieve at similar levels to students where English is the primary language in the home. **Scope:** LEA-wide	The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels. Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity. Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Teacher coaching and supervision **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. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face. **Scope:** LEA-wide	Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.	Metrics to Monitor: • Goal 1, Metric 15 As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.
2.3	**Action:** Social-emotional learning **Need:** Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty. English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students	All staff participate in Valor circles with their grade level assignments. As such, all students and staff engage together weekly. It is most practical to provide this training and coaching for the entire staff. Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.	Metrics to Monitor: • Goal 2, Metric 2 • Goal 2, Metric 3 • Goal 2, Metric 4 • Goal 2, Metric 7 The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe and connected our

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
	requires additional support to navigate associated social and emotional experiences. Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families. **Scope:** LEA-wide		students feel to school. We will also monitor suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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	$3339133	377759	11.313%	0.000%	11.313%

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	
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	

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	2.6	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
$3339133	377759	11.313%	0.000%	11.313%	$404,777.00	0.000%	12.122 %	**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%

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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, Statues 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.”

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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,

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- 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.

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- **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.

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- 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.

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Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- 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.

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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:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

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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.

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- **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,

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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**

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- 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 campu
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4/6/2026 16:06:39	Watsonville Prep Scho	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 Scho	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
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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
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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 11:34:23	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/10/2026 11:34:28	Watsonville Prep Scho	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
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Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
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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 answe
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 answered
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 learn
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu

Agree/ De acuerdo	Overall, leadership does great including parents
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buena
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 tv
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 te
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 a
Agree/ De acuerdo	My kids are doing great after going to this scho
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with co
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 en
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 co
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 cuidand
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 neec
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 tab
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 situatic
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 yı
Strongly Agree / Totalmente de acuerdo	Love my school and staff. Great communicatior
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 interac
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
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
No sería todo	
I think the kids need enrichment. They sit for to	No
Si algo que tengo una inquietud es cuando los	Bien
ney 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 inforr	
I am not happy about middle school moving loc	NA
d promptly and professionally	
HPS needs to put more money directly towards	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	

:s.	N/A
as en a escuela pero hay alginas 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 are	While the impact may not yet be evident, it is ir
	No mucho
eference… 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
ol.	
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 estu	Q está aprendiendo mucho
I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha	
esources 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
ul 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 recreació	N/A
No	Muy bien
here 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. Espe	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.	
ntando	
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 prop	Not having the correct staff definitely impacts o
Drop off and pick up is unsafe and chaotic caus	Im not familiar with FAPE. What I can say is tha
There needs to be better staff training and cons	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 h	The case manager is not effective remotely an
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 impo
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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.	
eat 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	
een 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 w
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. C	
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 a	N/A

/ithin 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	
d 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
rten 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- as
N/a	N/a
To feel more confident about my child’s inclusi	The most critical factor for Navigator to conside
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
ecomes 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 escu
ave 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 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 c

ı 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 compassiona

Si	
nothing	none

vith the accusing student, I feel like the investigation was completely one sided and the principa

ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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 resou
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 ch	To talk to them and treat them with respect and
I believe my child is in the least restrictive envii	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.
ıtions	
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 ayuda
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

cations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. Tl

r educación física afuera.

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

This is not doable under 1 teacher

ısk 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 learnir

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

cuela

l 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. Ta

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wha

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 satisfa

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

nd 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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

ejorado. Academicamete todo está muy bien.

e-entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

ıgs 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.

ıould 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

ʼith 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

nstead 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.

ln'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.

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

ı 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. Thanl

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

ɔ 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

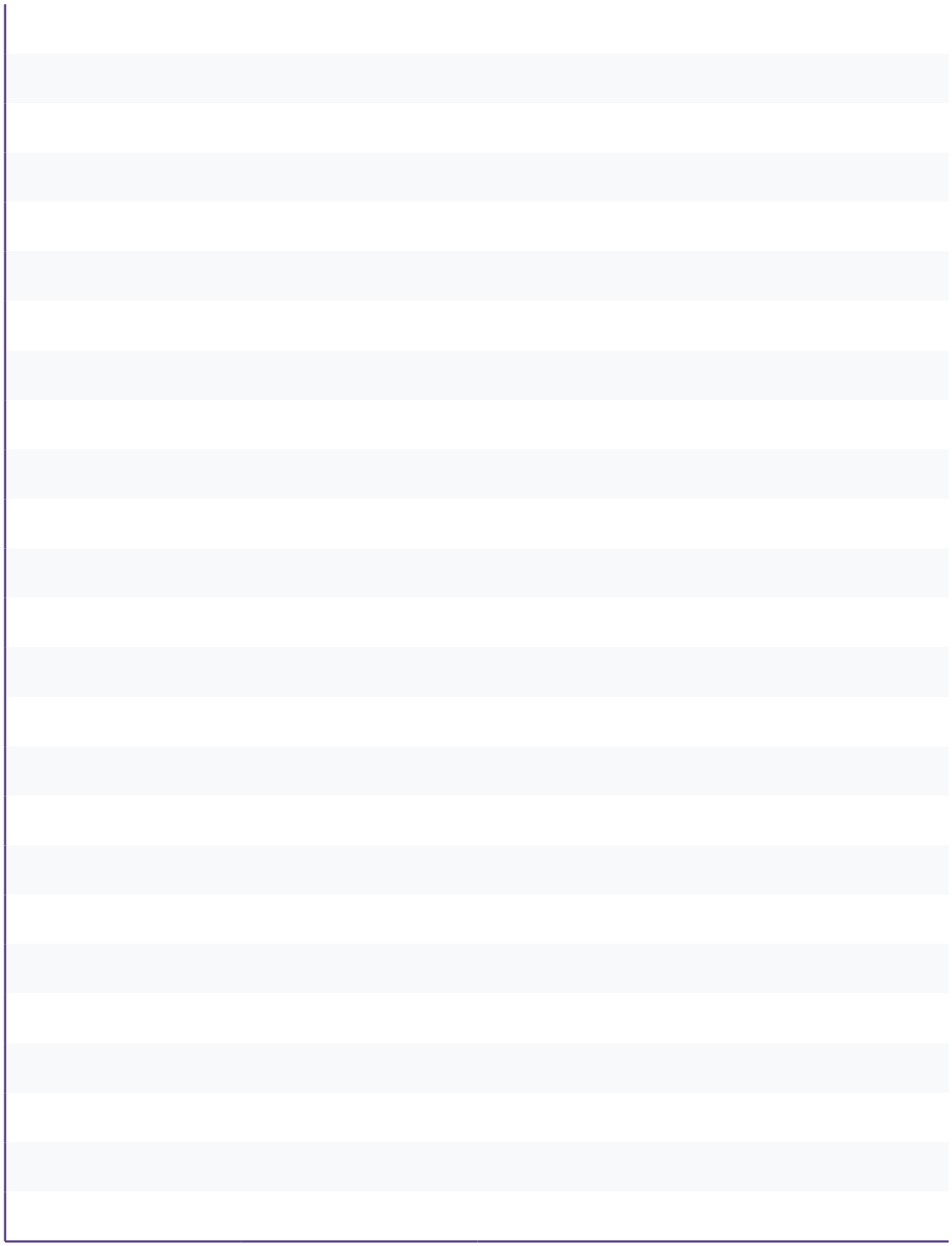
e it is an in-person school to have in-person connections. Please invest in in-person services.

I am very concerned.

ıat in any way.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 buena
Agree/ De acuerdo	Z
Agree/ De acuerdo	Because I have had a child in your school for tv
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 co
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. It
Agree/ De acuerdo	I was not happy with how an investigation was

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	I disagree with the statement that my child is sa
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 m
Agree/ De acuerdo	I feel confident that my child is safe there beca
Agree/ De acuerdo	satisfied so far; always room to improve
	Porque es una escuela muy buena, ponen ater
	Porque mi hija a tenido muy buenos resultados
	Because my kid loves going to school and learn
	Muy buenas escuela y mi hija tiene una excele
	Apoyando para seguir mejorando..
	There needs to be more communication from t
	Report cards have been incomplete for 1st gra
	I'm happy with school and the teacher they do a
	Open communication and transparency with co
	Everyone at Hayward Collegiate seems very en
	The school is family oriented.
	Estoy muy contenta con la experiencia en la es
	Resources aren't always available. If it is, it isn'
	For the most part, my child has a great teacher
	I would like more insight on future staffing for th
	Na
	Agreed
	I believe when my student is struggling, it shoul
	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 answered
	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 educatior
	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 neec
	n/a
	I feel pretty informed about what's going on at s
	I feel the amount of individual time spent on tab
	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'
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 inforr	
portunities	
time outside of school hours.	
s	Han trabajado muy bien con ellos me gustado l
as en a escuela pero hay alginas 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
eference… staff gets in trouble for speaking up. As a parent I do not trust admin.	
ol.	
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
esources 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
t 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 tha
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 impc
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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 tc	No
ney 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 towards	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	
ts.	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
here 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
ul 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	
ntando	
We feel that the school should provide the proj	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
ecomes 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
ed 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 ch	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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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
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
rten 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
ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las co	
n 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 compassiona	
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	
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 conside
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

sk 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

l could not hear the other side of the story when we tried to meet with her. My daughter’s feelin

mplete homework and to prepare for testing.

d understanding. Staff needs a lot of training and patience.

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

children and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ushed to exit, which we were not given prior notice. The way that they addressed was not satisfa

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. Tl

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

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

ıd 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

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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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, th

ıgs 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.

e-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.

ith 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.

ng 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?

he problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

nstead 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

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 follow

site to connect with students. The remote services isn't the same. I think the school can support the students sc

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

Anna and Mr. Al, they are all so professional and personable.

ı 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

ɔ 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.

ɟ children from two different schools together will cause conflict and social problems just to name a few things. I

ıat in any way.

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 answe
Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen ater
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
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	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 e
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma

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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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

:hildren and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ıshed to exit, which we were not given prior notice. The way that they addressed was not satisfa

ecific 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.

ln'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

site to connect with students. The remote services isn't the same. I think the school can support the students sc

ɔ 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 campu
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 answe
Agree/ De acuerdo	Na
Strongly Agree / Totalmente de acuerdo	Agreed
Agree/ De acuerdo	I believe when my student is struggling, it shoul
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opi
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu
Agree/ De acuerdo	Overall, leadership does great including parents
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 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	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 neec
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 tab
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
ıld 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
ney 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 towards	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	
ts.	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
here 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. Espec	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
volved 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
rten 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	Ensure 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	
ı 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.	
; and supportive during this time. They communicated well with us and were very compassiona	
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. Tl

porque yo e ido de voluntaria y es difícil 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

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

ıd 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

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.

e-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.

ith 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.

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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

who need help just because they learn differently they must be treated respected at all times and not scolded.

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara 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

ɟ 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 campu
4/6/2026 16:06:39	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 16:09:14	Watsonville Prep Scho	Strongly Agree/ Totalmente de acuerdo
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4/6/2026 18:51:10	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 22:21:22	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 0:31:23	Watsonville Prep Scho	Disagree/ En desacuerdo
4/7/2026 9:43:58	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 16:18:34	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 23:26:03	Watsonville Prep Scho	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
ıl 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	
ıtando	
We feel that the school should provide the proı	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 conside
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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ng needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

ıould 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

n 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

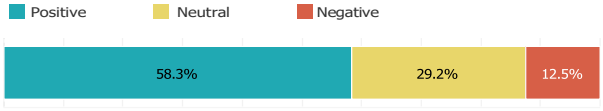
Outcomes (Intent to Return)

% Positive, Fall 2025

58%

Outcomes (Intent to Return) Summary

Fall 2025



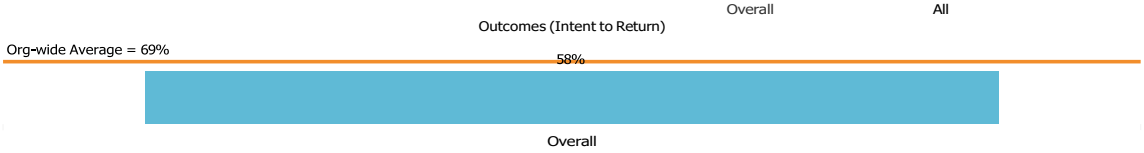
Difference from prior survey

-5%

Results Comparison (Fall 2025)

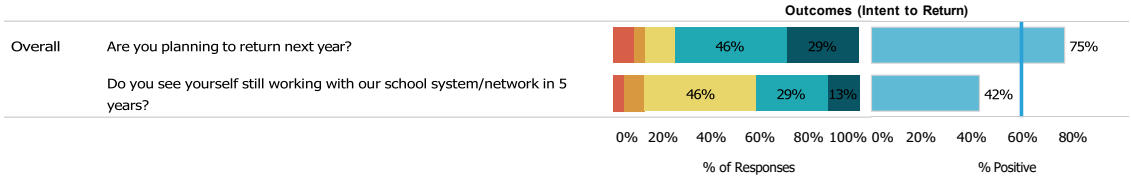
Disaggregate results by
Overall

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
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Filter results by school
HC

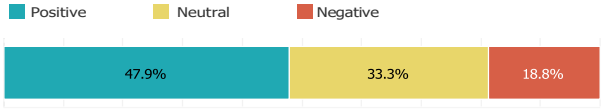
Filter results by topic
Outcomes (Satisfaction)

Filter results by window
Fall 2025

Outcomes (Satisfaction)
% Positive, Fall 2025

48%

Outcomes (Satisfaction) Summary
Fall 2025



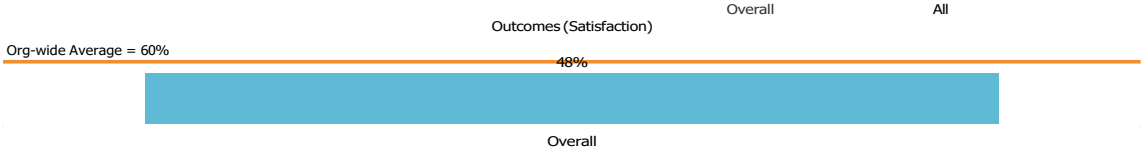
Difference from prior survey

-15%

Results Comparison (Fall 2025)

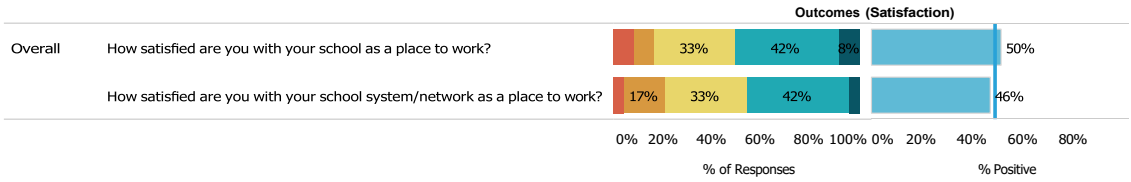
Disaggregate results by
Overall

Add/remove disaggregations
All



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.

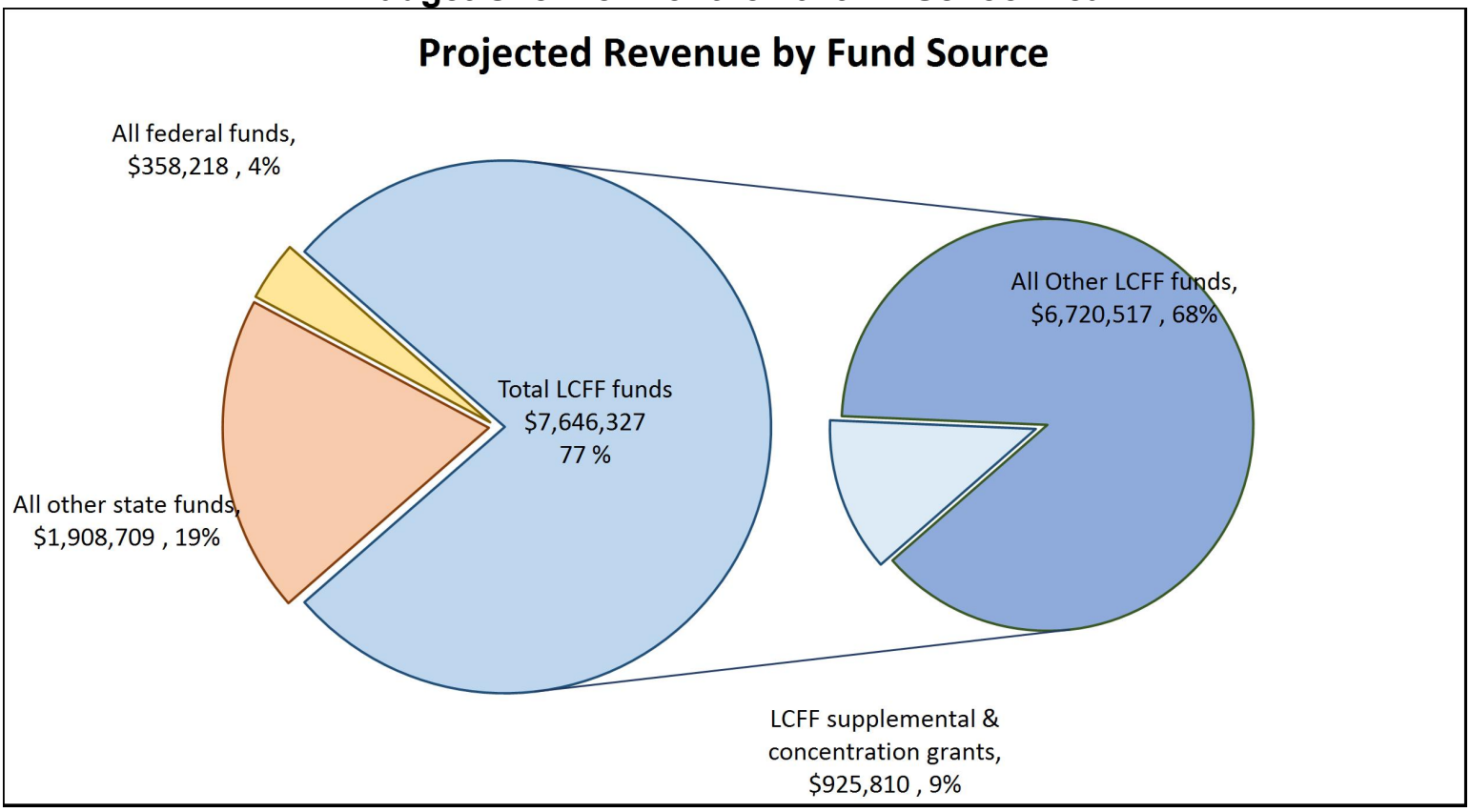


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: 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

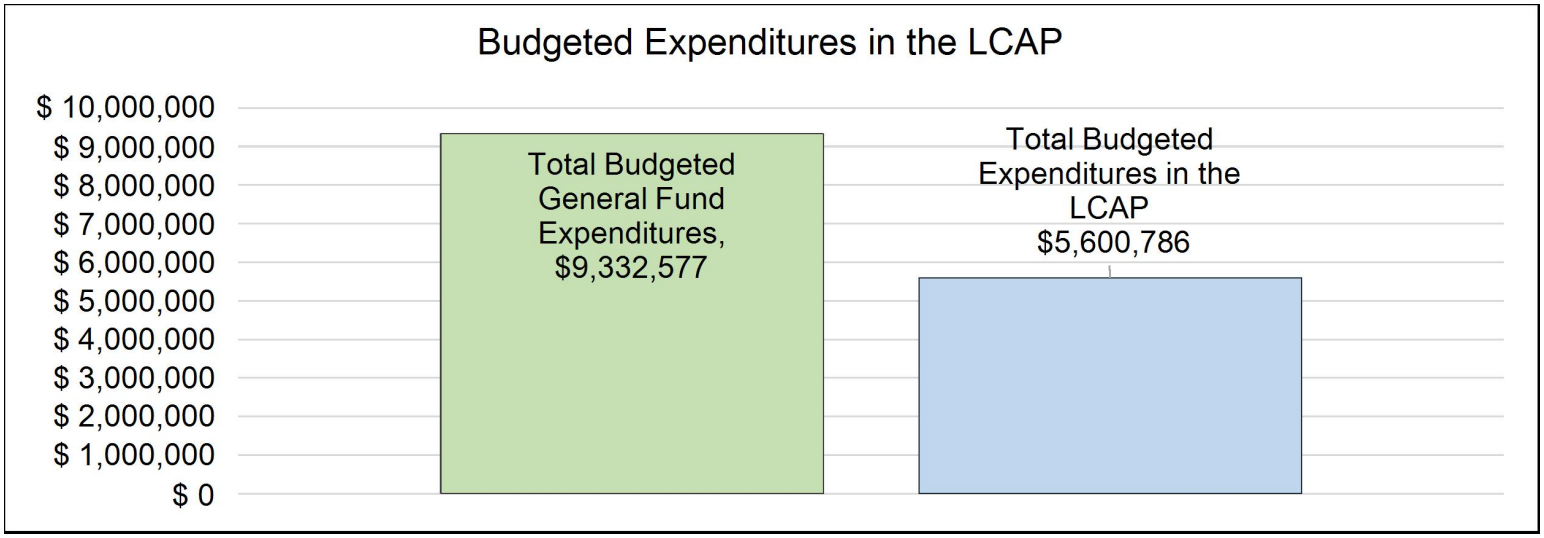


This chart shows the total general purpose revenue Gilroy Prep (a Navigator School) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gilroy Prep (a Navigator School) is $9,913,254, of which $7,646,327 is Local Control Funding Formula (LCFF), $1908709 is other state funds, $0 is local funds, and $358218 is federal funds. Of the $7,646,327 in LCFF Funds, $925810 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Gilroy Prep (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 $9332577 for the 2026-27 school year. Of that amount, $5600786 is tied to actions/services in the LCAP and $3,731,791 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

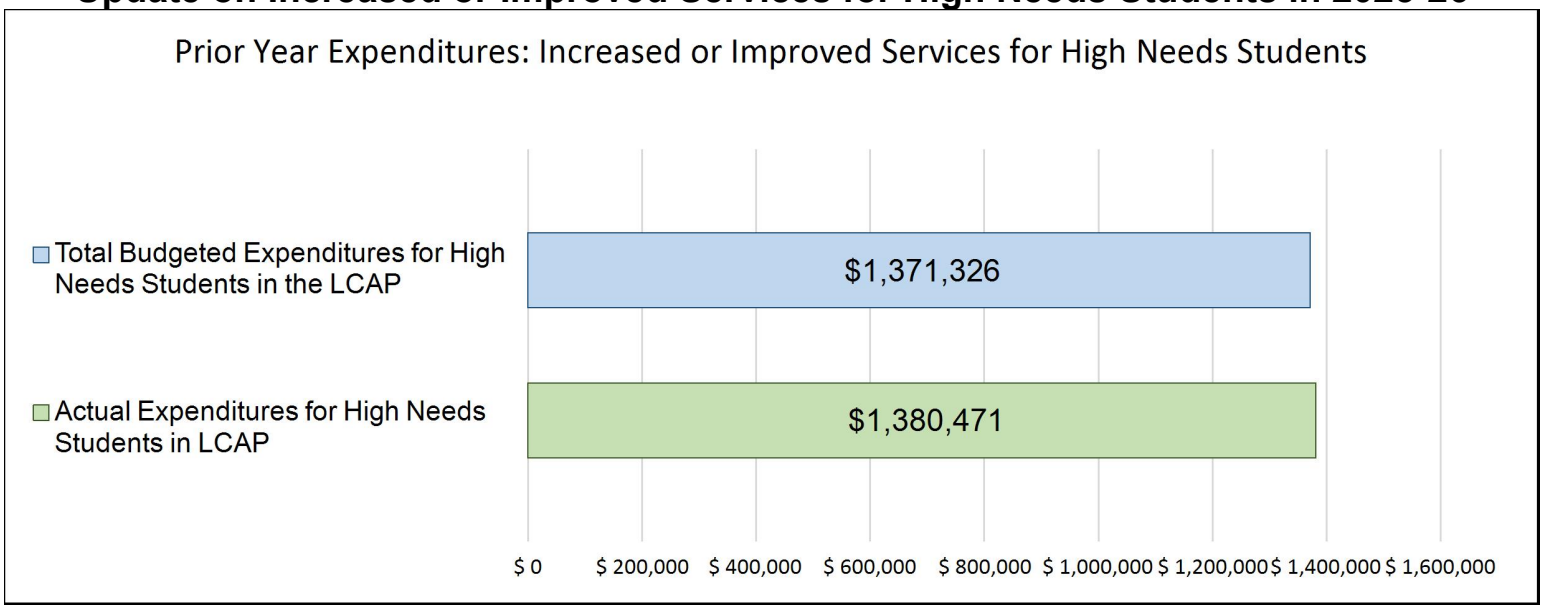
Operating expenses such as office supplies, insurance, 1% district oversite fee, legal, professional development, etc

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 $925810 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 2025-26



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 2025-26, 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 2025-26.

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
Teachers, Principals, Administrators, Other School Personnel	Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in February - April 2025 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools. The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2025. 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. 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.

Educational Partner(s)	Process for Engagement
	In November 2024 and January 2025, staff focus groups were convened (with a selection of classified and certificated staff across grade spans and specialty areas) to discuss the wants and needs of the school (e.g., facilities, organizational health, glows/grows) in order to contribute to the development of the LCAP Goals and Actions.
Parents	Parents were engaged in a variety of ways, including a family survey administered in January 2025, Parent Advisory Council meetings, including one in April 2025, and Community Schools Advisory Council meetings, including one in February 2025. Each of these mechanisms included discussions on LCAP topics of academic success, wrap-around services, social-emotional learning, and special services (e.g., Special Education, academic interventions, English Language Proficiency supports).
Students	Students were surveyed in April 2025 to gather feedback on their feelings of connectedness, safety, and success at school.

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

Through the surveys and the needs assessments, it was evident families and staff wanted to include additional resources to support social emotional learning, such as Valor and Second Step. Comments requested a more direct approach to bullying and behavior concerns. The community feedback through focus groups and surveys also included the need for a strengthened science program, which has been included in the plan. Feedback from staff, including principals and leadership team, as well as dashboard reflections prioritized the need for focused ELD instruction which is reflected in Goal 1 actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The mission of Navigator Schools is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students can thrive in "high school, college, and beyond." Navigator Schools will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. Gilroy Prep scored green on English Language Arts progress and yellow on Mathematics progress while scoring a red on English Learner progress on the CA Dashboard. For this reason, we will be implementing tiered English language development next year for all English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 67.6% English Learners: 38.6% Low Income: 54.1% Students with Disabilities: 6.9% Asian: 90.9%	All Students: 63.49% English Learners:30.58% Low Income: 56.56% SWD: 16.13%	All Students: 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% Hispanic: 25% White: 76.92%	All Students: 40.51% English Learners: 0% Low Income: 29.69% SWD: N/A Asian: N/A Hispanic: 18.84%	All Students: 45.38% English Learners: 5.26% Low Income: 22.22% SWD: N/A Asian: 73.34% Hispanic: 29.87%	All Students: 49.18% English Learners: 13.35% Low Income: 34.49% Students with Disabilities: NA Asian: 90.90%	All Students: +4.87% English Learners: +5.26% Low Income: -7.47% Students with Disabilities: NA Asian: +73.34%

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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 CAST assessment; caaspp-elpac.ets.org)	White: 63.64% (Data Year: 2023-2024)	White: 70.59%	Hispanic: 33% White: 82.92% (LEA average & all significant subgroups; Source: SBAC caaspp-elpac.ets.org)	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 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
1.6	ELD: % of students with access to their own copies of standards-	100%	100% (Data Year: 2024-2025)	100% (Data Year: 2024-2025)	100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned instructional materials for use at school and at home	(Source: Internal curriculum checklist, Spring 2024)			(Source: Internal curriculum checklist)	
1.7	Math: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% (Source: Internal curriculum checklist, Spring 2024)	100% (Data Year: 2024-2025)	100% (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, Intern, Ineffective, Incomplete	Clear: 6.00 (33%) Out-of-Field: 1.00 (6%) Intern: 0.00 (0%) Ineffective: 11.00 (61%) Incomplete: 0.00	Clear 45% Out-of-Field 0% Intern 10% Ineffective 45% Incomplete 0% (Data year 2024-25)	Clear 30% Out-of-Field 5% Intern 25% Ineffective 40% Incomplete 0% (Data year 2025-26)	Clear: 60% of total FTE Out-of-Field: 0% of total FTE Intern: 10% of total FTE Ineffective: 30% of total FTE	Clear: -15% Out-of-Field +5% Intern +15% Ineffective -5% Incomplete 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(0%) (Source: CA Commission on Teacher Credentialing, Reviewed April 2024)			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%	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, 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	• 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	$2,530,649.00	No
1.2	Interventions	• Use of online learning programs for specialized supports • MTSS program and Student Support Team: Identification and support for struggling students • Early intervention plans	$736,141.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Small group instruction support (This is funded by Title I and IV; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.) • Intervention Coordinator • Extended school day and school year • Lower adult to student ratio in STEM and Humanities running small group instruction (SGI and teacher)		
1.3	Teacher hiring and credentialing	• 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
1.5	English learner instruction	• ELD Lead who will monitor the instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards • Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching • All English Learners receive designated ELD instruction in small groups at their appropriate level • Explicit EL strategies in all classrooms including: Small group support, reading support groups, explicit vocabulary instruction, Total Body Response, use of the Thinking Maps, use of sentence stems -Data-analysis and coaching meetings with specific focus on ELD standards and students • All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely	$124,061.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).		
1.6	Professional development	• Professional Development sessions on: • CCSS and NGSS • Core Curriculum implementation • Data-driven instruction • Social Emotional Learning • Classroom Culture • Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth • Culturally competent teaching • Technology skills • Professional Learning Communities: grade level and content time • Teachers develop Personalized Goals for targeted coaching and PD sessions This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.	$17,100.00	No
1.7	Teacher coaching and supervision	• Weekly one-on-one instructional coaching meetings • Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) • Practice with the coach before launching with skill • Cyclical process of observation, follow-up and observation	$531,157.00	Yes
1.8	Learning Support with LREBG funding	1 small group instructor	$57,485.00	

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Survey: % indicating school provides resources to support family both inside and outside of the school day	Not previously measured	Data Not Available at this time (Data Year: 2024-2025)	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 with school safety and sense of belonging	92% agree that they felt safe at school, 66% feel proud to belong to GPS most or all of the time	92% (Data Year: 2024-2025)	91% agree that they felt safe at school, 74% feel proud to belong to	92% agree that they felt safe at school, 70% feel proud to belong to	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Core SEL Survey, Spring 2024)		GPS most or all of the time	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%
2.6	Chronic Absence Rate for all students and all	All Students: 23.9%	All Students: 11%	All Students: 13.6%	All Students: <10% English Learners:	All Students: -2.7%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	numerically significant subgroups	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)	English Learners: 13.3% Low Income: 15.2% SWD: 17.6% Asian: 1.6% Hispanic: 13.7% White: 12% (Data Year: 2023-2024)	English Learners: 14.4% Low Income: 15.2% SWD: 18.5% Asian: 5.3% Hispanic: 16.7% White: 11.4% (Data Year: 2025)	<10% Low Income: <10% Students with Disabilities: <10% Asian: <10% Hispanic: <10% White: <10% (Source: CA Dashboard)	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%
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	• 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	$84,466.00	No

Action #	Title	Description	Total Funds	Contributing
		• Communication: ParentSquare (automatic translation to home language); school website maintenance and updates		
2.2	Community engagement	Engage all members of the school and local community - Navigator applied for Community Schools Implementation Grants to provide full wraparound services for families and scholars. Through this work we are creating partnerships within the community for social, health, and educational services for students and families	$27,420.00	No
2.3	Social-emotional learning	• Use Valor Compass Camp framework for staff and students to foster an educational community of trust, belonging, and connection • Use morning huddles for staff and students to foster SEL • Use supplemental social-emotional learning curriculum to guide weekly SEL instruction.	$12,879.00	Yes
2.4	Student activities	• Monthly Get In celebrations based on PBIS • PBIS store to incentivize positive behavior • Field Trips • After school programs and extracurricular activities utilizing ELOP funding • Culture heritage and community celebrations	$767,807.00	No
2.5	Facilities maintenance and health & safety	• School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community • Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials • Review and update school safety plan annually (managed by SSC)	$314,019.00	No

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Action #	Title	Description	Total Funds	Contributing
2.6	Chronic absenteeism support	Gilroy Prep isimplementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism for the identified subgroups: English Learners, Socio-economically Disadvantaged, and Hispanic students • Attendance specialist at all school sites (GPS, HPS, WPS, not Hayward Collegiate) • All chronically absent students become focus students and are assigned a school support staff (in partnership with attendance specialist). • Home visits, which include staff members that speak the CAR student's home language • Multilingual family engagement and education nights • Transportation support on an as-needed basis (based on family needs) • Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students • Attendance Celebrations for students below 10%	$38,968.00	No

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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
$$925,810	$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
12.108%	0.000%	$0.00	12.108%

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	**Action:** Interventions **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. English learners - Our English learner population receives significantly less exposure	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	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action

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
	to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction. Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling. **Scope:** LEA-wide	but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.	are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.
1.5	**Action:** English learner instruction **Need:** English learners require additional language support to achieve at similar levels to students where English is the primary language in the home. **Scope:** LEA-wide	The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels. Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity. Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.
1.7	**Action:** Teacher coaching and supervision	Instructional and administrative staff face unique challenges with today's student populations. All of	Metrics to Monitor: • Goal 1, Metric 15

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
	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. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face. **Scope:** LEA-wide	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.	As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.
2.3	**Action:** Social-emotional learning **Need:** Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty. English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students requires additional support to navigate associated social and emotional experiences.	All staff participate in Valor circles with their grade level assignments. As such, all students and staff engage together weekly. It is most practical to provide this training and coaching for the entire staff. Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.	Metrics to Monitor: • Goal 2, Metric 2 • Goal 2, Metric 3 • Goal 2, Metric 4 • Goal 2, Metric 7 The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe and connected our students feel to school. We will also monitor

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
	Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families. **Scope:** LEA-wide		suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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	$7646327	$925,810	12.108%	0.000%	12.108%

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	
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	

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	2.6	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
$7646327	$925,810	12.108%	0.000%	12.108%	$1,280,177.00	0.000%	16.742 %	**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%

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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, Statues 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,

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- 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.

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- **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.

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- 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.

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Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- 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:

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- 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.

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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:

Total Projected LCFF Supplemental and/or Concentration Grants

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- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

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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.

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- 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.

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- **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**

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- 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 campu
4/6/2026 16:05:22	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:06:39	Watsonville Prep Scho	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 Scho	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 Scho	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 Scho	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
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4/6/2026 17:55:51	Watsonville Prep Scho	Agree/ De acuerdo
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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 Scho	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
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4/6/2026 19:26:35	Hollister Prep School	Agree/ De acuerdo

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4/6/2026 19:50:40	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
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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 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
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4/6/2026 21:54:59	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 22:21:22	Watsonville Prep Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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
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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 answe
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 answered
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 learn
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu

Agree/ De acuerdo	Overall, leadership does great including parents
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buena
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 tv
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 te
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 a
Agree/ De acuerdo	My kids are doing great after going to this scho
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with co
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 en
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 co
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 cuidand
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 neec
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 tab
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 situatic
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 yı
Strongly Agree / Totalmente de acuerdo	Love my school and staff. Great communicatior
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 interac
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
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
No sería todo	
I think the kids need enrichment. They sit for to	No
Si algo que tengo una inquietud es cuando los	Bien
ney 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 inforr	
I am not happy about middle school moving loc	NA
d promptly and professionally	
HPS needs to put more money directly towards	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	

:s.	N/A
as en a escuela pero hay alginas 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 are	While the impact may not yet be evident, it is ir
	No mucho
eference… 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
ol.	
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 estu	Q está aprendiendo mucho
I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha	
esources 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
ul 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 recreació	N/A
No	Muy bien
here 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. Espe	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.	
ntando	
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 prop	Not having the correct staff definitely impacts o
Drop off and pick up is unsafe and chaotic caus	Im not familiar with FAPE. What I can say is tha
There needs to be better staff training and cons	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 h	The case manager is not effective remotely an
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 impo
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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.	
eat 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	
een 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 w
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 a	N/A

/ithin 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	
d 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
rten 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- as
N/a	N/a
To feel more confident about my child’s inclusi	The most critical factor for Navigator to conside
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
ecomes 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 escu
ave 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 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 c	
ı 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 compassiona	
Si	
nothing	none
vith the accusing student, I feel like the investigation was completely one sided and the principa	

urante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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 resou
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 ch	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.
ıtions	
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 ayuda
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

cations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. Tl

r educación física afuera.

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

This is not doable under 1 teacher

ısk 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 learnir

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

cuela

l 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. Ta

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wha

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 satisfa

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

nd 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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. Academicamete todo está muy bien.

e-entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

ıgs 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.

ıould 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

ʼith 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

nstead 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.

ln'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.

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

ı 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. Thanl

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

ɔ much better when the support staff and the case manager/education specialist is on site. It makes sense since

ɡ 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

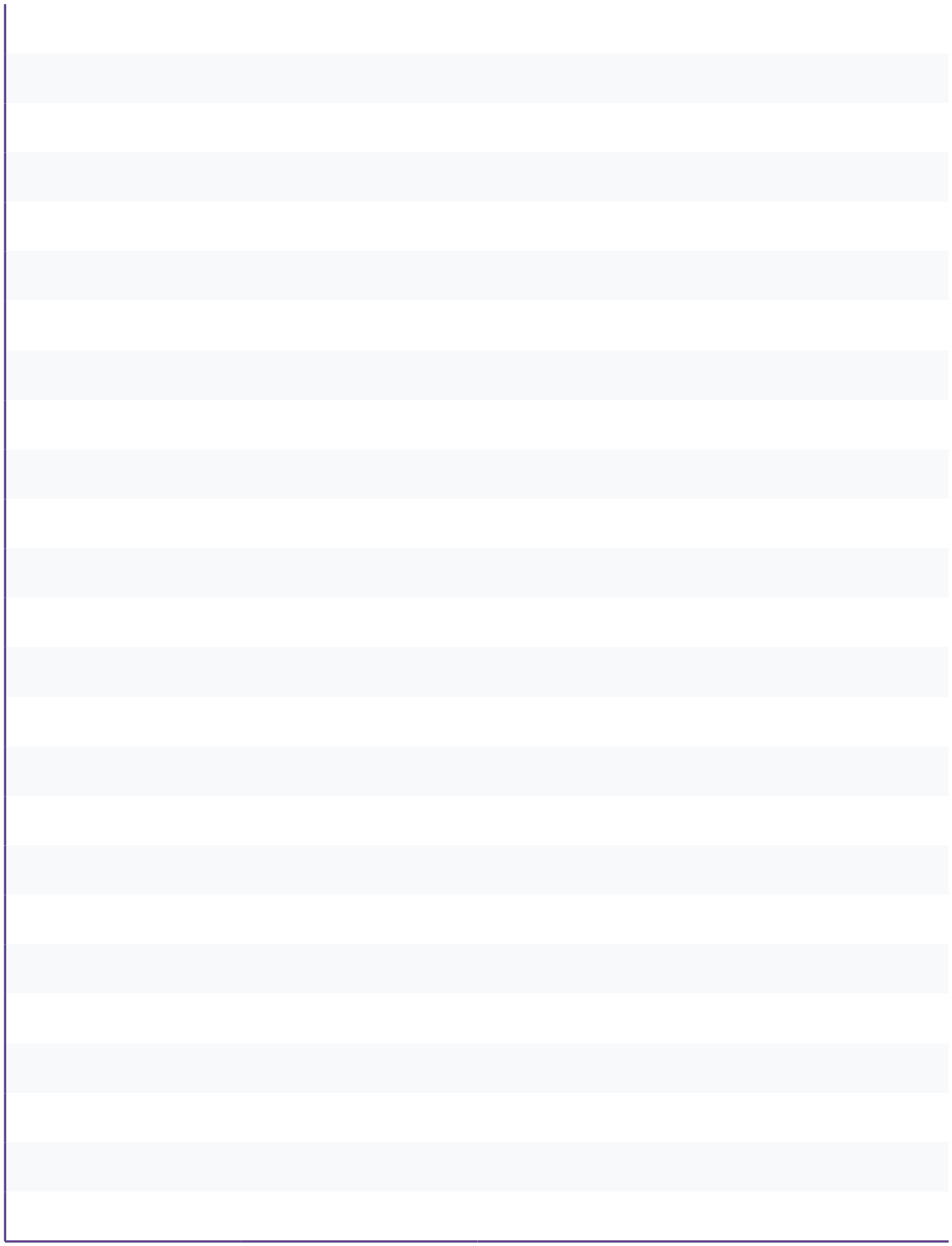
e it is an in-person school to have in-person connections. Please invest in in-person services.

I am very concerned.

ıat in any way.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 buena
Agree/ De acuerdo	Z
Agree/ De acuerdo	Because I have had a child in your school for tv
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 co
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. It
Agree/ De acuerdo	I was not happy with how an investigation was

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	I disagree with the statement that my child is sa
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 m
Agree/ De acuerdo	I feel confident that my child is safe there beca
Agree/ De acuerdo	satisfied so far; always room to improve
	Porque es una escuela muy buena, ponen ater
	Porque mi hija a tenido muy buenos resultados
	Because my kid loves going to school and learn
	Muy buenas escuela y mi hija tiene una excele
	Apoyando para seguir mejorando..
	There needs to be more communication from t
	Report cards have been incomplete for 1st gra
	I'm happy with school and the teacher they do a
	Open communication and transparency with co
	Everyone at Hayward Collegiate seems very en
	The school is family oriented.
	Estoy muy contenta con la experiencia en la es
	Resources aren't always available. If it is, it isn'
	For the most part, my child has a great teacher
	I would like more insight on future staffing for th
	Na
	Agreed
	I believe when my student is struggling, it shoul
	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 answered
	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 educatior
	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 neec
	n/a
	I feel pretty informed about what's going on at s
	I feel the amount of individual time spent on tab
	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'
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 inforr	
portunities	
time outside of school hours.	
s	Han trabajado muy bien con ellos me gustado l
as en a escuela pero hay alginas 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
eference… staff gets in trouble for speaking up. As a parent I do not trust admin.	
ol.	
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
esources 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
t 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 tha
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 impc
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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 tc	No
ney 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 towards	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	
ts.	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
here 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
ul 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	
ntando	
We feel that the school should provide the proj	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
ecomes 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
ed 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 ch	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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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
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
rten 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
ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las co	
n 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 compassiona	
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	
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 conside
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

sk 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

l could not hear the other side of the story when we tried to meet with her. My daughter’s feelin

mplete homework and to prepare for testing.

d understanding. Staff needs a lot of training and patience.

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

children and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ushed to exit, which we were not given prior notice. The way that they addressed was not satisfa

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. Tl

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

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

ıd 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

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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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, th

ıgs 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.

e-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.

ith 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.

ng 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?

he problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

ıstead 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

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

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

Anna and Mr. Al, they are all so professional and personable.

ı 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

ɔ 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.

ɟ children from two different schools together will cause conflict and social problems just to name a few things. I

ıat in any way.

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 answe
Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen ater
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
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	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 co
Strongly Agree / Totalmente de acuerdo	Everyone at Hayward Collegiate seems very e
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma

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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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

:hildren and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ıshed to exit, which we were not given prior notice. The way that they addressed was not satisfa

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

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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.

ln'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

site to connect with students. The remote services isn't the same. I think the school can support the students sc

ɔ 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 campu
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 answe
Agree/ De acuerdo	Na
Strongly Agree / Totalmente de acuerdo	Agreed
Agree/ De acuerdo	I believe when my student is struggling, it shoul
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opi
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu
Agree/ De acuerdo	Overall, leadership does great including parents
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 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	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 neec
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 tab
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
ıld 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 tc	No
ney 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 towards	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	
ts.	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
here 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	

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
volved 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
rten 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	Ensure 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	
ı 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.	
; and supportive during this time. They communicated well with us and were very compassiona	
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. Tl

porque yo e ido de voluntaria y es difícil 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

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

ıd 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

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.

e-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.

ith 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.

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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

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 mys

ara 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

ɟ 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 campu
4/6/2026 16:06:39	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 16:09:14	Watsonville Prep Scho	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:20:47	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 17:12:14	Watsonville Prep Scho	Disagree/ En desacuerdo
4/6/2026 17:55:51	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 18:28:42	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 18:51:10	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 22:21:22	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 0:31:23	Watsonville Prep Scho	Disagree/ En desacuerdo
4/7/2026 9:43:58	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 16:18:34	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 23:26:03	Watsonville Prep Scho	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
ıl 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	
ıtando	
We feel that the school should provide the proı	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 conside
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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ng needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

ıould 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

n 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

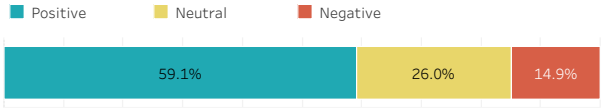
Outcomes (Intent to Return)

% Positive, Fall 2025

59%

Outcomes (Intent to Return) Summary

Fall 2025



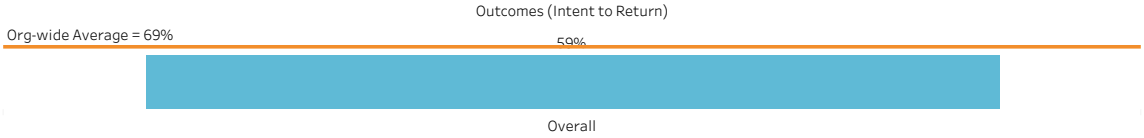
Difference from prior survey

-5%

Results Comparison (Fall 2025)

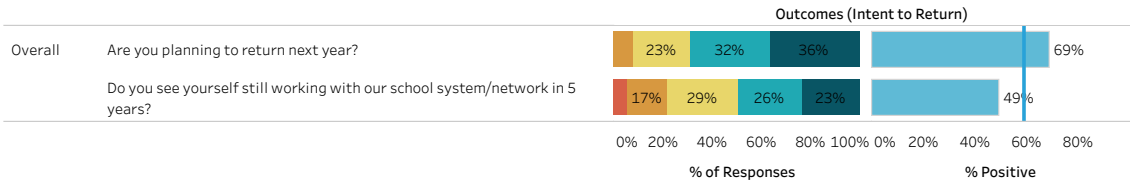
Disaggregate results by
Overall

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

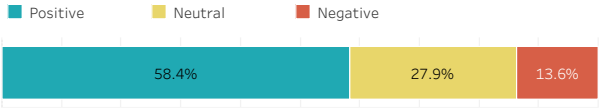
Filter results by topic
Outcomes (Satisfaction)

Filter results by window
Fall 2025

Outcomes (Satisfaction)
% Positive, Fall 2025

58%

Outcomes (Satisfaction) Summary
Fall 2025



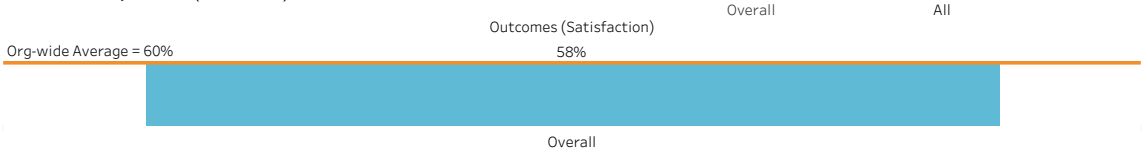
Difference from prior survey

-15%

Results Comparison (Fall 2025)

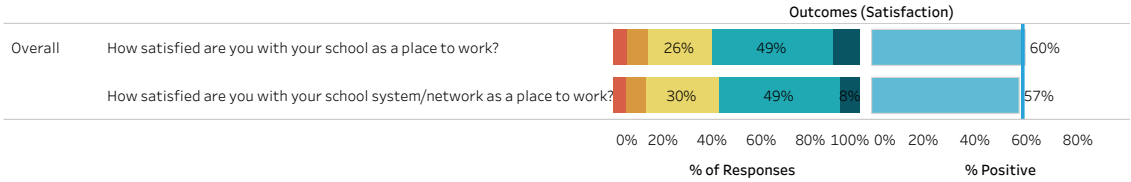
Disaggregate results by
Overall

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.



School Site Council

Gilroy Prep

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	Chairperson: Danny Rubin Vice Chairperson: Esmeralda Garcia Secretary: Ally Funk SSC Members: Bryana Newton, Joanna Arellano, TJ Rehal, Adrienne Rodriguez, Dan Rubin Virtually Present Council Members/ Miembros del Consejo prácticamente presentes: Ally Funk, Bryana Newton, TJ Rehal, Danny Rubin, Adrienne Rodriguez, Esmeralda Garcia, Joanna Arellano Guests: Kirsten Carr, David LeBarre, Caprice Young, Melissa Gooding Meeting taking order at 5:00 pm. Reunión tomando orden a las 5:00 pm
15 min	Safety Plan / Plan de seguridad	David LeBarre, Manager of Operations & Maintenance	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. The plan details our protocols for a range of situations, including first aid, fire response, and federal agency

School Site Council Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas
			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. 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. 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. 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. To meet California Education Code

School Site Council Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas
			requirements, dress code policies have also been incorporated into the Safety Plan. 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. _____ 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. 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

School Site Council Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas
			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. 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. 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". 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

School Site Council Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas
			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. 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.
15 min	LCAP Input / Entrada del LCAP	Kirsten Carr, Chief Communications & Engagement Officer	LCAP (Local Control Accountability Plan) A comprehensive state plan required of districts and charter schools that details key goals, actions, and

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			budgeted expenditures. 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. **Goals:** ● 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. 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

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			opportunities. _____ LCAP (Plan de Responsabilidad y Control Local) 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. 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. Objetivos: Los estudiantes se desarrollarán como pensadores críticos, creativos y con una perspectiva global, dotados de sólidas habilidades fundamentales en matemáticas, humanidades y ciencias. 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,

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			independientemente de sus circunstancias. 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. 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.
15 min	Unit 3 Data Update/ Puntajes de las evaluaciones de primavera/principio de año/	VP of Middle School	Unit 3 Math STAR is the highest in our network at 52.6% of students being at Tier 1. Unit 3 STAR Early Lit is at 61.1% of students at Tier 1. Unit 3 STAR Reading is the highest in our network at 63.1% of students at Tier 1. Our 1st grade cohort had 17 students move from Early Lit to STAR Reading from Unit 2 to Unit 3. Second grade had an increase of 17% from Unit 2 to Unit 3.

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			The whole site reading fluency had a decrease of Tier 3 students of 2%.
			
			Reflection:
			Differentiated instruction and interventions are actively driving accelerated student growth.
			- 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.
			We only have 5 weeks until end-of-year testing, and the urgency is real—this is the moment to accelerate.
			- Our Unit 3 gains have built strong momentum, putting us in a critical position to maximize:
			  - End-of-year proficiency targets
			  - Student confidence, stamina, and engagement when it matters most
			Next Steps:
			- Continuously adjust in-class intervention groups to ensure data is actively collected,

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			analyzed, and used to maximize impact—so every student is making progress toward closing gaps. - 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. 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. En la Unidad 3, STAR Early Lit registra un 61.1% de estudiantes en el Nivel 1. En la Unidad 3, STAR Reading es el más alto de nuestra red, con un 63.1% de los estudiantes en el Nivel 1. 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. El 2.º grado experimentó un aumento del 17% entre la Unidad 2 y la

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Time Hora	Agenda	Presenter Presentador	Notes/Notas
			Unidad 3. 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. Reflexión: 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. Los logros obtenidos en la Unidad 3 han generado un fuerte impulso, situándonos en una posición crítica

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Time Hora	Agenda	Presenter Presentador	Notes/Notas
			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.
5 min	Upcoming School Events/ Próximos eventos escolares	VP of Middle School	Spring Break: April 6th - April 10th Teacher Appreciation Week: May 4th - May 8th SBAC Testing Begins: May 12th!!

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Time Hora	Agenda	Presenter Presentador	Notes/Notas
			8th Grade Graduation: June 11th @ 5 PM --- Vacaciones de primavera: del 6 al 10 de abril Semana de Agradecimiento a los Maestros: del 4 al 8 de mayo Comienzan los exámenes SBAC: ¡¡12 de mayo!! Graduación de 8.º grado: 11 de junio a las 5:00 p. m.
1 min	Closing/ cierre	VP of Middle School	Next SSC Meeting *Monday, June 1st, 2026 @ 5:00pm. Agenda: *Priorities Update *Unit 4 Assessment Data Analysis SSC meeting ends at 5:43pm. --- Próxima reunión del SSC *Lunes, 1 de junio de 2026, a las 5:00 p. m. Orden del día: *Actualización de prioridades *Análisis de datos de la evaluación de la Unidad 4 La reunión del SSC finaliza a las 5:43 p. m.

Coversheet

LCAP Local Indicators

Section: VI. Topical
Item: A. LCAP Local Indicators
Purpose: FYI
Submitted by:
Related Material: 2026 Gilroy Prep School Local Indicators (06.15.2026).pdf
2026 Hollister Local Indicators (06.15.2026).pdf
2026 Watsonville Local Indicators (06.15.2026).pdf
2026 Hayward Collegiate Local Indicators (06.15.2026).pdf
2026 Orange Prep Local Indicators (06.15.2026).pdf

Gilroy Prep School, Local Indicators, June 2026

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

Gilroy Prep School

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

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

  0%

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

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OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

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

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. **Rate the LEA's progress in implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

- Effective and authentic family engagement has been described as an intentional partnership of educators, families, and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

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

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

Instructions

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

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff, and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs, as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including those of unduplicated students, individuals with exceptional needs, and underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number that best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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

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

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

   Over the past few years, the Navigator community has navigated a range of challenges that have impacted students, families, and staff. In response, the organization has continued to develop and expand supports aimed at strengthening relationships between school staff and families. This has included both formal programs and informal outreach designed to meet families where they are, from basic needs assistance to increased opportunities for connection and communication. Efforts such as resource fairs, support for food and housing-insecure families, after-school

interventions, home visits for chronically absent students, community events, and consistent communication through platforms like ParentSquare have all contributed to this work. While the approach continues to evolve, the foundation built through these supports has helped families feel more connected to their school communities and to the organization as a whole.

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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

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

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

   Students at Navigator schools are as committed to achieving their goals as their teachers. Students track their progress on blended learning programs, are celebrated for growth and achievement, and stay for academic intervention programs if they are not reaching their goals. Families have access through the Illuminate Parent Portal to immediately access their child's academic progress. In addition, the annual family engagement survey helps assess parents' understanding of their child's academic goals and informs ongoing efforts to strengthen school-home partnerships in support of student success.

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

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

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

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

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

and communicated to leadership teams will strengthen transparency, ensure follow-through, and support more informed decision-making at both the site and organizational levels.

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

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

School Climate (LCFF Priority 6)

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Gilroy Prep School administers the Panorama SEL survey to gather insight into students' perceptions of school safety, their connectedness to adults on campus, and their development in self-efficacy and self-regulation.

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

Summary Scores:

Proud to belong - 74%, Feel safe - 91%

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

In reviewing this data, the school identified key strengths in fostering supportive relationships between students and staff. At the same time, improving overall campus safety perception remains an important area for growth. In addition, the school is

exploring the underlying factors that may be contributing to the lower sense of connection reported by a specific subset of students to develop targeted supports and improve outcomes for all learners.

To address school safety and subsequently increase the number of students who report feeling safe at school on the Panorama Survey, the school will implement several actions. All teachers in grades K-5th will administer weekly social-emotional surveys that specifically ask students if they feel safe, and if someone has done an action that the student considers harmful or inappropriate to them. This data will provide site leadership, teachers, and counselors with information to investigate any reports of unsafe situations and intervene quickly. The school will also use the weekly social-emotional survey data to identify students who may need more structured social skills support or who would benefit from a referral to an outside mental health agency. The school also plans to implement daily community meetings in each classroom using a structured social-emotional learning curriculum to guide the meetings. These daily meetings, in addition to teaching students’ strategies to increase their feelings of safety at school, i.e. how to identify and report unsafe behavior, will also serve to promote student connections to the adults at school.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

Hollister Prep School

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

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

  0%

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

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OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

1. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

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

recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

3. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

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

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

Instructions

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

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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

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

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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

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

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

   Students at Navigator schools are as committed to achieving their goals as their teachers. Students track their progress on blended learning programs, are celebrated for growth and achievement, and stay for academic intervention programs if they are not reaching their goals. Families have access through the Illuminate Parent Portal to immediately access their child's academic progress. In addition, the annual family engagement survey helps assess parents' understanding of their child's academic goals and informs ongoing efforts to strengthen school-home partnerships in support of student success.

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

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

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

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

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

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

and communicated to leadership teams will strengthen transparency, ensure follow-through, and support more informed decision-making at both the site and organizational levels.

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

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

School Climate (LCFF Priority 6)

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Hollister Prep School administers the Panorama SEL survey to assess students' perceptions of school safety, their sense of connectedness to an adult, and their development of self-efficacy and self-regulation skills.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Watsonville Prep School, Local Indicators, June 2026

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

Watsonville Prep School

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

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

  0%

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

  0

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

Watsonville Prep School, Local Indicators, June 2026

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

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

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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

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

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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

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

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

   Students at Navigator schools are as committed to achieving their goals as their teachers. Students track their progress on blended learning programs, are celebrated for growth and achievement, and stay for academic intervention programs if they are not reaching their goals. Families have access through the Illuminate Parent Portal to immediately access their child's academic progress. In addition, the annual family engagement survey helps assess parents' understanding of their child's academic goals and informs ongoing efforts to strengthen school-home partnerships in support of student success.

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

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

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

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

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

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

and communicated to leadership teams will strengthen transparency, ensure follow-through, and support more informed decision-making at both the site and organizational levels.

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

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

School Climate (LCFF Priority 6)

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Watsonville Prep School administers the Panorama Social-Emotional Learning (SEL) survey to gather insight into students' perceptions of school safety, their connectedness to adults on campus, and their development in self-efficacy and self-regulation.

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

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

In reviewing this data, the school identified key strengths in its ability to foster supportive relationships between students and staff. At the same time, improving the overall perception of safety on campus remains an important area of growth. In addition, the school is exploring the underlying factors that may be contributing to the lower sense of

connection reported by a specific subset of students, in order to develop targeted supports and improve outcomes for all learners.

To address school safety, and subsequently increase the numbers of students who report feeling safe at school on the Panorama Survey, the school will implement several actions. All teachers in grades K-5th will administer weekly social emotional surveys that specifically ask students if they feel safe, and if someone has done an action that the student considers harmful or inappropriate to them. This data will provide the site leadership, teachers and counselors information so they can investigate any reports of unsafe situations, and appropriately intervene quickly. The school will also use the weekly social emotional survey data to identify students who may need more structured social skills support, or who would benefit from a referral to an outside mental health agency. The school also plans to implement daily community meetings in each classroom using a structured social emotional learning curriculum to guide the meetings. These daily meetings, in addition to teaching students' strategies to increase their feelings of safety at school, i.e. how to identify and report unsafe behavior, will also serve to promote student connections to the adults at school.

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

Watsonville Prep School, Local Indicators, June 2026

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

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

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

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

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

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

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

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

Watsonville Prep School, Local Indicators, June 2026

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

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

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

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

Hayward Collegiate, Local Indicators, June 2026

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

Hayward Collegiate

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

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

0%

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

0

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

Hayward Collegiate, Local Indicators, June 2026

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

Hayward Collegiate, Local Indicators, June 2026

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

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

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

Hayward Collegiate, Local Indicators, June 2026

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

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

Optional Narrative (Limited to 1,500 characters)

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

We are implementing various tools to ensure that there is progress in implementing state academic standards. One of them is professional development - we believe deeply in providing targeted weekly and summer professional development for our teachers. Additionally, we have a longer school day and calendar year so that we can ensure that all time spent is used to close any gaps we see in student learning.

Navigator Schools to provide PD for additional deep learning in standards.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in

the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   At Hayward Collegiate, a key strength in building relationships between school staff and families is our intentional focus on family engagement and empowerment. We believe that when families understand how to support their child's education and advocate for their needs, student outcomes improve. Families are regularly invited to attend community celebrations and school events that foster connection and partnership. Ongoing communication through platforms like ParentSquare ensures families are informed and engaged, while strong relationships between site staff, leadership, and families create a welcoming and supportive school culture.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between

School Staff and Families.

Based on input from educational partners and local data, Hayward Collegiate has identified the need to create more formal and consistent opportunities for family voice and feedback. While informal communication and relationship-building are strong, the school is working to strengthen structured engagement through the development of an active School Site Council, regular family meetings, and scheduled coffee chats with school leadership. These efforts aim to deepen two-way communication and ensure that parent perspectives are meaningfully included in school planning and decision-making.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

   To improve engagement with underrepresented families, particularly within our predominantly Spanish-speaking community, Hayward Collegiate is prioritizing the hiring of native Spanish-speaking and bilingual staff to support more authentic and accessible communication. In addition, the school is providing targeted training for translators to ensure accurate and culturally responsive translation of academic language, including specialized terminology related to special education. These efforts are designed to foster stronger relationships, build trust, and ensure Spanish-speaking families feel informed, included, and supported in their child's educational experience.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   At Hayward Collegiate, we are proud of the strong partnerships we have built with families and community stakeholders in support of student success. One of our key strengths is the consistent and intentional effort to create opportunities for collaboration among parents, teachers, and school leadership. We host monthly events such as "Coffee with the Teacher," which provide a space for families to engage directly with educators, learn about what is happening in the classroom, and discuss ways to support student learning at home. These ongoing touchpoints help strengthen trust, align expectations, and reinforce the shared commitment to each child's academic and personal growth.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   Based on input from educational partners and local data, Hayward Collegiate has identified the need to strengthen external partnerships that support student well-being and academic success. Through our Expanded Learning Opportunities Program and the work of our Community Schools Coordinator, we are actively building relationships with local mental health providers and community-based organizations. These partnerships aim to provide students

and families with greater access to support services that address both academic and non-academic barriers to learning, ultimately improving student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

   To improve engagement of underrepresented families, Hayward Collegiate is actively developing additional opportunities for meaningful involvement across the school community. Based on self-reflection and input from educational partners, we recognize the importance of creating more accessible and inclusive spaces for families to engage in discussions around student progress and support. Efforts are underway to expand family workshops, increase culturally responsive communication, and provide more frequent opportunities for families to connect with educators and leadership. These actions are designed to ensure all families, especially those historically underrepresented, feel welcomed and equipped to support their child's academic journey.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	2
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   Navigator Schools has consistently demonstrated a proactive approach to gathering stakeholder input to inform decision-making. The organization uses a variety of strategies, including family surveys, town hall meetings, staff meetings, weekly Director and Chiefs meetings, cross-site collaboration, and daily site huddles. These touchpoints provide ongoing opportunities for feedback from families, staff, and school leaders. Navigator also uses a range of tools to collect input, from formal surveys to informal check-ins, ensuring that diverse perspectives are captured and considered as part of the continuous improvement process.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   Hayward Collegiate is focused on increasing engagement with all educational partners by expanding opportunities for input, particularly as students prepare to transition into middle school. This includes creating more structured and inclusive forums for family voice, staff collaboration, and community input. As part of our Community School planning efforts, we are broadening the scope of involvement to ensure that decisions reflect the diverse needs and perspectives of the school community. These initiatives aim to strengthen shared ownership in the decision-making process and build deeper, more sustained partnerships.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

   Hayward Collegiate is committed to improving engagement with underrepresented families by continuing current initiatives that foster inclusive communication and exploring additional methods for gathering input in ways

that are accessible and meaningful for all families. The school is also partnering with the Support Office as part of its Community School planning efforts, which are designed to elevate the voices of traditionally underrepresented groups. These efforts aim to ensure that decision-making reflects the lived experiences and priorities of all members of the school community.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

We have learned so much about our communication efforts during the Pandemic. Moving forward, we will make sure that we create priorities for when we need to send our voice-memos, personal phone calls, and when messaging is appropriate for disseminating information. We will continue to have monthly meetings with teachers and families in the form of a coffee with the principal and professional development for parent engagement.

Hayward Collegiate, Local Indicators, June 2026

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Navigator Schools uses a locally developed instructional rubric to monitor and ensure that all students, including unduplicated student groups and individuals with exceptional needs, have equitable access to a broad course of study aligned to state standards across grade spans. This rubric is reviewed quarterly by school administrators and support office team members to confirm that all content areas are being addressed and instructional time is appropriately distributed.

Data is one of Navigator's five compass points, underscoring its importance to the organization and the staff. Student data is reviewed regularly at multiple levels. Teachers examine data daily to inform and adjust instruction. Coaches and teachers meet weekly in one-on-one sessions to review student progress, and grade-level teams meet monthly to analyze trends and plan next steps. Data is also disaggregated by subgroup to ensure equity in access and outcomes. It informs the formation of small instructional groups and supports placement in intervention academies. These practices help ensure that all students are engaged in a comprehensive, standards-based educational experience tailored to their needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The educational model at Navigator Schools is intentionally designed to ensure that all students have access to, and are enrolled in, a broad course of study across all school sites. Students who are struggling academically have the support of push-in Literacy Coaches, a Math Coach, Resource Teachers, Special Education Teachers, and Bilingual Instructional Assistants, as well as core curriculum which includes integrated and designated English Language Development and is aligned to the Common Core Standards. Supplemental curriculum is also provided when appropriate to support students at their instructional level.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Hayward Collegiate, Local Indicators, June 2026

Navigator's instructional model ensures that all students have access to a broad course of study, including core academic subjects and enrichment opportunities. Students participate in a balanced weekly schedule that includes English Language Arts, Math, Science, Social Studies, Physical Education, and enrichment activities such as performing and visual arts. As outlined in Prompts 1 and 2 and supported by local data, Navigator has structured its instructional program to guarantee equitable access across all school sites and student groups, including unduplicated students and individuals with exceptional needs.

At this time, there are no significant barriers preventing students from accessing the appropriate coursework, instructional materials, or learning opportunities. Instructional planning, staffing, and master scheduling are aligned to ensure all students can fully participate in the breadth of the academic program. Continuous monitoring and reflection through local tools allow Navigator to proactively address any emerging challenges and ensure that access to a broad course of study remains a consistent strength across the organization.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure all students continue to have access to a broad course of study, Navigator Schools has implemented a series of strategic supports aligned to the results of locally selected measures. Extensive professional development has been provided to classroom teachers to strengthen their ability to deliver high-quality instruction across all content areas. The LEA has invested in Literacy and Math Instructional Coaches, Special Education teachers, Bilingual Instructional Aides, and support staff to ensure all learners, including English learners and students with disabilities, can access the full curriculum.

Targeted training and resources have been offered for both Integrated and Designated English Language Development, and supplemental curriculum materials have been introduced to reinforce access to grade-level content. These materials are carefully aligned to the adopted core curriculum and are designed to help bridge gaps for striving readers and students performing below grade level. Instructional coaching is available across all campuses to support implementation, monitor progress, and ensure instructional equity across all grade levels and student groups.

Orange School, Local Indicators, June 2026

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Orange School, Local Indicators, June 2026

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on local performance indicators to educational partners and the public, an LEA may use them as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Because Orange Prep is a start-up school scheduled to open in August 2026, these answers apply more broadly to Navigator Schools as a whole, with all rankings being in the initial implementation phase at Orange Prep.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

Orange Prep School

Number/percentage misassignments of teachers of ELs	0
Total teacher misassignments	0
Vacant Teacher Positions	0

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

  0%

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

  0

Orange School, Local Indicators, June 2026

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Orange School, Local Indicators, June 2026

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

3. **Rate the LEA's progress in implementing policies or programs to support staff in**

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards			3		
Visual and Performing Arts			3		
World Language			3		

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Orange School, Local Indicators, June 2026

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress in implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	3
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   Over the past few years, the Navigator community has navigated a range of challenges that have impacted students, families, and staff. In response, the organization has continued to develop and expand supports aimed at strengthening relationships between school staff and families. This has included both formal programs and informal outreach designed to meet families where they are, from basic needs assistance to increased

opportunities for connection and communication. Efforts such as resource fairs, support for food and housing-insecure families, after-school interventions, home visits for chronically absent students, community events, and consistent communication through platforms like ParentSquare have all contributed to this work. While the approach continues to evolve, the foundation built through these supports has helped families feel more connected to their school communities and to the organization as a whole.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

   Reestablishing and deepening community and family involvement on campus remains a central area of focus. One acknowledged area for continued growth is expanding opportunities to celebrate and highlight the contributions—both past and present—of local community members. As Navigator evolves, it recognizes the importance of creating intentional pathways that support both educational excellence and meaningful family engagement. Strengthening these connections will help ensure families feel welcomed, included, and connected to the life of the school.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

   Informed by educational partner input and local data, Navigator Schools is working to strengthen engagement with underrepresented families through multiple strategies. In addition to expanding outreach to enroll more students who qualify for Free and Reduced-Price Lunch, Navigator is in the process of developing Community Schools that will offer expanded resources and supports for families. These schools will serve as hubs for connecting families—particularly those historically underrepresented—to services aligned with their needs. The pandemic underscored the importance of creating more opportunities for families to participate in on-campus activities, and this remains an area of focus as schools work to build deeper, more consistent relationships with all members of the community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of eduational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   While Orange Prep is a new start-up for fall 2026, students at Navigator schools are as committed to achieving their goals as their teachers. Students track their progress on blended learning programs, are celebrated for growth and achievement, and stay for academic intervention programs if they are not reaching their goals. Families have access through the Illuminate Parent Portal to immediately access their child's academic progress. In addition, the annual family engagement survey helps assess parents' understanding of their child's academic goals and informs ongoing efforts to strengthen school-home partnerships in support of student success.

2. Based on the analysis of educational partner input and local data, briefly

describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

An identified area for improvement is ensuring students are fully prepared for the academic and social demands of high school after completing their time at Navigator Schools. Supporting this transition requires a collaborative effort among families, staff, and students. To strengthen this partnership, site teams will work closely with local high schools to create reciprocal opportunities that allow students to explore high school expectations while continuing to receive guidance and support from Navigator staff. This ongoing collaboration aims to create a more seamless and informed transition for students and their families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

   Ensuring all sites have numerous bilingual staff members available to answer parent questions and provide important updates ensures students and families feel supported and able to access the support they need. Navigator will continue to provide home visits for students who are not staying engaged or needing additional support.

   The community school's coordinator/attendance specialist will also work with partners to create tutoring centers, after school support services, and college counseling services for students. These activities will help to engage scholars and families.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	**Rating Scale Number**

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   Navigator Schools has established a strong culture of collaboration by consistently seeking input from stakeholders to inform decision-making. The organization utilizes a variety of formal and informal methods, including family surveys, town hall meetings, staff meetings, weekly leadership team meetings, cross-site collaboration, and daily site huddles. By employing multiple tools to gather feedback, Navigator ensures that voices across the organization are heard and considered in shaping school and system-level decisions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   An area identified for improvement is the need to formalize systems for collecting, analyzing, and sharing stakeholder input with leadership in a consistent and structured way. While input is regularly gathered across various settings, developing a clear plan for how this feedback is synthesized

and communicated to leadership teams will strengthen transparency, ensure follow-through, and support more informed decision-making at both the site and organizational levels.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

   Spelled out in the various site charters is the number of ways families can be involved in the governance of the school. These include, but are not limited to: parent representative seat on the Navigator Schools Board of Directors, School Site Councils, parent coffees, LCAP advisory meetings, and parent club. Additionally, annual engagement surveys are conducted with any satisfaction score under 80% being highlighted for action steps. These surveys are reviewed by the directors to enable an organizational lens on parent voice and engagement.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Watsonville Prep School administers the Panorama Social-Emotional Learning (SEL) survey to gather insight into students' perceptions of school safety, their connectedness to adults on campus, and their development in self-efficacy and self-regulation.

The survey results indicated that most students in grades 3–4 reported having a positive connection with an adult at school. A majority also reported feeling safe at school, though there remains a portion of students who indicated they do not always feel safe during the school day.

When disaggregated by gender, grade level, race, and English Learner status, responses were relatively consistent in terms of students reporting strong adult relationships. However, a notable difference emerged when comparing students based on their meal program eligibility. Students receiving reduced-price lunch reported lower levels of adult connectedness compared to those receiving free lunch.

In reviewing this data, the school identified key strengths in its ability to foster supportive relationships between students and staff. At the same time, improving the overall perception of safety on campus remains an important area of growth. In addition, the school is exploring the underlying factors that may be contributing to the lower sense of

connection reported by a specific subset of students, in order to develop targeted supports and improve outcomes for all learners.

To address school safety, and subsequently increase the numbers of students who report feeling safe at school on the Panorama Survey, the school will implement several actions. All teachers in grades K-5th will administer weekly social emotional surveys that specifically ask students if they feel safe, and if someone has done an action that the student considers harmful or inappropriate to them. This data will provide the site leadership, teachers and counselors information so they can investigate any reports of unsafe situations, and appropriately intervene quickly. The school will also use the weekly social emotional survey data to identify students who may need more structured social skills support, or who would benefit from a referral to an outside mental health agency. The school also plans to implement daily community meetings in each classroom using a structured social emotional learning curriculum to guide the meetings. These daily meetings, in addition to teaching students' strategies to increase their feelings of safety at school, i.e. how to identify and report unsafe behavior, will also serve to promote student connections to the adults at school.

To address the gap reported by the students who receive reduced price lunches, the school will do a deeper analysis into what factors may have led to these results. It will be a challenge to uncover the complex factors that students from lower socioeconomic backgrounds experience, particularly between those who receive free lunch, and those who qualify for reduced lunch. At the onset of school teachers will receive additional student information related to their classrooms' cultural demographics, including socioeconomic data. This data, though available, was not shared with them in a purposeful manner prior to this year. The data will help them understand the backgrounds of their students better, and allow them to address some of the gaps that may exist in students feeling connected to an adult. Teachers will also be provided professional learning by their coaches in strategies aligned with culturally responsive teaching.

Orange School, Local Indicators, June 2026

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to
LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Navigator Schools uses a locally developed instructional rubric to monitor and ensure that all students, including unduplicated student groups and individuals with exceptional needs, have equitable access to a broad course of study aligned to state standards across grade spans. This rubric is reviewed quarterly by school administrators and support office team members to confirm that all content areas are being addressed and instructional time is appropriately distributed.

Data is one of Navigator's five compass points, underscoring its importance to the organization and the staff. Student data is reviewed regularly at multiple levels. Teachers examine data daily to inform and adjust instruction. Coaches and teachers meet weekly in one-on-one sessions to review student progress, and grade-level teams meet monthly to analyze trends and plan next steps. Data is also disaggregated by subgroup to ensure equity in access and outcomes. It informs the formation of small instructional groups and supports placement in intervention academies. These practices help ensure that all students are engaged in a comprehensive, standards-based educational experience tailored to their needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The educational model at Navigator Schools is intentionally designed to ensure that all students have access to, and are enrolled in, a broad course of study across all school sites. Students receive equal instructional time in English Language Arts and Mathematics, with additional core instruction in Science, History/Social Studies, and Physical Education. Enrichment offerings such as performing arts, visual arts, and other exploratory classes are embedded throughout the week to support a well-rounded educational experience.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Orange School, Local Indicators, June 2026

Navigator's instructional model ensures that all students have access to a broad course of study, including core academic subjects and enrichment opportunities. Students engage in a balanced weekly schedule that includes English Language Arts, Math, Science, Social Studies, Physical Education, and a range of enrichment activities such as performing and visual arts.

While the core program is delivered consistently across all sites, expanding access to extracurricular offerings—such as music, band, and other specialized electives—remains a challenge. One of the primary barriers is limited facility space, which constrains the ability to schedule and support additional programs beyond the core instructional day. This limitation impacts the range of enrichment opportunities that can be offered, particularly those requiring dedicated or flexible learning environments. Navigator continues to explore creative scheduling and long-term planning solutions to increase student access to a wider array of learning experiences.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Navigator will continue to work with the parents to prioritize the areas of importance for staff and families and utilize the LCAP to ensure the course of study and budget align. Navigator implemented Illustrative Math in an effort to improve math outcomes and the academic leadership team is reviewing the data to find areas of growth or improvement.

Coversheet

LCAP - Gilroy Prep School

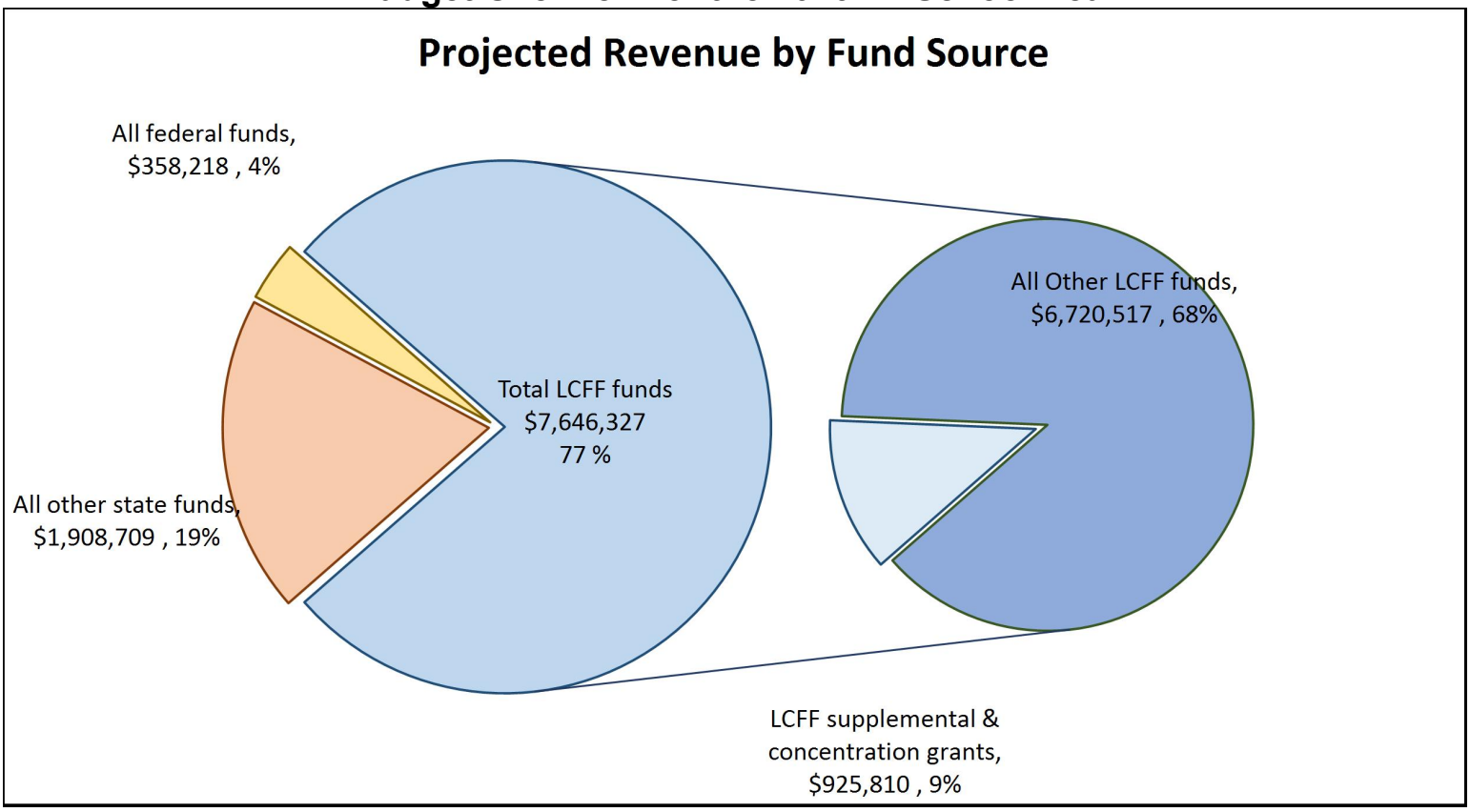
Section: VI. Topical
Item: B. LCAP - Gilroy Prep School
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_Gilroy_Prep_(06.15.2026).pdf

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

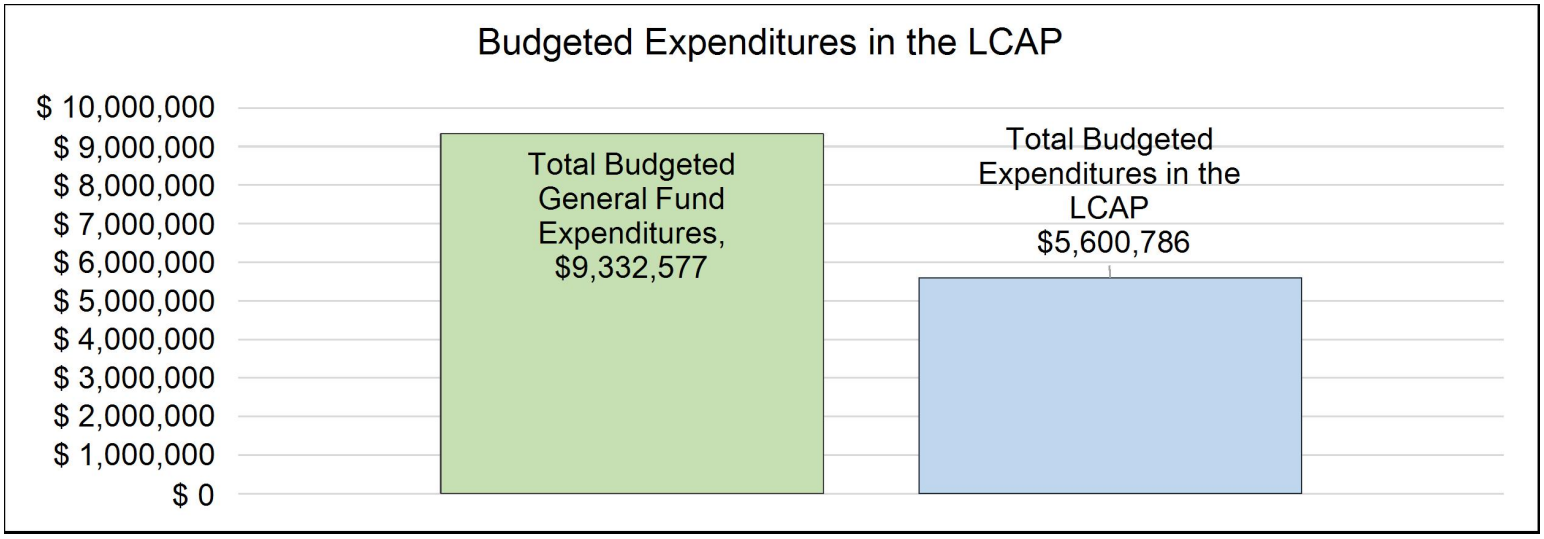


This chart shows the total general purpose revenue Gilroy Prep (a Navigator School) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gilroy Prep (a Navigator School) is $9,913,254, of which $7,646,327 is Local Control Funding Formula (LCFF), $1908709 is other state funds, $0 is local funds, and $358218 is federal funds. Of the $7,646,327 in LCFF Funds, $925810 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Gilroy Prep (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 $9332577 for the 2026-27 school year. Of that amount, $5600786 is tied to actions/services in the LCAP and $3,731,791 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

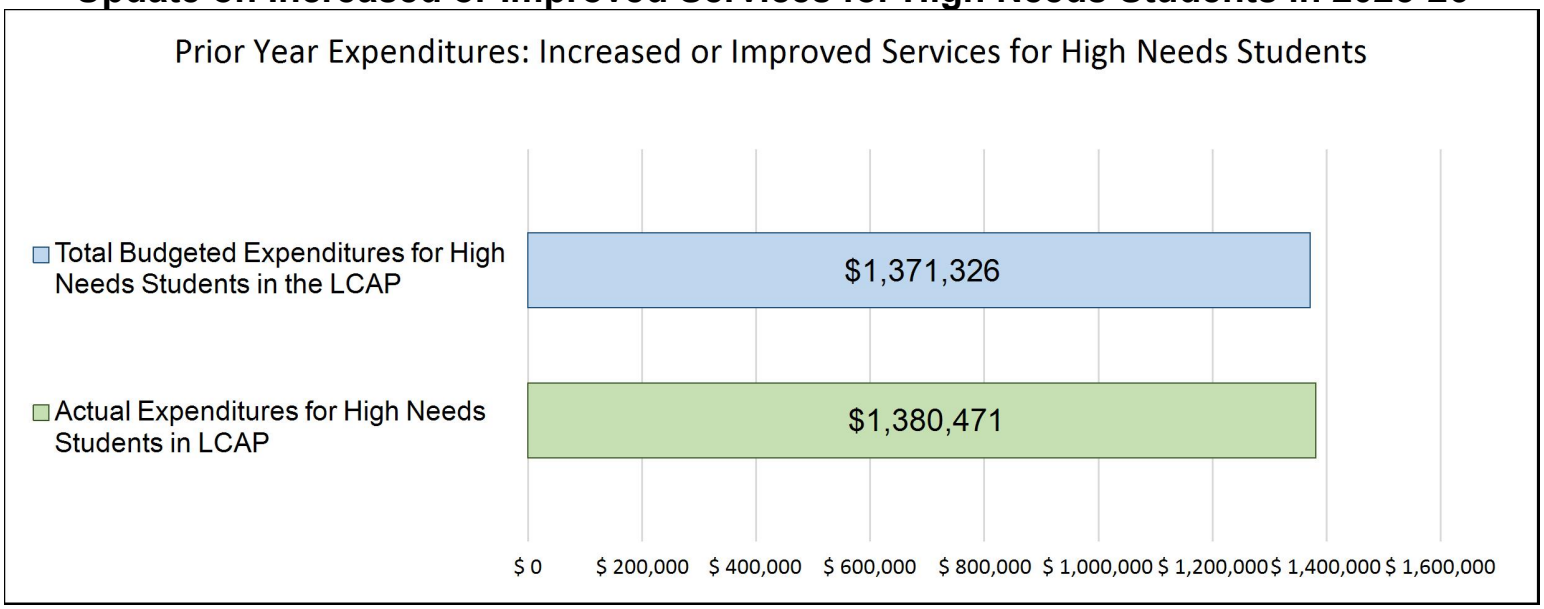
Operating expenses such as office supplies, insurance, 1% district oversite fee, legal, professional development, etc

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 $925810 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 2025-26



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 2025-26, 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 2025-26.

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
Teachers, Principals, Administrators, Other School Personnel	Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in February - April 2025 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools. The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2025. 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. 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.

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Educational Partner(s)	Process for Engagement
	In November 2024 and January 2025, staff focus groups were convened (with a selection of classified and certificated staff across grade spans and specialty areas) to discuss the wants and needs of the school (e.g., facilities, organizational health, glows/grows) in order to contribute to the development of the LCAP Goals and Actions.
Parents	Parents were engaged in a variety of ways, including a family survey administered in January 2025, Parent Advisory Council meetings, including one in April 2025, and Community Schools Advisory Council meetings, including one in February 2025. Each of these mechanisms included discussions on LCAP topics of academic success, wrap-around services, social-emotional learning, and special services (e.g., Special Education, academic interventions, English Language Proficiency supports).
Students	Students were surveyed in April 2025 to gather feedback on their feelings of connectedness, safety, and success at school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Through the surveys and the needs assessments, it was evident families and staff wanted to include additional resources to support social emotional learning, such as Valor and Second Step. Comments requested a more direct approach to bullying and behavior concerns. The community feedback through focus groups and surveys also included the need for a strengthened science program, which has been included in the plan. Feedback from staff, including principals and leadership team, as well as dashboard reflections prioritized the need for focused ELD instruction which is reflected in Goal 1 actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The mission of Navigator Schools is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students can thrive in "high school, college, and beyond." Navigator Schools will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. Gilroy Prep scored green on English Language Arts progress and yellow on Mathematics progress while scoring a red on English Learner progress on the CA Dashboard. For this reason, we will be implementing tiered English language development next year for all English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 67.6% English Learners: 38.6% Low Income: 54.1% Students with Disabilities: 6.9% Asian: 90.9%	All Students: 63.49% English Learners:30.58% Low Income: 56.56% SWD: 16.13%	All Students: 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% Hispanic: 25% White: 76.92%	All Students: 40.51% English Learners: 0% Low Income: 29.69% SWD: N/A Asian: N/A Hispanic: 18.84%	All Students: 45.38% English Learners: 5.26% Low Income: 22.22% SWD: N/A Asian: 73.34% Hispanic: 29.87%	All Students: 49.18% English Learners: 13.35% Low Income: 34.49% Students with Disabilities: NA Asian: 90.90%	All Students: +4.87% English Learners: +5.26% Low Income: -7.47% Students with Disabilities: NA Asian: +73.34%

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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 CAST assessment; caaspp-elpac.ets.org)	White: 63.64% (Data Year: 2023-2024)	White: 70.59%	Hispanic: 33% White: 82.92% (LEA average & all significant subgroups; Source: SBAC caaspp-elpac.ets.org)	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 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
1.6	ELD: % of students with access to their own copies of standards-	100%	100% (Data Year: 2024-2025)	100% (Data Year: 2024-2025)	100%	Maintained

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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% (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, Intern, Ineffective, Incomplete	Clear: 6.00 (33%) Out-of-Field: 1.00 (6%) Intern: 0.00 (0%) Ineffective: 11.00 (61%) Incomplete: 0.00	Clear 45% Out-of-Field 0% Intern 10% Ineffective 45% Incomplete 0% (Data year 2024-25)	Clear 30% Out-of-Field 5% Intern 25% Ineffective 40% Incomplete 0% (Data year 2025-26)	Clear: 60% of total FTE Out-of-Field: 0% of total FTE Intern: 10% of total FTE Ineffective: 30% of total FTE	Clear: -15% Out-of-Field +5% Intern +15% Ineffective -5% Incomplete 0%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(0%) (Source: CA Commission on Teacher Credentialing, Reviewed April 2024)			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%	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, 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	• 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	$2,530,649.00	No
1.2	Interventions	• Use of online learning programs for specialized supports • MTSS program and Student Support Team: Identification and support for struggling students • Early intervention plans	$736,141.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Small group instruction support (This is funded by Title I and IV; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.) • Intervention Coordinator • Extended school day and school year • Lower adult to student ratio in STEM and Humanities running small group instruction (SGI and teacher)		
1.3	Teacher hiring and credentialing	• 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
1.5	English learner instruction	• ELD Lead who will monitor the instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards • Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching • All English Learners receive designated ELD instruction in small groups at their appropriate level • Explicit EL strategies in all classrooms including: Small group support, reading support groups, explicit vocabulary instruction, Total Body Response, use of the Thinking Maps, use of sentence stems -Data-analysis and coaching meetings with specific focus on ELD standards and students • All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely	$124,061.00	Yes

Action #	Title	Description	Total Funds	Contributing
		monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).		
1.6	Professional development	• Professional Development sessions on: • CCSS and NGSS • Core Curriculum implementation • Data-driven instruction • Social Emotional Learning • Classroom Culture • Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth • Culturally competent teaching • Technology skills • Professional Learning Communities: grade level and content time • Teachers develop Personalized Goals for targeted coaching and PD sessions This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.	$17,100.00	No
1.7	Teacher coaching and supervision	• Weekly one-on-one instructional coaching meetings • Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) • Practice with the coach before launching with skill • Cyclical process of observation, follow-up and observation	$531,157.00	Yes
1.8	Learning Support with LREBG funding	1 small group instructor	$57,485.00	

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Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research has shown students learn better when they feel safe, supported, and engaged. Survey and focus group data has backed that up locally with families, scholars, and staff sharing campus culture plays a significant role in academic performance. Additionally, as illustrated on the CA state dashboard, chronic absenteeism (although it has decreased from 25% to just over 12% in the most recent year of data) and suspension rates have been areas of growth for our school. A culture of excellence occurs when students feel connected to their school community and supported to reach their full potential. The power of a staff of mission-aligned educators is crucial to a positive and successful school culture.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Survey: % indicating school provides resources to support family both inside and outside of the school day	Not previously measured	Data Not Available at this time (Data Year: 2024-2025)	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 with school safety and sense of belonging	92% agree that they felt safe at school, 66% feel proud to belong to GPS most or all of the time	92% (Data Year: 2024-2025)	91% agree that they felt safe at school, 74% feel proud to belong to	92% agree that they felt safe at school, 70% feel proud to belong to	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Core SEL Survey, Spring 2024)		GPS most or all of the time	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%
2.6	Chronic Absence Rate for all students and all	All Students: 23.9%	All Students: 11%	All Students: 13.6%	All Students: <10% English Learners:	All Students: -2.7%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	numerically significant subgroups	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)	English Learners: 13.3% Low Income: 15.2% SWD: 17.6% Asian: 1.6% Hispanic: 13.7% White: 12% (Data Year: 2023-2024)	English Learners: 14.4% Low Income: 15.2% SWD: 18.5% Asian: 5.3% Hispanic: 16.7% White: 11.4% (Data Year: 2025)	<10% Low Income: <10% Students with Disabilities: <10% Asian: <10% Hispanic: <10% White: <10% (Source: CA Dashboard)	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%
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	• 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	$84,466.00	No

Action #	Title	Description	Total Funds	Contributing
		• Communication: ParentSquare (automatic translation to home language); school website maintenance and updates		
2.2	Community engagement	Engage all members of the school and local community - Navigator applied for Community Schools Implementation Grants to provide full wraparound services for families and scholars. Through this work we are creating partnerships within the community for social, health, and educational services for students and families	$27,420.00	No
2.3	Social-emotional learning	• Use Valor Compass Camp framework for staff and students to foster an educational community of trust, belonging, and connection • Use morning huddles for staff and students to foster SEL • Use supplemental social-emotional learning curriculum to guide weekly SEL instruction.	$12,879.00	Yes
2.4	Student activities	• Monthly Get In celebrations based on PBIS • PBIS store to incentivize positive behavior • Field Trips • After school programs and extracurricular activities utilizing ELOP funding • Culture heritage and community celebrations	$767,807.00	No
2.5	Facilities maintenance and health & safety	• School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community • Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials • Review and update school safety plan annually (managed by SSC)	$314,019.00	No

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Action #	Title	Description	Total Funds	Contributing
2.6	Chronic absenteeism support	Gilroy Prep isimplementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism for the identified subgroups: English Learners, Socio-economically Disadvantaged, and Hispanic students • Attendance specialist at all school sites (GPS, HPS, WPS, not Hayward Collegiate) • All chronically absent students become focus students and are assigned a school support staff (in partnership with attendance specialist). • Home visits, which include staff members that speak the CAR student's home language • Multilingual family engagement and education nights • Transportation support on an as-needed basis (based on family needs) • Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students • Attendance Celebrations for students below 10%	$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
$$925,810	$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
12.108%	0.000%	$0.00	12.108%

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	**Action:** Interventions **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. English learners - Our English learner population receives significantly less exposure	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	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action

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
	to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction. Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling. **Scope:** LEA-wide	but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.	are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.
1.5	**Action:** English learner instruction **Need:** English learners require additional language support to achieve at similar levels to students where English is the primary language in the home. **Scope:** LEA-wide	The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels. Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity. Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.
1.7	**Action:** Teacher coaching and supervision	Instructional and administrative staff face unique challenges with today's student populations. All of	Metrics to Monitor: • Goal 1, Metric 15

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
	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. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face. **Scope:** LEA-wide	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.	As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.
2.3	**Action:** Social-emotional learning **Need:** Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty. English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students requires additional support to navigate associated social and emotional experiences.	All staff participate in Valor circles with their grade level assignments. As such, all students and staff engage together weekly. It is most practical to provide this training and coaching for the entire staff. Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.	Metrics to Monitor: • Goal 2, Metric 2 • Goal 2, Metric 3 • Goal 2, Metric 4 • Goal 2, Metric 7 The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe and connected our students feel to school. We will also monitor

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
	Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families. **Scope:** LEA-wide		suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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	$7646327	$925,810	12.108%	0.000%	12.108%

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	
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	

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	2.6	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
$7646327	$925,810	12.108%	0.000%	12.108%	$1,280,177.00	0.000%	16.742 %	**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%

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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, Statues 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,

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- 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.

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- **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.

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- 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

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is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- 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:

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- 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:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

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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.

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- 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.

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- **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**

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- 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

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Timestamp	My child attends:	I believe my child is safe and secure on campu
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4/6/2026 16:06:39	Watsonville Prep Scho	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
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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
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Strongly Disagree/ Totalmente en desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
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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 answe
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 answered
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 learn
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu

Agree/ De acuerdo	Overall, leadership does great including parents
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buena
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 tv
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 te
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 a
Agree/ De acuerdo	My kids are doing great after going to this scho
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with co
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 en
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 co
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 cuidand
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 neec
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 tab
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 situatic
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 yı
Strongly Agree / Totalmente de acuerdo	Love my school and staff. Great communicatior
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 interac
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
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
No sería todo	
I think the kids need enrichment. They sit for to	No
Si algo que tengo una inquietud es cuando los	Bien
ney 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 inforr	
I am not happy about middle school moving loc	NA
d promptly and professionally	
HPS needs to put more money directly towards	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	

:s.	N/A
as en a escuela pero hay alginas 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 are	While the impact may not yet be evident, it is ir
	No mucho
eference… 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
ol.	
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 estu	Q está aprendiendo mucho
I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha	
esources 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
l 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 recreació	N/A
No	Muy bien
here 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. Espe	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.	
ntando	
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 prop	Not having the correct staff definitely impacts o
Drop off and pick up is unsafe and chaotic caus	Im not familiar with FAPE. What I can say is tha
There needs to be better staff training and cons	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 h	The case manager is not effective remotely an
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 impo
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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.	
eat 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	
een 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 w
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 a	N/A

/ithin 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	
d 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
rten 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- as
N/a	N/a
To feel more confident about my child's inclusi	The most critical factor for Navigator to conside
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
ecomes 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 escu
ave 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 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 c	
ı 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 compassiona	
Si	
nothing	none
vith the accusing student, I feel like the investigation was completely one sided and the principa	

urante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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 resou
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 ch	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.
ıtions	
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 ayuda
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

cations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. Tl

r educación física afuera.

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

This is not doable under 1 teacher

ısk 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 learnir

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

cuela

l 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. Ta

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wha

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 satisfa

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

nd 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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

ejorado. Academicamete todo está muy bien.

e-entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

ıgs 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.

ıould 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

/ith 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

nstead 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.

ln'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.

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

ı 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. Thanl

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

ɔ 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

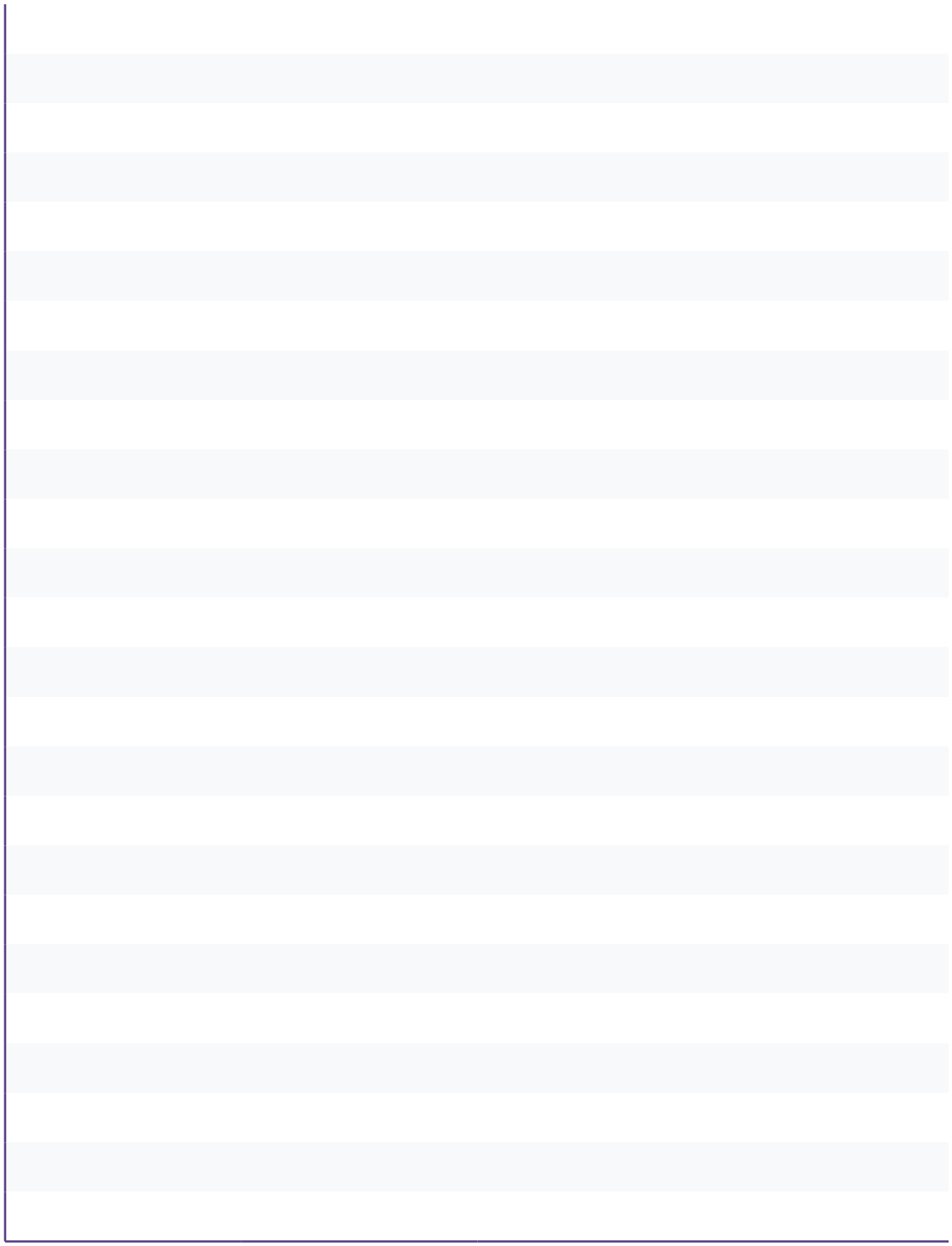
e it is an in-person school to have in-person connections. Please invest in in-person services.

I am very concerned.

ıat in any way.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 buena
Agree/ De acuerdo	Z
Agree/ De acuerdo	Because I have had a child in your school for tv
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 co
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. It
Agree/ De acuerdo	I was not happy with how an investigation was

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	I disagree with the statement that my child is sa
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 m
Agree/ De acuerdo	I feel confident that my child is safe there beca
Agree/ De acuerdo	satisfied so far; always room to improve
	Porque es una escuela muy buena, ponen ater
	Porque mi hija a tenido muy buenos resultados
	Because my kid loves going to school and learn
	Muy buenas escuela y mi hija tiene una excele
	Apoyando para seguir mejorando..
	There needs to be more communication from t
	Report cards have been incomplete for 1st gra
	I'm happy with school and the teacher they do a
	Open communication and transparency with co
	Everyone at Hayward Collegiate seems very en
	The school is family oriented.
	Estoy muy contenta con la experiencia en la es
	Resources aren't always available. If it is, it isn'
	For the most part, my child has a great teacher
	I would like more insight on future staffing for th
	Na
	Agreed
	I believe when my student is struggling, it shoul
	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 answered
	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 educatior
	La ayuda academica y los resultados se demu
	Overall, leadership does great including parents
	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 neec
	n/a
	I feel pretty informed about what's going on at s
	I feel the amount of individual time spent on tab
	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'
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 inforr	
portunities	
time outside of school hours.	
s	Han trabajado muy bien con ellos me gustado l
as en a escuela pero hay alginas 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
eference… staff gets in trouble for speaking up. As a parent I do not trust admin.	
ol.	
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
esources 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
t 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 tha
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 impc
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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 tc	No
ney 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 towards	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	
ts.	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
here 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
ıl 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	
ıtando	
We feel that the school should provide the proı	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
ecomes 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
ed 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 ch	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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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
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
rten 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
ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las co	
n 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 compassiona	
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	
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 conside
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

sk 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

l could not hear the other side of the story when we tried to meet with her. My daughter’s feelin

mplete homework and to prepare for testing.

d understanding. Staff needs a lot of training and patience.

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

children and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ushed to exit, which we were not given prior notice. The way that they addressed was not satisfa

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. Tl

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

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

ıd 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

ɐr 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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, th

ıgs 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.

e-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.

ith 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.

ng 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?

he problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

ıstead 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

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 follow

site to connect with students. The remote services isn't the same. I think the school can support the students sc

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

Anna and Mr. Al, they are all so professional and personable.

ı 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

ɔ 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

ıat in any way.

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 answe
Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen ater
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
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	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 e
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma

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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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

:hildren and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ıshed to exit, which we were not given prior notice. The way that they addressed was not satisfa

ecific 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

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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.

ln'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

site to connect with students. The remote services isn't the same. I think the school can support the students sc

ɔ 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 campu
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 answe
Agree/ De acuerdo	Na
Strongly Agree / Totalmente de acuerdo	Agreed
Agree/ De acuerdo	I believe when my student is struggling, it shoul
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opi
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu
Agree/ De acuerdo	Overall, leadership does great including parents
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 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	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 neec
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 tab
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
ıld 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 tc	No
ney 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 towards	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	
ts.	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
here 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	

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
volved 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
rten 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	Ensure 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	
ı 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.	
; and supportive during this time. They communicated well with us and were very compassiona	
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. Tl

porque yo e ido de voluntaria y es difícil 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

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

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ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

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ños demasiado desobedientes, y no les están dando demasiado apoyo a cada niño, como mi hija está batallan

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ation. Nothing that can really help me understand what my child needs to work on in order to not fall behind.

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vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

who need help just because they learn differently they must be treated respected at all times and not scolded.

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara 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

ɟ 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 campu
4/6/2026 16:06:39	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 16:09:14	Watsonville Prep Scho	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:20:47	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 17:12:14	Watsonville Prep Scho	Disagree/ En desacuerdo
4/6/2026 17:55:51	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 18:28:42	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 18:51:10	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 22:21:22	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 0:31:23	Watsonville Prep Scho	Disagree/ En desacuerdo
4/7/2026 9:43:58	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 16:18:34	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 23:26:03	Watsonville Prep Scho	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
ıl 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	
ıtando	
We feel that the school should provide the proı	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 conside
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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ng needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

ıould 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

n 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

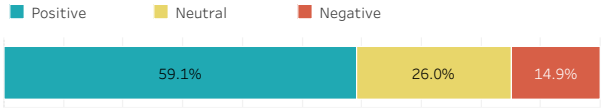
Outcomes (Intent to Return)

% Positive, Fall 2025

59%

Outcomes (Intent to Return) Summary

Fall 2025



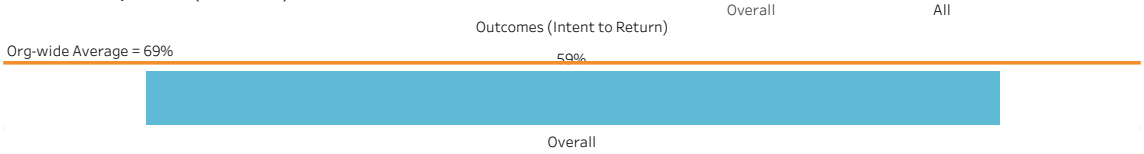
Difference from prior survey

-5%

Results Comparison (Fall 2025)

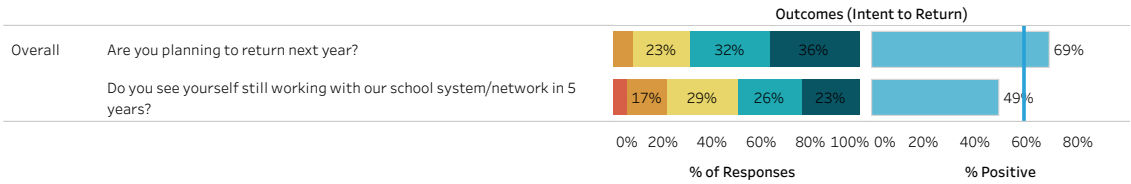
Disaggregate results by
Overall

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

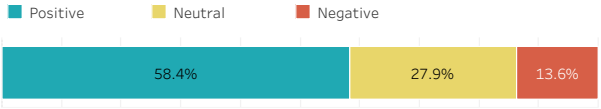
Filter results by topic
Outcomes (Satisfaction)

Filter results by window
Fall 2025

Outcomes (Satisfaction)
% Positive, Fall 2025

58%

Outcomes (Satisfaction) Summary
Fall 2025



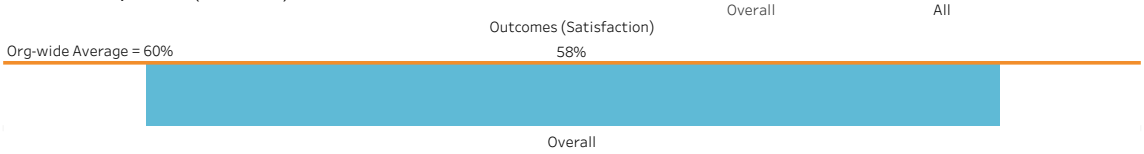
Difference from prior survey

-15%

Results Comparison (Fall 2025)

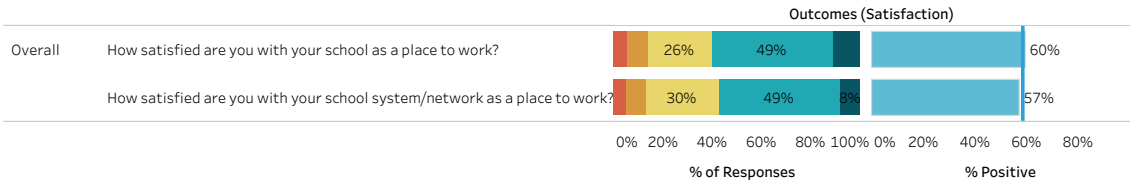
Disaggregate results by
Overall

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.



School Site Council

Gilroy Prep

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	Chairperson: Danny Rubin Vice Chairperson: Esmeralda Garcia Secretary: Ally Funk SSC Members: Bryana Newton, Joanna Arellano, TJ Rehal, Adrienne Rodriguez, Dan Rubin Virtually Present Council Members/ Miembros del Consejo prácticamente presentes: Ally Funk, Bryana Newton, TJ Rehal, Danny Rubin, Adrienne Rodriguez, Esmeralda Garcia, Joanna Arellano Guests: Kirsten Carr, David LeBarre, Caprice Young, Melissa Gooding Meeting taking order at 5:00 pm. Reunión tomando orden a las 5:00 pm
15 min	Safety Plan / Plan de seguridad	David LeBarre, Manager of Operations & Maintenance	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. The plan details our protocols for a range of situations, including first aid, fire response, and federal agency

School Site Council Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas
			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. 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. 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. 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. To meet California Education Code

School Site Council Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas
			requirements, dress code policies have also been incorporated into the Safety Plan. 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. _____ 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. 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

School Site Council Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas
			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. 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. 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". 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

School Site Council Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas
			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. 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.
15 min	LCAP Input / Entrada del LCAP	Kirsten Carr, Chief Communications & Engagement Officer	LCAP (Local Control Accountability Plan) A comprehensive state plan required of districts and charter schools that details key goals, actions, and

School Site Council Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas
			budgeted expenditures. 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. **Goals:** ● 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. 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

School Site Council Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas
			opportunities. _____ LCAP (Plan de Responsabilidad y Control Local) 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. 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. Objetivos: Los estudiantes se desarrollarán como pensadores críticos, creativos y con una perspectiva global, dotados de sólidas habilidades fundamentales en matemáticas, humanidades y ciencias. 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,

School Site Council Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas
			independientemente de sus circunstancias. 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. 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.
15 min	Unit 3 Data Update/ Puntajes de las evaluaciones de primavera/principio de año/	VP of Middle School	Unit 3 Math STAR is the highest in our network at 52.6% of students being at Tier 1. Unit 3 STAR Early Lit is at 61.1% of students at Tier 1. Unit 3 STAR Reading is the highest in our network at 63.1% of students at Tier 1. Our 1st grade cohort had 17 students move from Early Lit to STAR Reading from Unit 2 to Unit 3. Second grade had an increase of 17% from Unit 2 to Unit 3.

School Site Council

Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas

			The whole site reading fluency had a decrease of Tier 3 students of 2%.
			
			Reflection:
			Differentiated instruction and interventions are actively driving accelerated student growth.
			- 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.
			We only have 5 weeks until end-of-year testing, and the urgency is real—this is the moment to accelerate.
			- Our Unit 3 gains have built strong momentum, putting us in a critical position to maximize:
			  - End-of-year proficiency targets
			  - Student confidence, stamina, and engagement when it matters most
			Next Steps:
			- Continuously adjust in-class intervention groups to ensure data is actively collected,

School Site Council

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Time Hora	Agenda	Presenter Presentador	Notes/Notas
			analyzed, and used to maximize impact—so every student is making progress toward closing gaps. - 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. 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. En la Unidad 3, STAR Early Lit registra un 61.1% de estudiantes en el Nivel 1. En la Unidad 3, STAR Reading es el más alto de nuestra red, con un 63.1% de los estudiantes en el Nivel 1. 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. El 2.º grado experimentó un aumento del 17% entre la Unidad 2 y la

School Site Council Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas
			Unidad 3. 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. Reflexión: 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. Los logros obtenidos en la Unidad 3 han generado un fuerte impulso, situándonos en una posición crítica

School Site Council Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas
			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.
5 min	Upcoming School Events/ Próximos eventos escolares	VP of Middle School	Spring Break: April 6th - April 10th Teacher Appreciation Week: May 4th - May 8th SBAC Testing Begins: May 12th!!

School Site Council

Gilroy Prep

Time Hora	Agenda	Presenter Presentador	Notes/Notas
			8th Grade Graduation: June 11th @ 5 PM --- Vacaciones de primavera: del 6 al 10 de abril Semana de Agradecimiento a los Maestros: del 4 al 8 de mayo Comienzan los exámenes SBAC: ¡¡12 de mayo!! Graduación de 8.º grado: 11 de junio a las 5:00 p. m.
1 min	Closing/ cierre	VP of Middle School	Next SSC Meeting *Monday, June 1st, 2026 @ 5:00pm. Agenda: *Priorities Update *Unit 4 Assessment Data Analysis SSC meeting ends at 5:43pm. --- Próxima reunión del SSC *Lunes, 1 de junio de 2026, a las 5:00 p. m. Orden del día: *Actualización de prioridades *Análisis de datos de la evaluación de la Unidad 4 La reunión del SSC finaliza a las 5:43 p. m.

Coversheet

LCAP - Hollister Prep School

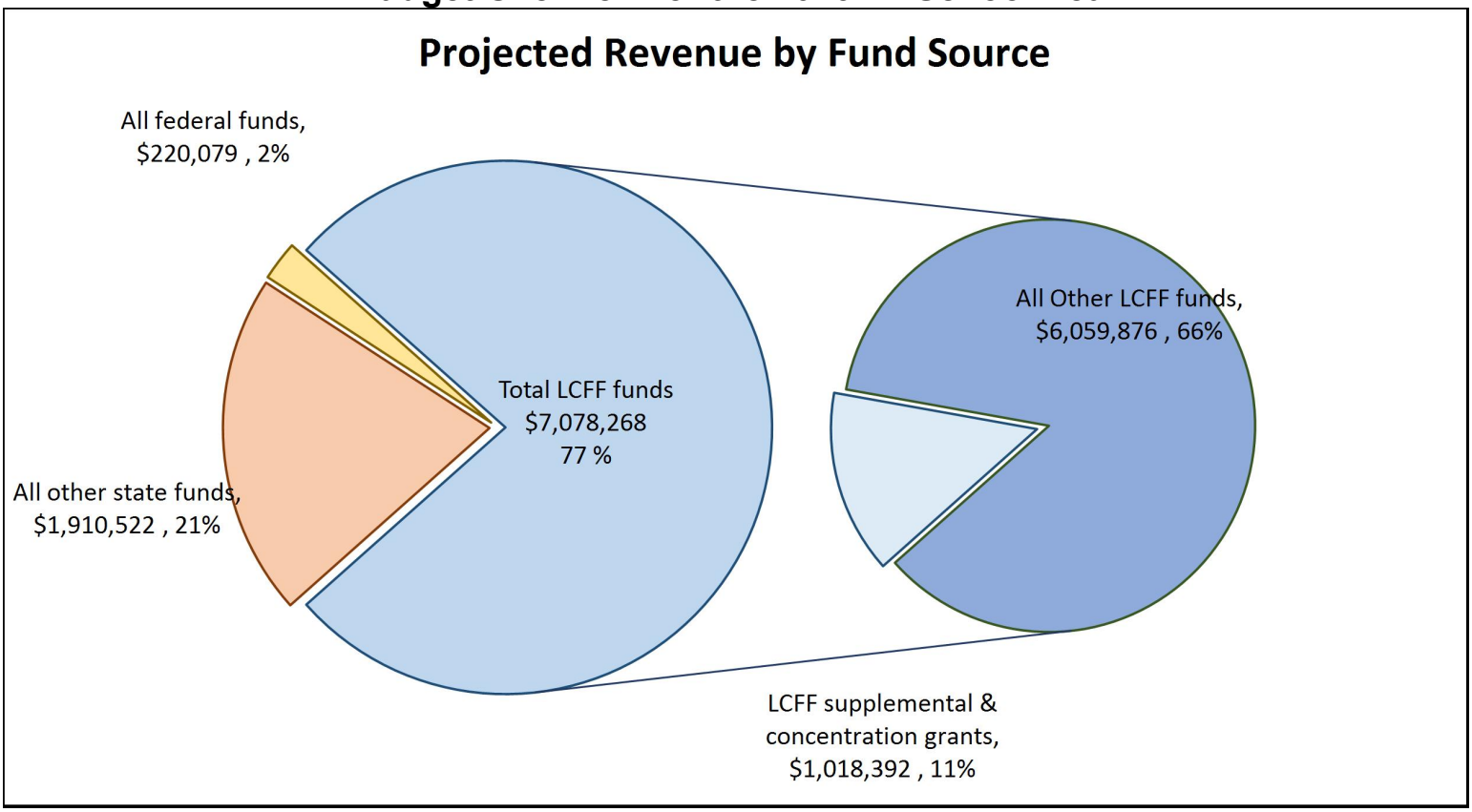
Section: VI. Topical
Item: C. LCAP - Hollister Prep School
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_Hollister_Prep_School_(06.15.2026).pdf

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@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

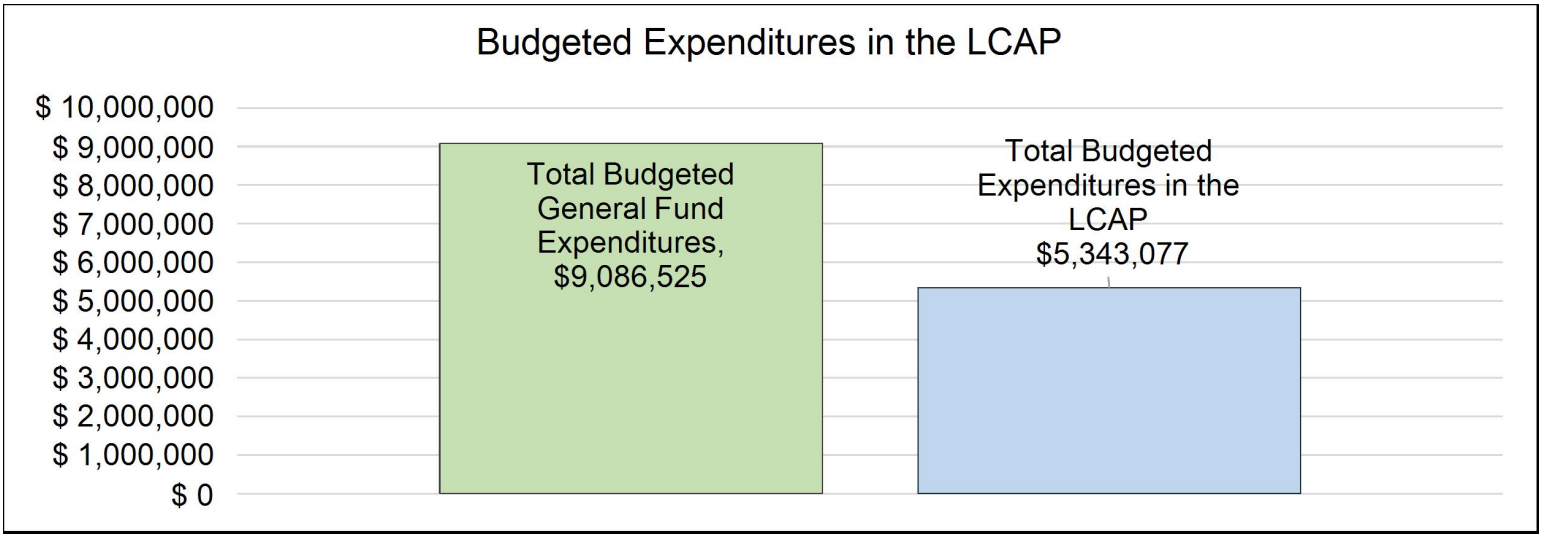


This chart shows the total general purpose revenue Hollister Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hollister Prep is $9,208,869, of which $7078268 is Local Control Funding Formula (LCFF), $1910522 is other state funds, $0 is local funds, and $220079 is federal funds. Of the $7078268 in LCFF Funds, $1018392 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Hollister Prep 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 $9086525 for the 2026-27 school year. Of that amount, $5343077 is tied to actions/services in the LCAP and $3,743,448 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

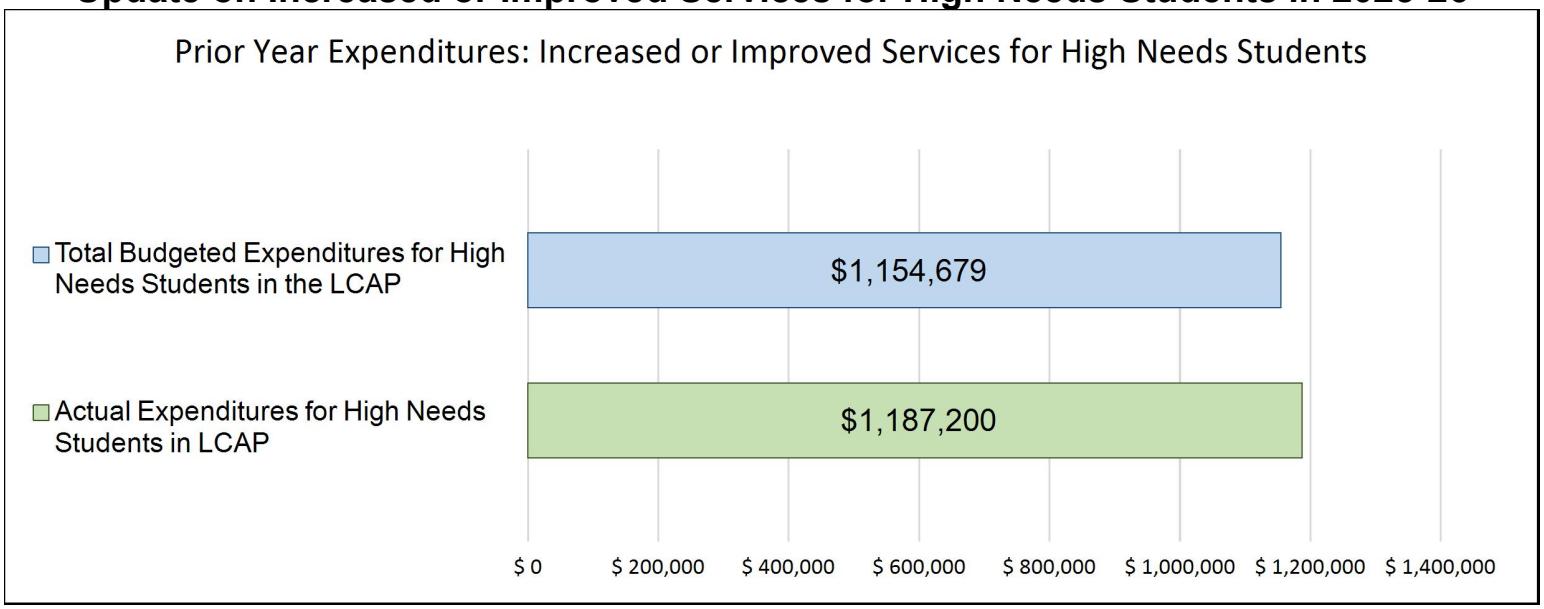
Operating expenses, CMO fee, Legal, professional development, district oversite, etc.

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 $1018392 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 2025-26



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 2025-26, 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 2025-26.

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
Teachers, Principals, Administrators, Other School Personnel	Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in the February - April 2025 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools. The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2025. 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. 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.

Educational Partner(s)	Process for Engagement
	In November 2024 and January 2025, staff focus groups were convened (with a selection of classified and certificated staff across grade spans and specialty areas) to discuss the wants and needs of the school (e.g., facilities, organizational health, glows/grows) in order to contribute to the development of the LCAP Goals and Actions.
Parents	Parents were engaged in a variety of ways, including a family survey administered in January 2025, Parent Advisory Council meetings ("Family Community Meetings"), including one in March 2025, and Community Schools Advisory Council meetings, including one in March 2025. Additionally, the Principal held quarterly open-forum coffee chats with parents to share information on things happening at the school, as well as to hear from parents about their areas of concern. Each of these mechanisms included discussions on LCAP topics of academic success, wrap-around services, social-emotional learning, and special services (e.g., Special Education, academic interventions, English Language Proficiency supports).
Students	Students were surveyed in April 2024 to gather feedback on their feelings of connectedness, safety, and success at school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The needs assessment, meetings with families, and focus groups of staff highlighted enrichment, electives, and basic needs support as areas of need. Student focus groups also asked for more opportunities to participate in clubs and electives. This has been addressed in Goal 2 with the ELOP programs. Additionally, the community schools support will also address these needs and is included in Goal 2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The mission of Navigator Schools is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students can thrive in "high school, college, and beyond." Navigator Schools will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. In English Language Arts and Mathematics, Hollister Prep scored green on English Language Arts Progress and Mathematics Progress while scoring a red on English Learner progress on the CA Dashboard. For this reason, we will be implementing tiered English language development next year for all English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 68.4% English Learners: 52.2% Low Income: 64.0% Students with Disabilities: 33.3% Hispanic: 66.0%	All Students: 68% English Learners: 37.2% Low Income: 66.1% SWD: 30% Hispanic: 65.5%	All Students: 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; Source: 2022-23 CAST assessment, caaspp-elpac.ets.org)	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; Source: 2023-24 CAST	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 (LEA average & all significant subgroups; Source: CAST	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
			assessment, caaspp-elpac.ets.org)		assessment, 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: 43.0% (Source: California State Dashboard, 2023) % students reclassified fluent English proficient: 38.1% (Source: DataQuest, "Ever-ELs" by Years as EL and Reclassification Status and Grade, 2023-24, https://dq.cde.ca.gov/	47% Making progress on English Language Proficiency (Data Year: 2023-2024) % students reclassified fluent English proficient: 38.5% (Data Year: 2024-2025)	50.8% Making progress on English Language Proficiency % students reclassified fluent English proficient: 38.5%	% 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/)	+3.80% Making progress on English Language Proficiency % 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)	0%
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: 11.00 (61%) Out-of-Field: 0.00 (0%) Intern: 3.00 (17%) Ineffective: 4.00 (22%) Incomplete: 0.00 (0%) (Source: CA Commission on Teacher Credentialing, Reviewed April 2024)	Clear: 9 (50%) Out-of-Field: 0.00 (0%) Intern: 1 (5.50%) Ineffective: 8 (44.50%) Incomplete: 0.00 (0%) (Data Year: 2024-2025)	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 Ineffective: 30% of total FTE Incomplete: 0% of total FTE (Source: CA Commission on	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
					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 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, 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 Resourse 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	• 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
1.2	Interventions	• Use of online learning programs for specialized supports • MTSS program and Student Support Team: Identification and support for struggling students • Early intervention plans • Small group instruction support (This is funded by Title I and IV; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.) • Intervention Coordinator • Extended school day and school year	$685,688.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		• Lower adult to student ratio in STEM and Humanities running small group instruction (SGI and teacher)		
1.3	Teacher hiring and credentialing	• All instructional staff will go through a rigorous hiring process, which includes application screening, phone interview, panel interview, performance task and reference checks. • All teachers will hold an appropriate California teaching credential for their assignment	$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	• ELD Lead who will monitor the instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards • Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching • All English Learners receive designated ELD instruction in small groups at their appropriate level • Explicit EL strategies in all classrooms including: Small group support, reading support groups, explicit vocabulary instruction, Total Body Response, use of the Thinking Maps, use of sentence stems • Data-analysis and coaching meetings with specific focus on ELD standards and students • All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings These actions have been developed to address our California Dashboard	$124,310.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		indicator scores (English Learner Progress) for English Learners (ELs) and Long Term English Learners (LTEL), and these activities relate to our language acquisition programs and professional development specific to ELs/LTELs.		
1.6	Professional development	• Professional Development sessions on: • CCSS and NGSS • Core Curriculum implementation • Data-driven instruction • Social Emotional Learning • Classroom Culture • Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth • Culturally competent teaching • Technology skills • Professional Learning Communities: grade level and content time • Teachers develop Personalized Goals for targeted coaching and PD sessions This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.	$36,995.00	No
1.7	Teacher coaching and supervision	• Weekly one-on-one instructional coaching meetings • Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) • Practice with the coach before launching with skill • Cyclical process of observation, follow-up and observation	$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 with school safety and sense of belonging	93% agree that they felt safe at school, 72% feel proud to belong to HPS most or all of the time	96% (Data Year: 2024-2025)	94% agree that they felt safe at school, 86% feel proud to belong to	93% agree that they felt safe at school, 72% feel proud to belong to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: CORE SEL Survey, Spring 2024)		HPS most or all of the time	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% (Source: 23-24 P-2 report)	96.17% (Data Year: 2024-2025)	96.05%	96% (Source: P-2 report)	-.12%

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: 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% (Source: California Dashboard)	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. (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)	+4% parents feel their child is safe and supported on campus and 0% satisfied with their child's academic results.
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	70% of parents answer a 4 or 5 on 5-point scale	94% of parents who feel engaged in decision-making

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.

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	• 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	$57,046.00	No

Action #	Title	Description	Total Funds	Contributing
		• Communication: ParentSquare (automatic translation to home language); school website maintenance and updates		
2.2	Community engagement	Engage all members of the school and local community - Navigator applied for Community Schools Implementation Grants to provide full wraparound services for families and scholars. Through this work we are creating partnerships within the community for social, health, and educational services for students and families		No
2.3	Social-emotional learning	• 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	• 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	$733,623.00	No
2.5	Facilities maintenance and health & safety	• School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community • Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials • Review and update school safety plan annually (managed by SSC)	$242,853.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Chronic absenteeism support	Hollister Prep is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism for the identified subgroups: English Learners, Socio-economically Disadvantaged, Students with Disabilities, and Hispanic students -Attendance specialist -All chronically absent students become focus students and are assigned a school support staff (in partnership with attendance specialist) -Home visits, which include staff members that speak the CAR student's home language -Multilingual family engagement and education nights -Transportation support on an as-needed basis (based on family needs) -Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students -Attendance Celebrations for students below 10%	$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
$1018392	$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
14.388%	0.000%	$0.00	14.388%

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	**Action:** Interventions **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. English learners - Our English learner population receives significantly less exposure	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	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action

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
	to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction. Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling. **Scope:** LEA-wide	but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.	are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.
1.5	**Action:** English learner instruction **Need:** English learners require additional language support to achieve at similar levels to students where English is the primary language in the home. **Scope:** LEA-wide	The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels. Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity. Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC.	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Teacher coaching and supervision **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. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face. **Scope:** LEA-wide	Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.	Metrics to Monitor: • Goal 1, Metric 15 As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.
2.3	**Action:** Social-emotional learning **Need:** Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty. English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students	All staff participate in Valor circles with their grade level assignments. As such, all students and staff engage together weekly. It is most practical to provide this training and coaching for the entire staff. Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.	Metrics to Monitor: • Goal 2, Metric 2 • Goal 2, Metric 3 • Goal 2, Metric 4 • Goal 2, Metric 7 The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe and connected our

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
	requires additional support to navigate associated social and emotional experiences. Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families. **Scope:** LEA-wide		students feel to school. We will also monitor suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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	$7078268	1018392	14.388%	0.000%	14.388%

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	
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	

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	2.6	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
$7078268	1018392	14.388%	0.000%	14.388%	$1,213,939.00	0.000%	17.150 %	**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, Statues 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.

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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.”

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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,

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- 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.

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- **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

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is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

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- 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.

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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

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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:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

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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.

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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.

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- **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.

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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,

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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**

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- 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

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Timestamp	My child attends:	I believe my child is safe and secure on campu
4/6/2026 16:05:22	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:06:39	Watsonville Prep Scho	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 Scho	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:09:30	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
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4/10/2026 9:58:27	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
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4/10/2026 10:11:04	Watsonville Prep Scho	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
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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 Scho	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 Scho	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
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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	Agree/ De acuerdo
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Agree/ De acuerdo	Agree/ De acuerdo
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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
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Agree/ De acuerdo	Agree/ De acuerdo
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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 answe
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 answered
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 learn
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu

Agree/ De acuerdo	Overall, leadership does great including parents
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buena
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 tv
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 te
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 a
Agree/ De acuerdo	My kids are doing great after going to this scho
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with co
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 en
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 co
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 cuidand
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 neec
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 tab
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 situatic
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 yı
Strongly Agree / Totalmente de acuerdo	Love my school and staff. Great communicatior
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 interac
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
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
No sería todo	
I think the kids need enrichment. They sit for to	No
Si algo que tengo una inquietud es cuando los	Bien
ney 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 inforr	
I am not happy about middle school moving loc	NA
d promptly and professionally	
HPS needs to put more money directly towards	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	

:s.	N/A
as en a escuela pero hay alginas 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 are	While the impact may not yet be evident, it is ir
	No mucho
eference… 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
ol.	
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 estu	Q está aprendiendo mucho
I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha	
esources 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
l 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 recreació	N/A
No	Muy bien
here 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. Espe	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.	
ntando	
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 prop	Not having the correct staff definitely impacts o
Drop off and pick up is unsafe and chaotic caus	Im not familiar with FAPE. What I can say is tha
There needs to be better staff training and cons	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 h	The case manager is not effective remotely an
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 impo
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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.	
eat 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	
een 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 w
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 a	N/A

/ithin 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	
d 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
rten 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- as
N/a	N/a
To feel more confident about my child's inclusi	The most critical factor for Navigator to conside
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
ecomes 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 escu
ave 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 intervention
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

n 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 compassiona

Si	
nothing	none

vith the accusing student, I feel like the investigation was completely one sided and the principa

ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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 resou
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 ch	To talk to them and treat them with respect and
I believe my child is in the least restrictive envii	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.
ıtions	
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 ayuda
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

cations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. Tl

r educación física afuera.

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

This is not doable under 1 teacher

ısk 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 learnir

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

cuela

l 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. Ta

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wha

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 satisfa

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

nd 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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. Academicamete todo está muy bien.

e-entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

ıgs 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.

ıould 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

ʼith 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

nstead 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.

ln'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.

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

ı 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. Thanl

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

ɔ 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

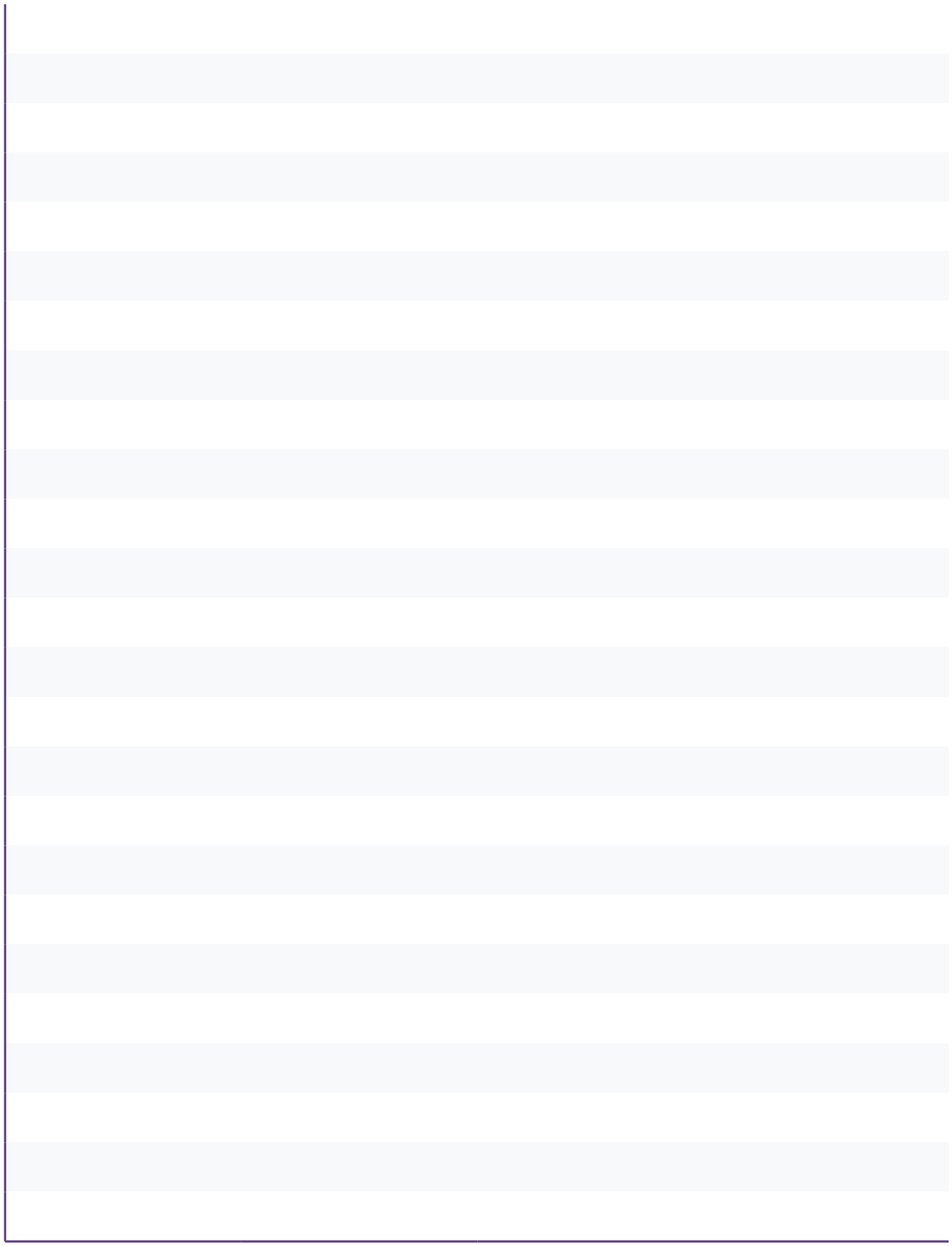
e it is an in-person school to have in-person connections. Please invest in in-person services.

I am very concerned.

ıat in any way.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 buena
Agree/ De acuerdo	Z
Agree/ De acuerdo	Because I have had a child in your school for tv
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 co
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. It
Agree/ De acuerdo	I was not happy with how an investigation was

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	I disagree with the statement that my child is sa
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 m
Agree/ De acuerdo	I feel confident that my child is safe there beca
Agree/ De acuerdo	satisfied so far; always room to improve
	Porque es una escuela muy buena, ponen ater
	Porque mi hija a tenido muy buenos resultados
	Because my kid loves going to school and learn
	Muy buenas escuela y mi hija tiene una excele
	Apoyando para seguir mejorando..
	There needs to be more communication from te
	Report cards have been incomplete for 1st gra
	I'm happy with school and the teacher they do a
	Open communication and transparency with co
	Everyone at Hayward Collegiate seems very en
	The school is family oriented.
	Estoy muy contenta con la experiencia en la es
	Resources aren't always available. If it is, it isn'
	For the most part, my child has a great teacher
	I would like more insight on future staffing for th
	Na
	Agreed
	I believe when my student is struggling, it shoul
	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 answered
	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 educatior
	La ayuda academica y los resultados se demu
	Overall, leadership does great including parents
	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 neec
	n/a
	I feel pretty informed about what's going on at s
	I feel the amount of individual time spent on tab
	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'
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 inforr	
portunities	
time outside of school hours.	
s	Han trabajado muy bien con ellos me gustado l
as en a escuela pero hay alginas 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
eference… staff gets in trouble for speaking up. As a parent I do not trust admin.	
ol.	
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
esources 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
t 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 tha
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 impc
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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 tc	No
ney 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 towards	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	
ts.	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
here 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
ul 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	
ntando	
We feel that the school should provide the proj	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
ecomes 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
ed 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 ch	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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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
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
rten 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
ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las co	
n 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 compassiona	
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	
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 conside
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

sk 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

l could not hear the other side of the story when we tried to meet with her. My daughter's feelin

mplete homework and to prepare for testing.

d understanding. Staff needs a lot of training and patience.

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

children and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ushed to exit, which we were not given prior notice. The way that they addressed was not satisfa

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. Tl

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

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

ıd 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

ɐr 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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

ıgs 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.

e-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.

ith 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.

ng 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?

he problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

ıstead 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

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 follow

site to connect with students. The remote services isn't the same. I think the school can support the students sc

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

Anna and Mr. Al, they are all so professional and personable.

ı 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

ɔ 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.

ɡ children from two different schools together will cause conflict and social problems just to name a few things. I

ıat in any way.

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 answe
Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen ater
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
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	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 co
Strongly Agree / Totalmente de acuerdo	Everyone at Hayward Collegiate seems very e
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma

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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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

:hildren and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ıshed to exit, which we were not given prior notice. The way that they addressed was not satisfa

ecific 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.

ln'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

site to connect with students. The remote services isn't the same. I think the school can support the students sc

ɔ 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 campu
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 answe
Agree/ De acuerdo	Na
Strongly Agree / Totalmente de acuerdo	Agreed
Agree/ De acuerdo	I believe when my student is struggling, it shoul
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opi
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu
Agree/ De acuerdo	Overall, leadership does great including parents
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 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	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 neec
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 tab
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
ıld 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 tc	No
ney 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 towards	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	
ts.	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
here 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	

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
volved 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
rten 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	Ensure 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	
ı 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.	
; and supportive during this time. They communicated well with us and were very compassiona	
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

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porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay niñ

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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

ıd 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

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.

e-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.

ith 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.

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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

who need help just because they learn differently they must be treated respected at all times and not scolded.

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

Anna and Mr. Al, they are all so professional and personable.

elf. This is not a long term solution to move them to another location that will soon be too crowded. Plus putting

ɟ 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 campu
4/6/2026 16:06:39	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 16:09:14	Watsonville Prep Scho	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:20:47	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 17:12:14	Watsonville Prep Scho	Disagree/ En desacuerdo
4/6/2026 17:55:51	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 18:28:42	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 18:51:10	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 22:21:22	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 0:31:23	Watsonville Prep Scho	Disagree/ En desacuerdo
4/7/2026 9:43:58	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 16:18:34	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 23:26:03	Watsonville Prep Scho	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
ıl 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	
ıtando	
We feel that the school should provide the proı	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 conside
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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ng needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

ıould 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

n 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

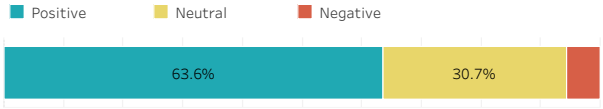
Outcomes (Satisfaction)

% Positive, Fall 2025

64%

Outcomes (Satisfaction) Summary

Fall 2025



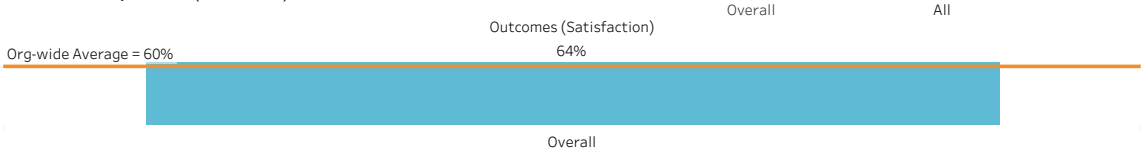
Difference from prior survey

-15%

Results Comparison (Fall 2025)

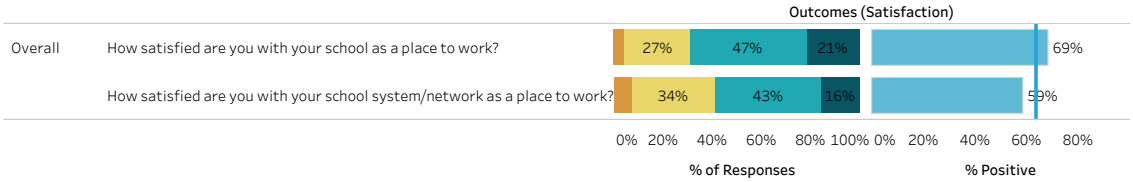
Disaggregate results by
Overall

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.



Coversheet

LCAP - Watsonville Prep School

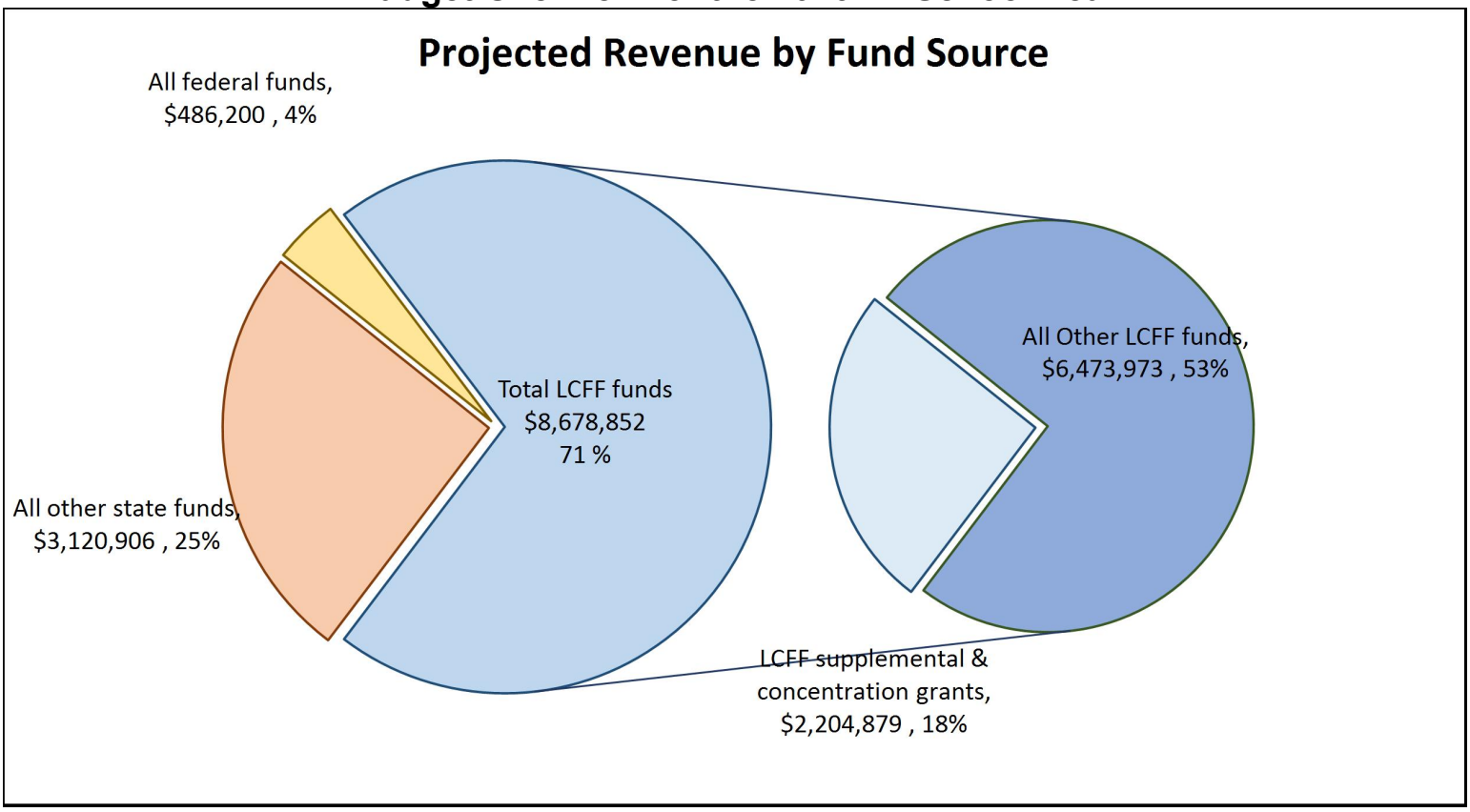
Section: VI. Topical
Item: D. LCAP - Watsonville Prep School
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_Watsonville_Prep_School_(06.15.2026).pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Watsonville Prep
CDS Code: 44772480318909203 2
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

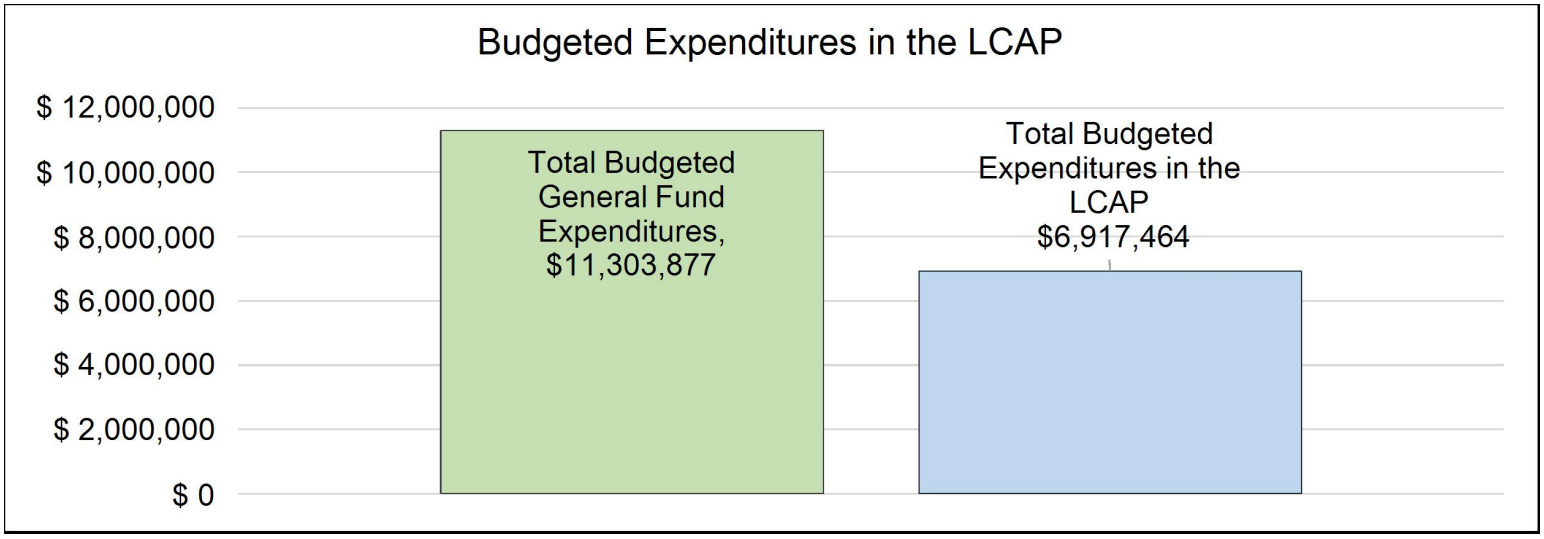


This chart shows the total general purpose revenue Watsonville Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Watsonville Prep is $12,285,958, of which $8678852 is Local Control Funding Formula (LCFF), $3120906 is other state funds, $0 is local funds, and $486200 is federal funds. Of the $8678852 in LCFF Funds, $2204879 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Watsonville Prep 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 $11303877 for the 2026-27 school year. Of that amount, $6917464 is tied to actions/services in the LCAP and $4,386,413 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, didtrict oversite fee, legal, professional development, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

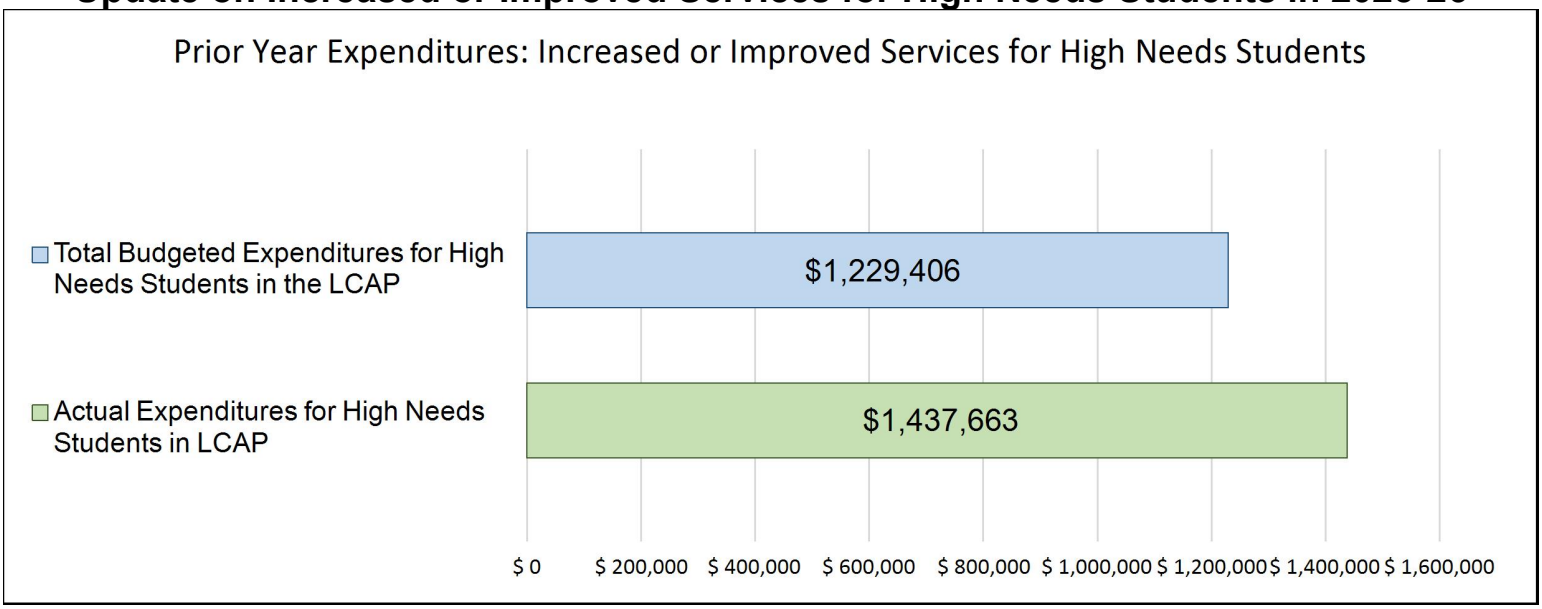
In 2026-27, Watsonville Prep is projecting it will receive $2204879 based on the enrollment of Foster Youth, English learner, and low-income students. Watsonville Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Watsonville Prep plans to spend $1236095 towards meeting this requirement, as described in the LCAP.

While the total amount budgeted for actions and services in the 2026-27 LCAP is less than the projected LCFF Supplemental and Concentration Grant revenue, the LEA is meeting its obligation to increase or improve services for unduplicated pupils through a combination of LCAP-funded actions and districtwide services that are principally directed toward and effective in meeting the needs of English Learners, low-income students, and foster youth.

The LEA continues to provide targeted academic intervention, expanded instructional support, attendance improvement initiatives, social-emotional and mental health services, college and career readiness programs, and professional development focused on meeting the needs of high-needs students. Additionally, the LEA leverages other funding sources, including state and federal funds, to support and sustain services that increase access, engagement, and achievement for unduplicated pupils.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Watsonville Prep's LCAP budgeted $1229406 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 2025-26.

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
Teachers, Principals, Administrators, Other School Personnel	Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in the February - April 2025 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools. The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2025. 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. 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.

Educational Partner(s)	Process for Engagement
	In November 2024 and January 2025, staff focus groups were convened (with a selection of classified and certificated staff across grade spans and specialty areas) to discuss the wants and needs of the school (e.g., facilities, organizational health, glows/grows) in order to contribute to the development of the LCAP Goals and Actions.
Parents	Parents were engaged in a variety of ways, including a family survey administered in January 2025 and Parent Advisory Council meetings (called “Family Community Meetings”), including one in March 2025. Additionally, the Principal held quarterly open-forum coffee chats with parents to share information on things happening at the school, as well as to hear from parents about their areas of concern. Each of these mechanisms included discussions on LCAP topics of academic success, wrap-around services, social-emotional learning, and special services (e.g., Special Education, academic interventions, English Language Proficiency supports).
Students	Students were surveyed in April 2025 to gather feedback on their feelings of connectedness, safety, and success at school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Watsonville Prep School's identified areas of need based on stakeholder engagement (including family surveys, family meetings, and staff focus groups and meeting) include providing family support (e.g., transportation, before-school child care) and access to enriched learning programs for scholars and families (e.g., workshops - ESL, tobacco awareness, gang prevention). This is being addressed through Goal 2 of family education and community school resources. Goal 1 was also modified to include increased support for scholars (both academic & behavioral) through intervention and tier 3 scaffolding. This was made after staff and family feedback was received through family conferences, town halls, and staff focus groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The mission of Navigator Schools is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students can thrive in "high school, college, and beyond." Navigator Schools will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. Watsonville Prep scored yellow on English Language Arts progress and orange in Mathematics progress. English Learner progress was also yellow. For this reason, we will be implementing both small group instruction in mathematics as well as small group tiered English language development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 38.4% English Learners: 30.2% Low Income: 36.7% Students with DIsabilities: 5% Hispanic: 37.9%	All Students: 48.1% English Learners: 28.2% Low Income: 47.3% SWD: 3.1%	All Students: 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%
1.4	ELPAC Summative: -% of students improving a level or maintaining	% of students improving a level + maintaining Level 4: 53.3%	28.6% Making Progress on English language	32.50% Making Progress on	% of students improving a level + maintaining Level	+3.90% Making Progress on

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Level 4 -EL reclassification rate	(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/)	proficiency (Data Year: 2023-2024) % students reclassified fluent English proficient: 22.0% (Data Year: 2024-2025)	English language proficiency % students reclassified fluent English proficient: 22.3%	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/)	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
1.8	Next Generation Science: % of students	100%	100%	100%	100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with access to their own copies of standards-aligned instructional materials for use at school and at home	(Source: Internal curriculum checklist, Spring 2024)	(Data Year: 2024-2025)		(Source: Internal curriculum checklist)	
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)	
1.12	% of instructional staff who have undergone all parts of the hiring process (application screening, phone	100% (Source: Internal candidate tracking system, Spring 2024)	100% (Data Year: 2024-2025)	100%	100% (Source: Internal candidate tracking system)	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	interview, panel interview, performance task and reference checks).					
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	• 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	$2,368,358.00	No

Action #	Title	Description	Total Funds	Contributing
		(trade books, Reading Mastery, Common Lit) - This activity is partially funded by Title III; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review. • Core Curriculum: Illustrative Math, Open Science Ed, Mystery Science, TCI, Ready Common Core • Up-to-date standards-aligned instructional materials, evaluated by faculty		
1.2	Interventions	• 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	• 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	$520,546.00	No Yes

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Action #	Title	Description	Total Funds	Contributing
1.5	English learner instruction	-ELD Lead who will monitor the instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards • Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching • All English Learners receive designated ELD instruction in small groups at their appropriate level • Explicit EL strategies in all classrooms including: Small group support, reading support groups, explicit vocabulary instruction, Total Body Response, use of the Thinking Maps, use of sentence stems • Data-analysis and coaching meetings with specific focus on ELD standards and students • All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).	$249,105.00	Yes
1.6	Professional development	• Professional Development sessions on: • CCSS and NGSS • Core Curriculum implementation • Data-driven instruction • Social Emotional Learning • Classroom Culture • Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth • Culturally competent teaching • Technology skills • Professional Learning Communities: grade level and content time • Teachers develop Personalized Goals for targeted coaching and PD sessions	$42,800.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
1.7	Teacher coaching and supervision	• Weekly one-on-one instructional coaching meetings • Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) • Practice with the coach before launching with skill • Cyclical process of observation, follow-up and observation	$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 numerically significant subgroups	All Students: 24.6% English Learners: 23.5% Low Income: 25.1%	All Students: 23.7% English Learners: 20.8%	All Students: 18.4% English Learners: 13.4%	All Students: <10% English Learners: <10% Low Income: <10%	All Students: -5.3% English Learners: -7.4% Low Income: -2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 29.5% Hispanic: 24.9% (Source: California Dashboard, 2023)	Low Income: 24.1% SWD: 22.2% Hispanic: 24.1% (Source: California Dashboard, 2024)	Low Income: 21.3% SWD: 16.9% Hispanic: 18.7%	Students with Disabilities: <10% Hispanic: <10% (Source: California Dashboard)	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% (Source: Annual Parent Survey April 2026)	70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	95%

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	• 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
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

Action #	Title	Description	Total Funds	Contributing
2.3	Social-emotional learning	• Use Valor Compass Camp framework for staff and students to foster an educational community of trust, belonging, and connection • Use morning huddles for staff and students to foster SEL • Use supplemental social-emotional learning curriculum to guide weekly SEL instruction.	$12,879.00	Yes
2.4	Student activities	• Monthly Get In celebrations based on PBIS • PBIS store to incentivize positive behavior • Field Trips • After school programs and extracurricular activities utilizing ELOP funding • Culture heritage and community celebrations	$1,007,840.00	No
2.5	Facilities maintenance and health & safety	• School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community • Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials • Review and update school safety plan annually (managed by SSC)	$1,508,945.00	No
2.6	Chronic absenteeism support	Watsonville Prep is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism (currently "Yellow" on the CA State Dashboard for English Learners, Hispanic students, and Socioeconomically DIsadvantaged students) • Attendance specialist • All chronically absent students become focus students and are assigned a school support staff (in partnership with attendance specialist). • Home visits, which include staff members that speak the CAR student's home language • Multilingual family engagement and education nights	$54,065.00	No

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Action #	Title	Description	Total Funds	Contributing
		• 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
$2204879	$

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
25.405%	8.085%	$644,439.00	33.490%

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	**Action:** Interventions **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. English learners - Our English learner population receives significantly less exposure	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	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action

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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
	to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction. Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling. **Scope:** LEA-wide	but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.	are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.
1.4	**Action:** Supports for students with disabilities **Need:** **Scope:** LEA-wide		
1.5	**Action:** English learner instruction **Need:** English learners require additional language support to achieve at similar levels to students where English is the primary language in the home. **Scope:**	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	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not

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
	LEA-wide	will support the site administration in building capacity. Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,	sufficient to support high achievement, we will need to adjust in future LCAP cycles.
1.7	**Action:** Teacher coaching and supervision **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. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face. **Scope:** LEA-wide	Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.	Metrics to Monitor: • Goal 1, Metric 15 As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.
2.3	**Action:** Social-emotional learning		

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
	Need: Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty. English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students requires additional support to navigate associated social and emotional experiences. Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families. **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable. IIS has been determined through expenditure of LCFF funds.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Watsonville Prep School will use the concentration funding to increase the hourly rate of the Small Group Instructors in order to maintain staffing levels.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Single LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Single LEA

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	$8678852	2204879	25.405%	8.085%	33.490%

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	Yes	LEA-wide		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	
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	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Facilities maintenance and health & safety	All	No			All Schools	Ongoing	$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
$8678852	2204879	25.405%	8.085%	33.490%	$1,756,641.00	0.000%	20.240 %	**Total:**	$1,756,641.00
								LEA-wide Total:	$1,756,641.00
								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	1.4	Supports for students with disabilities	Yes	LEA-wide			$520,546.00	
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, Statues 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.

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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.

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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.”

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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,

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- 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.

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- **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

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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.

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- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- 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:

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- 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.

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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

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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:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

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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.

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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 —

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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.

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- **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.

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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,

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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**

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- 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

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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

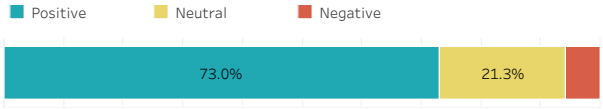
Outcomes (Intent to Return)

% Positive, Fall 2025

73%

Outcomes (Intent to Return) Summary

Fall 2025



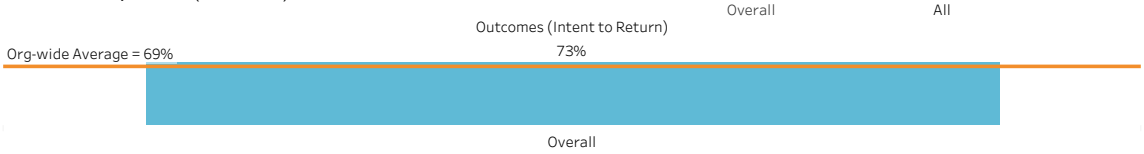
Difference from prior survey

-5%

Results Comparison (Fall 2025)

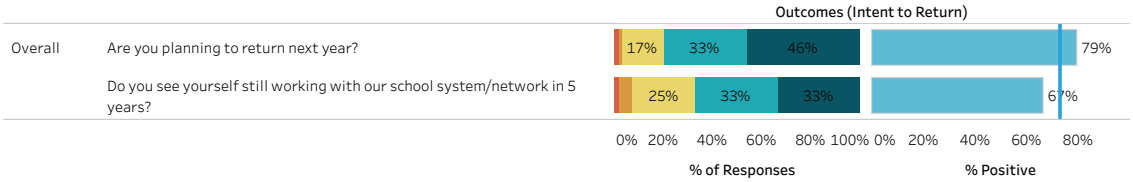
Disaggregate results by
Overall

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
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Filter results by school
WPS

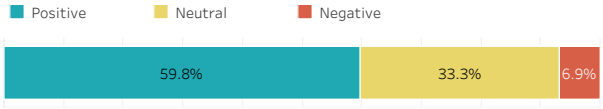
Filter results by topic
Outcomes (Satisfaction)

Filter results by window
Fall 2025

Outcomes (Satisfaction)
% Positive, Fall 2025

60%

Outcomes (Satisfaction) Summary
Fall 2025



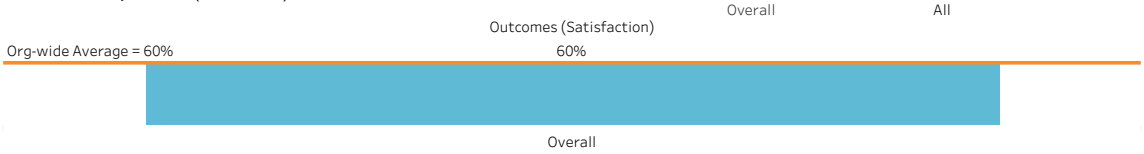
Difference from prior survey

-15%

Results Comparison (Fall 2025)

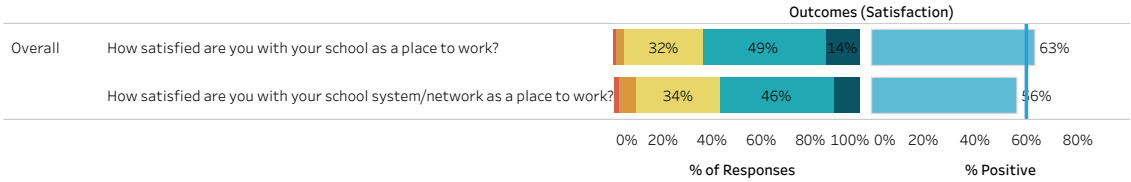
Disaggregate results by
Overall

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 campu
4/6/2026 16:05:22	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:06:39	Watsonville Prep Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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 Scho	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
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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
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 answe
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 answered
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 learn
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu

Agree/ De acuerdo	Overall, leadership does great including parents
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buena
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 tv
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 te
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 a
Agree/ De acuerdo	My kids are doing great after going to this scho
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with co
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 en
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 co
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 cuidand
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 neec
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 tab
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 situatic
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 yı
Strongly Agree / Totalmente de acuerdo	Love my school and staff. Great communicatior
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 interac
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
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
No sería todo	
I think the kids need enrichment. They sit for to	No
Si algo que tengo una inquietud es cuando los	Bien
ney 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 inforr	
I am not happy about middle school moving loc	NA
d promptly and professionally	
HPS needs to put more money directly towards	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	

:s.	N/A
as en a escuela pero hay alginas 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 are	While the impact may not yet be evident, it is ir
	No mucho
eference… 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
ol.	
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 estu	Q está aprendiendo mucho
I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha	
esources 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
ul 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 recreació	N/A
No	Muy bien
here 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. Espe	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.	
ntando	
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 prop	Not having the correct staff definitely impacts o
Drop off and pick up is unsafe and chaotic caus	Im not familiar with FAPE. What I can say is tha
There needs to be better staff training and cons	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 h	The case manager is not effective remotely an
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 impo
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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.	
eat 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	
een 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 w
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 a	N/A

ithin 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	
d 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
rten 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- as
N/a	N/a
To feel more confident about my child's inclusi	The most critical factor for Navigator to conside
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
ecomes 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 escu
ave 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 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 c	
ı 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 compassiona	
Si	
nothing	none
vith the accusing student, I feel like the investigation was completely one sided and the principa	

urante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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 resou
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 ch	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.
ıtions	
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 ayuda
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

cations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. Tl

r educación física afuera.

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

This is not doable under 1 teacher

ısk 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 learnir

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

cuela

l 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. Ta

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wha

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 satisfa

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

nd 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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

ejorado. Academicamete todo está muy bien.

e-entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

ıgs 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.

ıould 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

/ith patience and perhaps more understanding instead of alienating the problem. More support to the students w

ıtion. 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

nstead 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.

ln'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.

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

ı 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. Thanl

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

ɔ 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

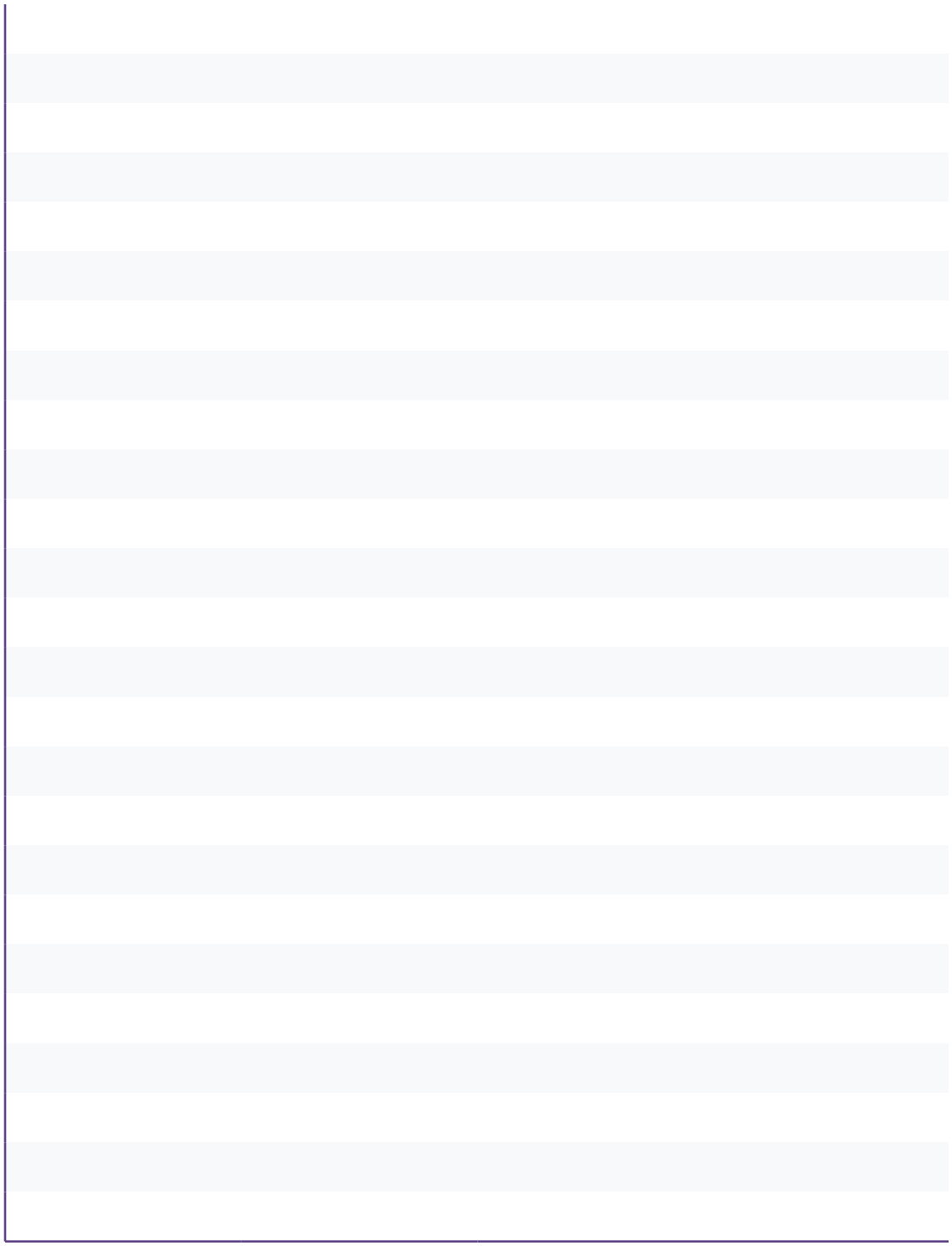
e it is an in-person school to have in-person connections. Please invest in in-person services.

I am very concerned.

ıat in any way.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 buena
Agree/ De acuerdo	Z
Agree/ De acuerdo	Because I have had a child in your school for tv
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 co
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. It
Agree/ De acuerdo	I was not happy with how an investigation was

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	I disagree with the statement that my child is sa
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 m
Agree/ De acuerdo	I feel confident that my child is safe there beca
Agree/ De acuerdo	satisfied so far; always room to improve
	Porque es una escuela muy buena, ponen ater
	Porque mi hija a tenido muy buenos resultados
	Because my kid loves going to school and learn
	Muy buenas escuela y mi hija tiene una excele
	Apoyando para seguir mejorando..
	There needs to be more communication from t
	Report cards have been incomplete for 1st gra
	I'm happy with school and the teacher they do a
	Open communication and transparency with co
	Everyone at Hayward Collegiate seems very en
	The school is family oriented.
	Estoy muy contenta con la experiencia en la es
	Resources aren't always available. If it is, it isn'
	For the most part, my child has a great teacher
	I would like more insight on future staffing for th
	Na
	Agreed
	I believe when my student is struggling, it shoul
	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 answered
	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 educatior
	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 neec
	n/a
	I feel pretty informed about what's going on at s
	I feel the amount of individual time spent on tab
	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'
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 inforr	
portunities	
time outside of school hours.	
s	Han trabajado muy bien con ellos me gustado l
as en a escuela pero hay alginas 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
eference… staff gets in trouble for speaking up. As a parent I do not trust admin.	
ol.	
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
esources 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
t 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 tha
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 impc
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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 tc	No
ney 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 towards	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	
ts.	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
here 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
ul 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	
ntando	
We feel that the school should provide the proj	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
ecomes 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
ed 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 ch	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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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
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
rten 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
ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las co	
n 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 compassiona	
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	
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 conside
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

sk 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

l could not hear the other side of the story when we tried to meet with her. My daughter’s feelin

mplete homework and to prepare for testing.

d understanding. Staff needs a lot of training and patience.

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

children and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ushed to exit, which we were not given prior notice. The way that they addressed was not satisfa

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. Tl

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

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

ıd 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

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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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, th

ıgs 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.

e-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.

ith 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.

ng 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?

he problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

nstead 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

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 follow

site to connect with students. The remote services isn't the same. I think the school can support the students sc

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

Anna and Mr. Al, they are all so professional and personable.

ı 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

ɔ 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

ıat in any way.

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 answe
Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen ater
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
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	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 e
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma

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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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

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:hildren and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ıshed to exit, which we were not given prior notice. The way that they addressed was not satisfa

ecific 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.

ln'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

site to connect with students. The remote services isn't the same. I think the school can support the students sc

ɔ 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 campu
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 answe
Agree/ De acuerdo	Na
Strongly Agree / Totalmente de acuerdo	Agreed
Agree/ De acuerdo	I believe when my student is struggling, it shoul
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opi
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu
Agree/ De acuerdo	Overall, leadership does great including parents
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 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	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 neec
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 tab
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
ıld 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 tc	No
ney 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 towards	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	
ts.	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
here 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	

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
volved 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
rten 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	Ensure 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	
ı 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 compassiona	
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. Tl

porque yo e ido de voluntaria y es difícil 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

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

ıd 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

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.

e-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.

ith 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.

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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

who need help just because they learn differently they must be treated respected at all times and not scolded.

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara 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

ɟ 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 campu
4/6/2026 16:06:39	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 16:09:14	Watsonville Prep Scho	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:20:47	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 17:12:14	Watsonville Prep Scho	Disagree/ En desacuerdo
4/6/2026 17:55:51	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 18:28:42	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 18:51:10	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 22:21:22	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 0:31:23	Watsonville Prep Scho	Disagree/ En desacuerdo
4/7/2026 9:43:58	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 16:18:34	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 23:26:03	Watsonville Prep Scho	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
ıl 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	
ıtando	
We feel that the school should provide the proı	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 conside
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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ng needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

ıould 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

ı 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.

Coversheet

LCAP - Hayward Collegiate

Section: VI. Topical
Item: E. LCAP - Hayward Collegiate
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_Hayward_Collegiate_Charter_School_(06.15.2026).pdf

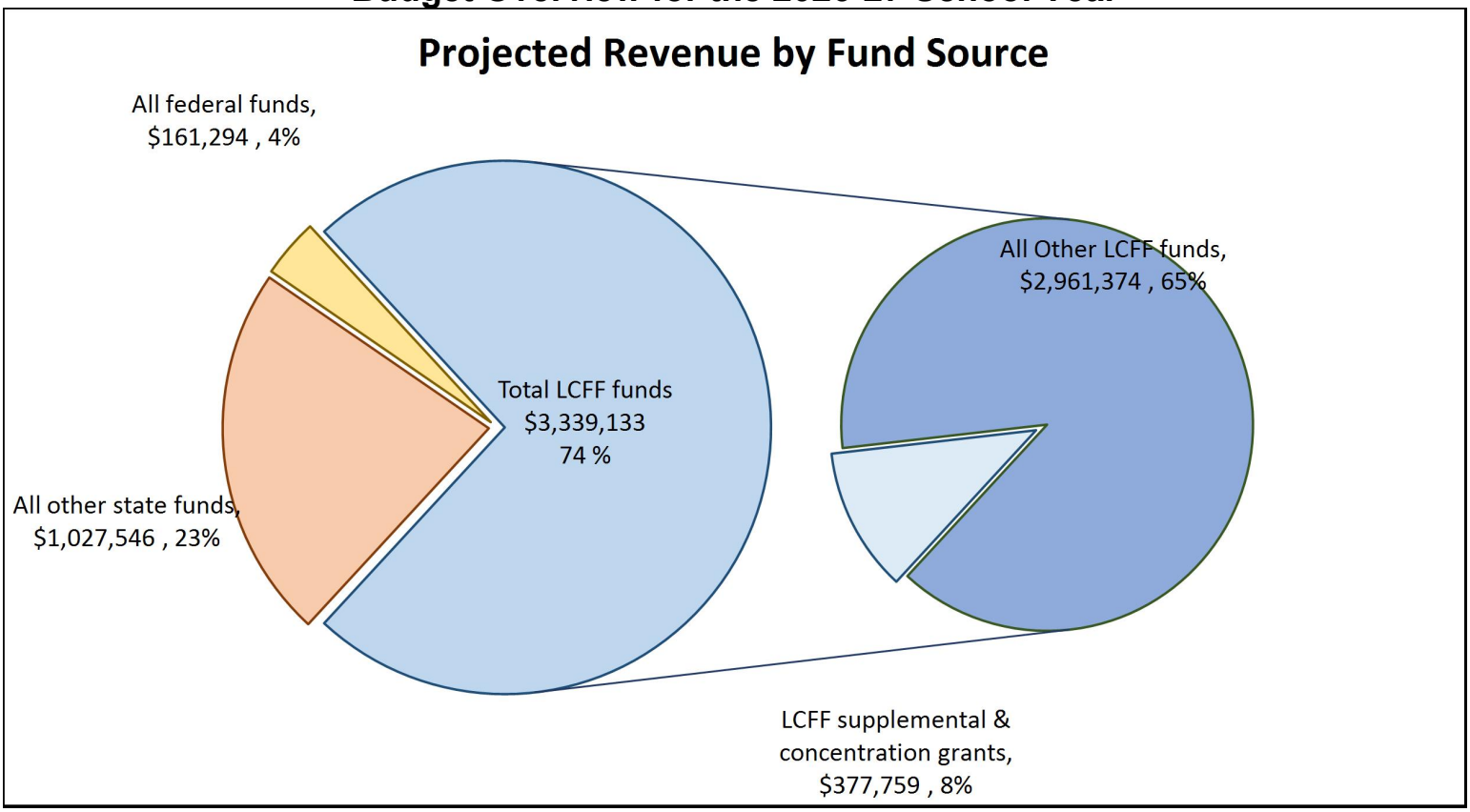
LCFF Budget Overview for Parents

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

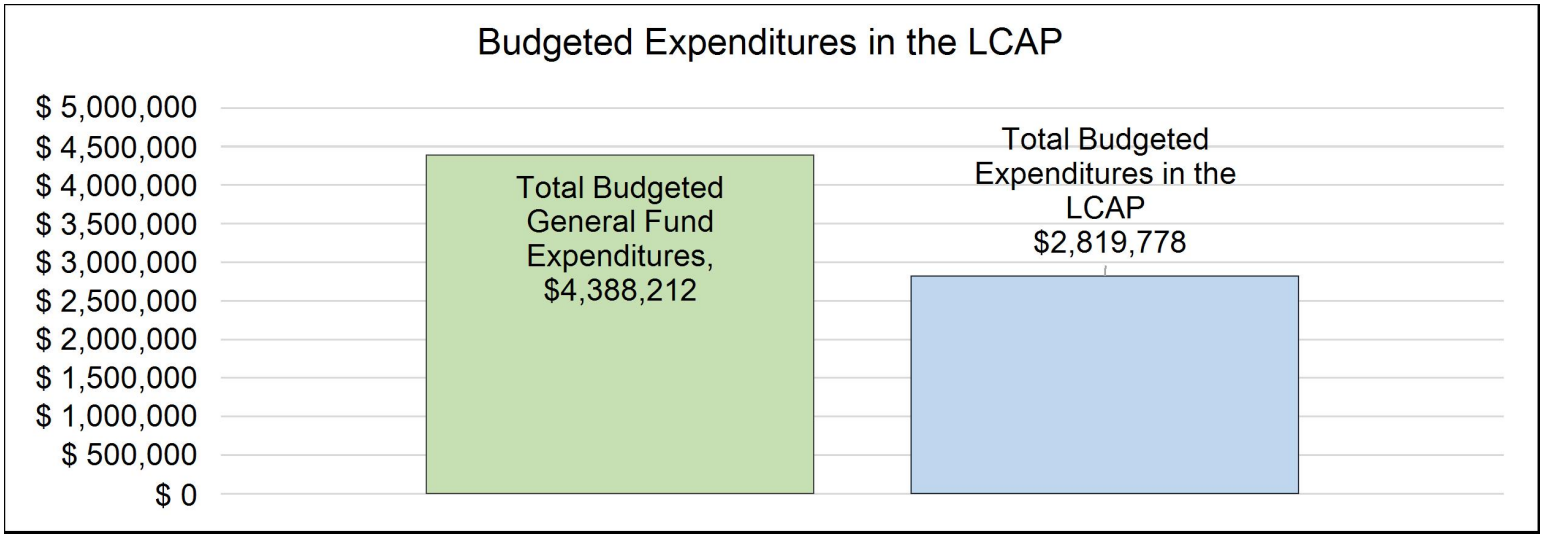


This chart shows the total general purpose revenue Hayward Collegiate Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hayward Collegiate Charter is $4,527,973, of which $3339133 is Local Control Funding Formula (LCFF), $1027546 is other state funds, $0 is local funds, and $161294 is federal funds. Of the $3339133 in LCFF Funds, $377759 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much 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 $4388212 for the 2026-27 school year. Of that amount, $2819778 is tied to actions/services in the LCAP and $1,568,434 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

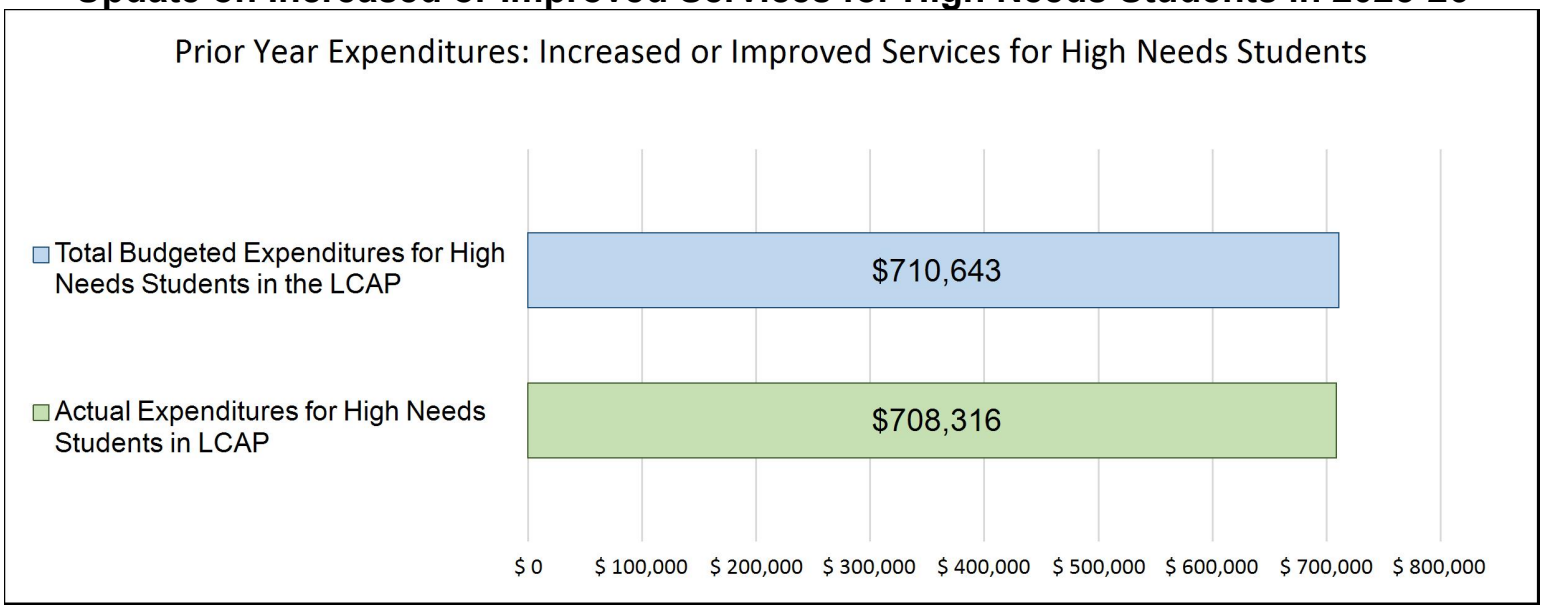
Operating Expenses, CMO Fee, Legal, insurance, professional development, etc

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 $377759 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 2025-26



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 2025-26, 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 2025-26.

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 differnce 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 abd 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
Teachers, Principals, Administrators, Other School Personnel	Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in February - April 2025 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools. The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2025. 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. 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.

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Educational Partner(s)	Process for Engagement
	In November 2024, and January and March 2025, staff focus groups were convened (with a selection of classified and certificated staff across grade spans and specialty areas) to discuss the wants and needs of the school (e.g., facilities, organizational health, glows/grows) in order to contribute to the development of the LCAP Goals and Actions.
Parents	Parents were engaged in a variety of ways, including a family survey administered in January 2025 and Parent Advisory Council (“Family Community Meetings”) meetings, including one in March 2025. Additionally, the Principal held quarterly open-forum coffee chats with parents to share some information on things happening at the school, as well as to hear from parents about their areas of concern. Each of these mechanisms included discussions of LCAP topics related to academic achievement, wrap-around services, social-emotional learning, and special services (e.g., Special Education, academic interventions, English Language Proficiency supports).
Students	Students were involved in focus groups in January and March 2025 to gather feedback on their feelings of connectedness, safety, and success at school. In future years, as the student population reaches middle school, students will be surveyed for additional data.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Focus groups with staff and the PAC/ELPAC meetings highlighted the importance of strengthening cultural and community celebrations, which is included as an action in Goal 2. The academic growth and progress of students in Math was singled out as a continued area of focus by teachers and families, leading to increased professional development and focus on Illustrative Math as an activity in Goal 1.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The mission of Navigator Schools is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students can thrive in "high school, college, and beyond." Navigator Schools will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. In English Language Arts and Mathematics, Hayward Collegiate scored much higher than surrounding district schools on the SBAC assessment. We will be implementing tiered English language development next year for all English Learners to ensure that this group also shows adequate progress. Hayward Collegiate did not have any specific areas flagged for growth on the CA Dashboard for 22-23.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 67.6% English Learners: 65.0% Low Income: 70.3% Hispanic: 64.6%	All Students: 63.2% English Learners: 50% Low Income: 56.2%	All Students: 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; caaspp-elpac.ets.org)	All Students: -26.51% English Learners: N/A Low Income: -34.32% Hispanic: -36.02%

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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: 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
1.7	Math: % 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%	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					
1.8	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 (Source: CA Commission on Teacher Credentialing, Spring 2027)	Clear: +.5% Out-of-Field 0% Intern +10% Ineffective +.5% Incomplete 0%

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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)	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	• 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	• 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)	$141,336.00	Yes
1.3	Teacher hiring and credentialing	• All instructional staff will go through a rigorous hiring process, which includes application screening, phone interview, panel interview, performance task and reference checks. • All teachers will hold an appropriate California teaching credential for their assignment	$100.00	No

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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	$277,689.00	No
1.5	English learner instruction	• 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 -Teacher PD for MLL strategies on instruction, supporting academic English and culturally responsive teaching -All English Learners receive designated ELD instruction in small groups at their appropriate level -Explicit EL strategies in all classrooms including: Small group support, reading support groups, explicit vocabulary instruction, Total Body Response, use of the Thinking Maps, use of sentence stems -Data-analysis and coaching meetings with specific focus on ELD standards and students -All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).		Yes
1.6	Professional development	• Professional Development sessions on: • CCSS and NGSS • Core Curriculum implementation • Data-driven instruction • Social Emotional Learning • Classroom Culture • Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth	$11,100.00	No

Action #	Title	Description	Total Funds	Contributing
		• Culturally competent teaching • Technology skills • Professional Learning Communities: grade level and content time • Teachers develop Personalized Goals for targeted coaching and PD sessions This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.		
1.7	Teacher coaching and supervision	• Weekly one-on-one instructional coaching meetings • Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) • Practice with the coach before launching with skill • Cyclical process of observation, follow-up and observation	$260,562.00	Yes
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% (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	0 (Source: Facilities Inspection Tool, Bi-	0 (Data Year: 2024-2025)	0	0 (Source: Facilities Inspection Tool,	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meet the "good repair" standard.	annual Walkthrough, Spring 2024)			Bi-annual Walkthrough)	
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	• 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
2.3	Social-emotional learning	• 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	• 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	• 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	$358,072.00	No

Action #	Title	Description	Total Funds	Contributing
		• Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials • Review and update school safety plan annually (managed by SSC)		
2.6	Chronic absenteeism support	Hayward Collegiate is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism (currently "Orange" on the CA State Dashboard for English Learners, Hispanic students, and Socioeconomically DIsadvantaged students) • All chronically absent students become focus students and are assigned a school support staff • Home visits, which include staff members that speak the CAR student's home language • Multilingual family engagement and education nights • Transportation support on an as-needed basis (based on family needs) • Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students • Attendance Celebrations for students below 10%	$71,717.00	No

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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
$377759	$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
11.313%	0.000%	$0.00	11.313%

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	**Action:** Interventions **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. English learners - Our English learner population receives significantly less exposure	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	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action

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
	to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction. Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling. **Scope:** LEA-wide	but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.	are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.
1.5	**Action:** English learner instruction **Need:** English learners require additional language support to achieve at similar levels to students where English is the primary language in the home. **Scope:** LEA-wide	The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels. Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity. Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Teacher coaching and supervision **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. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face. **Scope:** LEA-wide	Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.	Metrics to Monitor: • Goal 1, Metric 15 As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.
2.3	**Action:** Social-emotional learning **Need:** Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty. English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students	All staff participate in Valor circles with their grade level assignments. As such, all students and staff engage together weekly. It is most practical to provide this training and coaching for the entire staff. Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.	Metrics to Monitor: • Goal 2, Metric 2 • Goal 2, Metric 3 • Goal 2, Metric 4 • Goal 2, Metric 7 The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe and connected our

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
	requires additional support to navigate associated social and emotional experiences. Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families. **Scope:** LEA-wide		students feel to school. We will also monitor suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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	$3339133	377759	11.313%	0.000%	11.313%

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	
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	

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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	2.6	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
$3339133	377759	11.313%	0.000%	11.313%	$404,777.00	0.000%	12.122 %	**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%

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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, Statues 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.”

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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,

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- 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.

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- **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.

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- 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.

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Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- 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:

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- 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.

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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

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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:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

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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.

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- **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.

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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**

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- 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 campu
4/6/2026 16:05:22	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:06:39	Watsonville Prep Scho	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
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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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4/10/2026 9:53:37	Watsonville Prep Scho	Strongly Agree/ Totalmente de acuerdo
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4/10/2026 9:58:27	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
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4/10/2026 9:59:40	Watsonville Prep Scho	Agree/ De acuerdo
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4/10/2026 10:11:04	Watsonville Prep Scho	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 Scho	Agree/ De acuerdo
4/10/2026 11:33:44	Hayward Collegiate	Agree/ De acuerdo
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4/10/2026 11:34:28	Watsonville Prep Scho	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
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Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
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Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
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Strongly Disagree/ Totalmente en desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
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Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
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Disagree/ En desacuerdo	Disagree/ En desacuerdo
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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
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 answe
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 answered
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 learn
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu

Agree/ De acuerdo	Overall, leadership does great including parents
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buena
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 tv
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 te
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 a
Agree/ De acuerdo	My kids are doing great after going to this scho
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with co
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 en
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 co
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 cuidand
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 neec
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 tab
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 situatic
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 yı
Strongly Agree / Totalmente de acuerdo	Love my school and staff. Great communicatior
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 interac
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
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
No sería todo	
I think the kids need enrichment. They sit for to	No
Si algo que tengo una inquietud es cuando los	Bien
ney 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 inforr	
I am not happy about middle school moving loc	NA
d promptly and professionally	
HPS needs to put more money directly towards	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	

:s.	N/A
as en a escuela pero hay alginas 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 are	While the impact may not yet be evident, it is ir
	No mucho
eference… 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
ol.	
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 estu	Q está aprendiendo mucho
I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha	
esources 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
l 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 recreació	N/A
No	Muy bien
here 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. Espe	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.	
ntando	
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 prop	Not having the correct staff definitely impacts o
Drop off and pick up is unsafe and chaotic caus	Im not familiar with FAPE. What I can say is tha
There needs to be better staff training and cons	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 h	The case manager is not effective remotely an
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 impo
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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.	
eat 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	
een 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 w
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 a	N/A

ithin 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	
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
rten 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- as
N/a	N/a
To feel more confident about my child’s inclusi	The most critical factor for Navigator to conside
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
ecomes 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 escu
ave 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 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 c

ı 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 compassiona

Si	
nothing	none

vith the accusing student, I feel like the investigation was completely one sided and the principa

ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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 resou
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 ch	To talk to them and treat them with respect and
I believe my child is in the least restrictive envii	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.
ıtions	
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 ayuda
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

cations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. Tl

r educación física afuera.

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

This is not doable under 1 teacher

ısk 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 learnir

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

cuela

l 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. Ta

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wha

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 satisfa

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

nd 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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

ɟorado. Academicamete todo está muy bien.

e-entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

ıgs 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.

ıould 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

/ith patience and perhaps more understanding instead of alienating the problem. More support to the students w

ıtion. 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

nstead 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.

ln'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.

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

ı 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. Thanl

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

ɔ 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

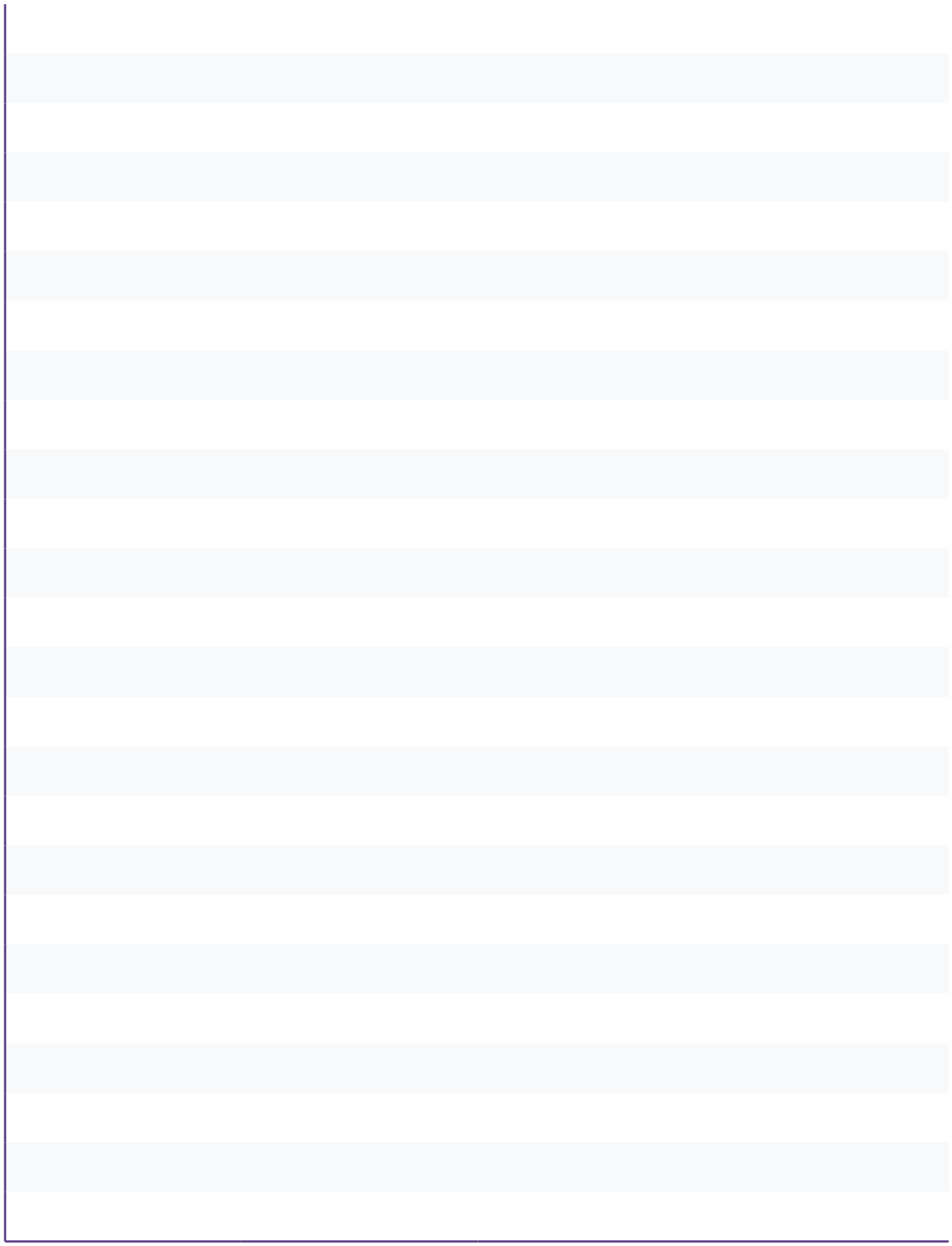
e it is an in-person school to have in-person connections. Please invest in in-person services.

I am very concerned.

ıat in any way.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 buena
Agree/ De acuerdo	Z
Agree/ De acuerdo	Because I have had a child in your school for tv
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 co
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. It
Agree/ De acuerdo	I was not happy with how an investigation was

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	I disagree with the statement that my child is sa
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 m
Agree/ De acuerdo	I feel confident that my child is safe there beca
Agree/ De acuerdo	satisfied so far; always room to improve
	Porque es una escuela muy buena, ponen ater
	Porque mi hija a tenido muy buenos resultados
	Because my kid loves going to school and learn
	Muy buenas escuela y mi hija tiene una excele
	Apoyando para seguir mejorando..
	There needs to be more communication from t
	Report cards have been incomplete for 1st gra
	I'm happy with school and the teacher they do a
	Open communication and transparency with co
	Everyone at Hayward Collegiate seems very en
	The school is family oriented.
	Estoy muy contenta con la experiencia en la es
	Resources aren't always available. If it is, it isn'
	For the most part, my child has a great teacher
	I would like more insight on future staffing for th
	Na
	Agreed
	I believe when my student is struggling, it shoul
	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 answered
	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 educatior
	La ayuda academica y los resultados se demu
	Overall, leadership does great including parents
	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 neec
	n/a
	I feel pretty informed about what's going on at s
	I feel the amount of individual time spent on tab
	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'
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 inforr	
portunities	
time outside of school hours.	
s	Han trabajado muy bien con ellos me gustado l
as en a escuela pero hay alginas 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
eference… staff gets in trouble for speaking up. As a parent I do not trust admin.	
ol.	
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
esources 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
t 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 tha
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 impc
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma
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 tc	No
ney 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 towards	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	
ts.	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
here 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
ıl 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	
ıtando	
We feel that the school should provide the proı	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
ecomes 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
ed 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 ch	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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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
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
rten 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
ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las co	
n 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 compassiona	
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	
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 conside
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

sk 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

l could not hear the other side of the story when we tried to meet with her. My daughter’s feelin

mplete homework and to prepare for testing.

d understanding. Staff needs a lot of training and patience.

uence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

children and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ushed to exit, which we were not given prior notice. The way that they addressed was not satisfa

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. Tl

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay nii

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

ıd 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

ɐr 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ınd 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, th

ıgs 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.

e-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.

ith 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.

ng 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?

he problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

nstead 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 feet in the larger classroom.

vhole purpose of why I enrolled my children here which was to have them both at the same school and campus

ıdo 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. A

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 follow

site to connect with students. The remote services isn't the same. I think the school can support the students sc

s until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there mys

ara ellos

Anna and Mr. Al, they are all so professional and personable.

ı 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

ɔ 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

ıat in any way.

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campu
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 answe
Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen ater
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
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	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 e
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 an
Previously apparently there used to be weekly	TK classroom does not seem to have a perma

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
ıve met Mohammed during one of his outreach events, that is how we learned about the school	
ırante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado aca	
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

:hildren and their safety

l and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. Ta

ıshed to exit, which we were not given prior notice. The way that they addressed was not satisfa

ecific 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

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site to connect with students. The remote services isn't the same. I think the school can support the students sc

ɔ 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 campu
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 answe
Agree/ De acuerdo	Na
Strongly Agree / Totalmente de acuerdo	Agreed
Agree/ De acuerdo	I believe when my student is struggling, it shoul
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opi
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 educatior
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu
Agree/ De acuerdo	Overall, leadership does great including parents
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 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	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 neec
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 tab
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
ıld 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
ney 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 towards	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	
ts.	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
here 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	

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
volved 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
rten 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	Ensure 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	
ı 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.	
; and supportive during this time. They communicated well with us and were very compassiona	
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. Tl

porque yo e ido de voluntaria y es difícil 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

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

ıd 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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

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

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ɟ 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 campu
4/6/2026 16:06:39	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 16:09:14	Watsonville Prep Scho	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:20:47	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 17:12:14	Watsonville Prep Scho	Disagree/ En desacuerdo
4/6/2026 17:55:51	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 18:28:42	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 18:51:10	Watsonville Prep Scho	Agree/ De acuerdo
4/6/2026 22:21:22	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 0:31:23	Watsonville Prep Scho	Disagree/ En desacuerdo
4/7/2026 9:43:58	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 16:18:34	Watsonville Prep Scho	Agree/ De acuerdo
4/7/2026 23:26:03	Watsonville Prep Scho	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
ıl 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	
ıtando	
We feel that the school should provide the proı	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 conside
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

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ng needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

ıould 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

n 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

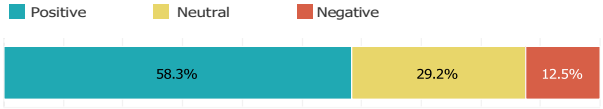
Outcomes (Intent to Return)

% Positive, Fall 2025

58%

Outcomes (Intent to Return) Summary

Fall 2025



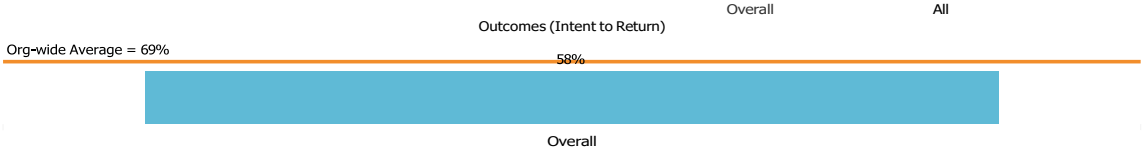
Difference from prior survey

-5%

Results Comparison (Fall 2025)

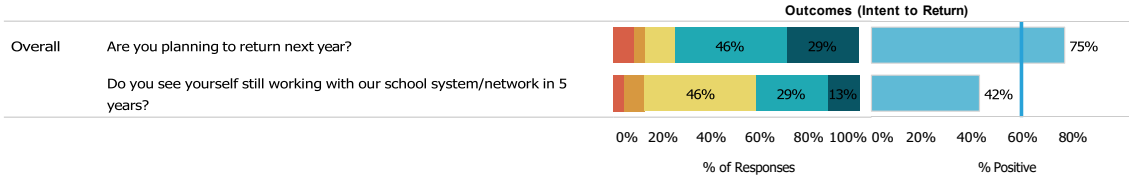
Disaggregate results by
Overall

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
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Filter results by school
HC

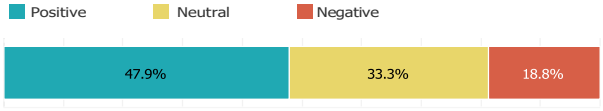
Filter results by topic
Outcomes (Satisfaction)

Filter results by window
Fall 2025

Outcomes (Satisfaction)
% Positive, Fall 2025

48%

Outcomes (Satisfaction) Summary
Fall 2025



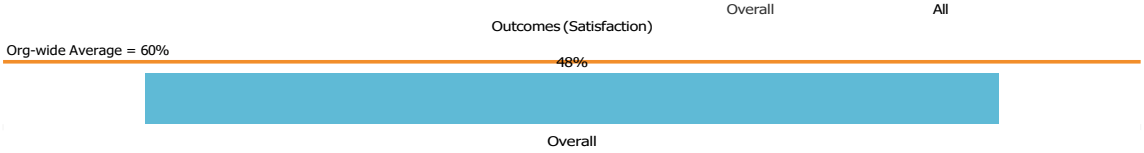
Difference from prior survey

-15%

Results Comparison (Fall 2025)

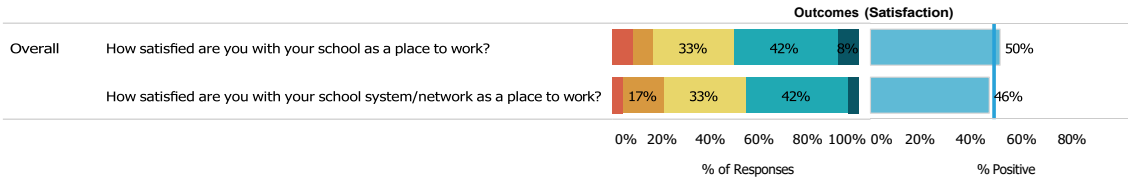
Disaggregate results by
Overall

Add/remove disaggregations
All



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.



Coversheet

LCAP - Orange Prep School

Section: VI. Topical
Item: F. LCAP - Orange Prep School
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_Orange_Prep_School__(06.15.2026).pdf

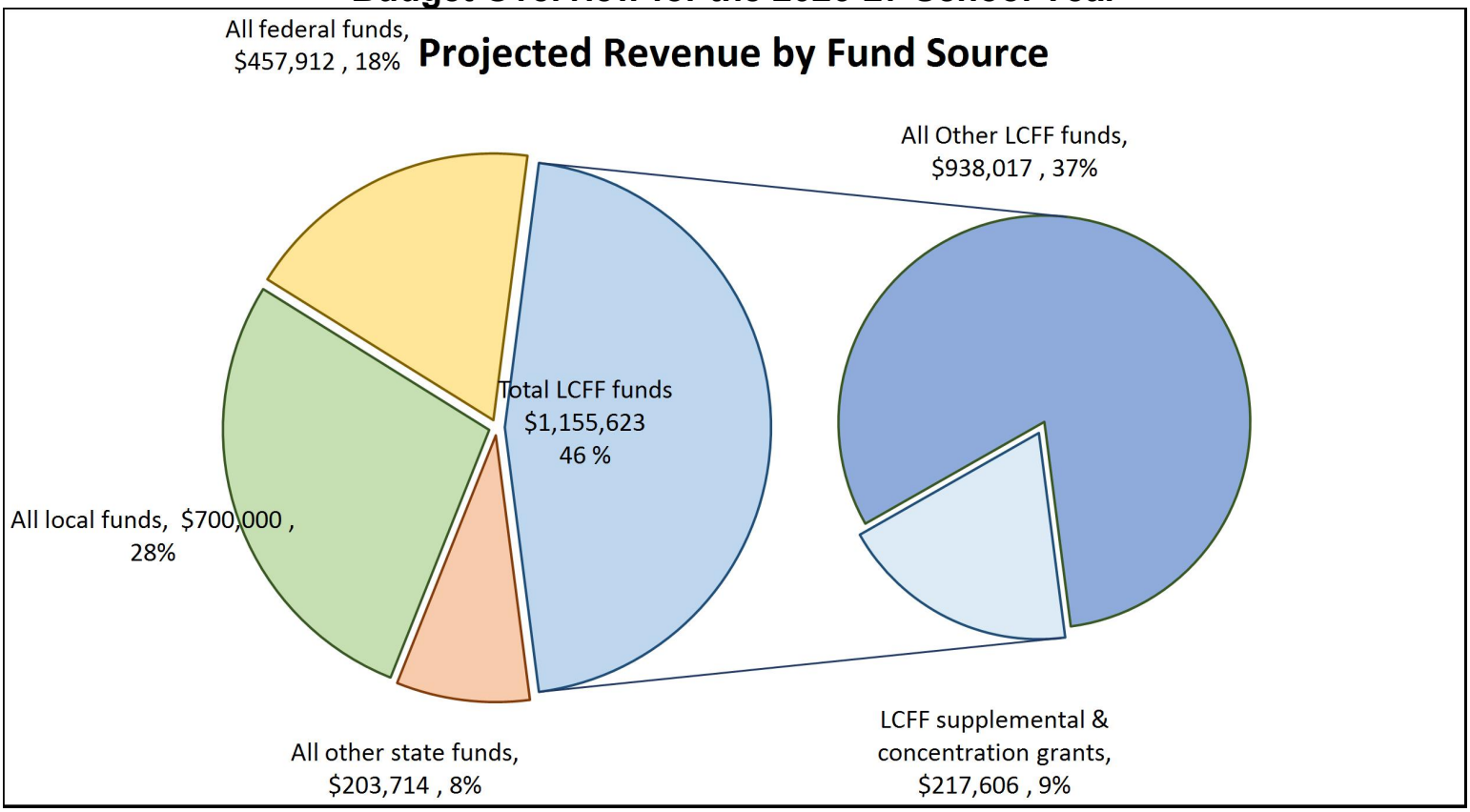
LCFF Budget Overview for Parents

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

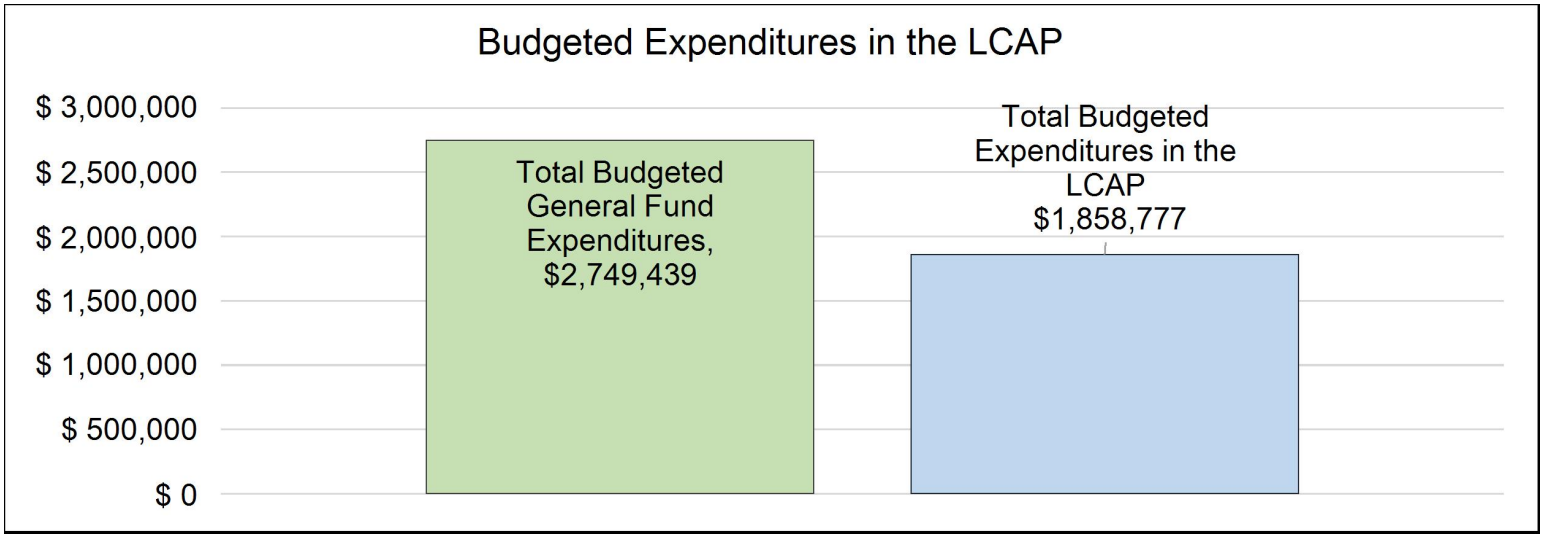


This chart shows the total general purpose revenue Orange Prep School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange Prep School is $2,517,249, of which $1155623 is Local Control Funding Formula (LCFF), $203714 is other state funds, $700000 is local funds, and $457912 is federal funds. Of the $1155623 in LCFF Funds, $217606 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much 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 $2749439 for the 2026-27 school year. Of that amount, $1858777 is tied to actions/services in the LCAP and $890,662 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

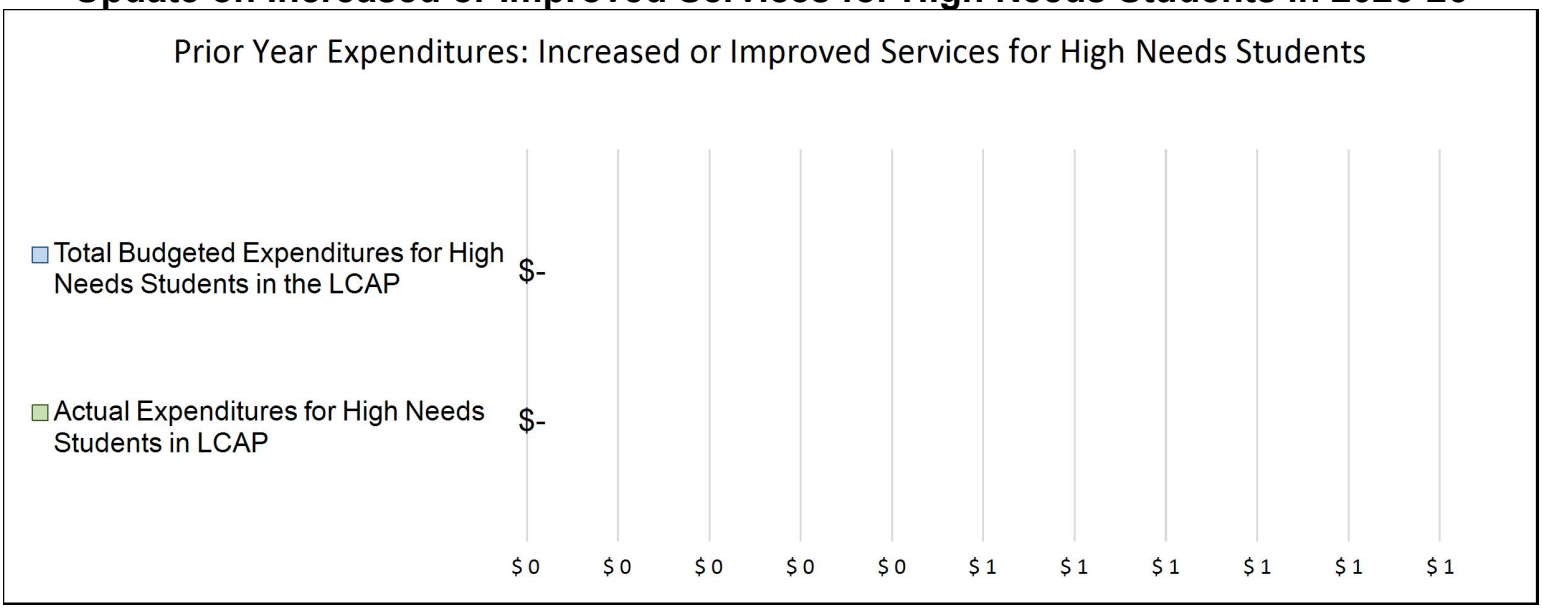
operating expensesd, CMO fee, district oversite fee, legal, professional development, audit, atc

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 $217606 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 $453574 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 2025-26



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 2025-26, 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 2025-26.

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%	
1.6	ELD: % of students with access to their own copies of standards-aligned instructional	Baseline has not been set			100%	

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					
1.7	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 total FTE Incomplete: 0% of total FTE	

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).	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	• 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	$383,862.00	No
1.2	Interventions	• Use of online learning programs for specialized supports • MTSS program and Student Support Team: Identification and support for struggling students • Early intervention plans • Small group instruction support (This is funded by Title I and IV; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.)	$289,040.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Intervention Coordinator • Extended school day and school year • Lower adult to student ratio in STEM and Humanities running small group instruction (SGI and teacher)		
1.3	Teacher hiring and credentialing	• 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	• 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 -Teacher PD for MLL 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		Yes

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Action #	Title	Description	Total Funds	Contributing
		These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).		
1.6	Professional development	• Professional Development sessions on: • CCSS and NGSS • Core Curriculum implementation • Data-driven instruction • Social Emotional Learning • Classroom Culture • Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth • Culturally competent teaching • Technology skills • Professional Learning Communities: grade level and content time • Teachers develop Personalized Goals for targeted coaching and PD sessions This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.	$13,404.00	No
1.7	Teacher coaching and supervision	• Weekly one-on-one instructional coaching meetings • Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) • Practice with the coach before launching with skill • Cyclical process of observation, follow-up and observation	$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 Learner0% 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)	
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,	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					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	• 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	• 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	• Monthly Get In celebrations based on PBIS • PBIS store to incentivize positive behavior • Field Trips	$82,792.00	No

Action #	Title	Description	Total Funds	Contributing
		• After school programs and extracurricular activities utilizing ELOP funding • Culture heritage and community celebrations		
2.5	Facilities maintenance and health & safety	• School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community • Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials • Review and update school safety plan annually (managed by SSC)	$324,539.00	No
2.6	Chronic absenteeism support	Hayward Collegiate is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism (currently "Orange" on the CA State Dashboard for English Learners, Hispanic students, and Socioeconomically DIsadvantaged students) • All chronically absent students become focus students and are assigned a school support staff • Home visits, which include staff members that speak the CAR student's home language • Multilingual family engagement and education nights • Transportation support on an as-needed basis (based on family needs) • Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students • Attendance Celebrations for students below 10%	$100,107.00	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
$217606	$

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
18.830%	0.000%	$0.00	18.830%

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	**Action:** Interventions **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. English learners - Our English learner population receives significantly less exposure	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	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action

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
	to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction. Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling. **Scope:** LEA-wide	students of different subgroups could benefit from the same interventions.	are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.
1.5	**Action:** English learner instruction **Need:** English learners require additional language support to achieve at similar levels to students where English is the primary language in the home. **Scope:** LEA-wide	The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels. Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity. Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,	Metrics to Monitor: • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Teacher coaching and supervision **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. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face. **Scope:** LEA-wide	Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.	Metrics to Monitor: • Goal 1, Metric 15 As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.
2.3	**Action:** Social-emotional learning **Need:** Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty. English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students	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. Supplementary curriculum such as Second Step will also provided by all instructional staff to all students during class time.	Metrics to Monitor: • Goal 2, Metric 2 • Goal 2, Metric 3 • Goal 2, Metric 4 • Goal 2, Metric 7 The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe and connected our

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
	requires additional support to navigate associated social and emotional experiences. Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families. **Scope:** LEA-wide		students feel to school. We will also monitor suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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	$1155623	217606	18.830%	0.000%	18.830%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,368,558.00	$67,158.00	$0.00	$0.00	$1,858,777.00	$1,520,180.00	$338,597.00

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	$357,051.00	$26,811.00	$383,862.00				$383,862.00	
1	1.2	Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$289,040.00	$0.00	$289,040.00				$289,040.00	
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								
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	
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	$224,171.00	$324,539.00				$324,539.00	

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	2.6	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
$1155623	217606	18.830%	0.000%	18.830%	$453,574.00	0.000%	39.249 %	**Total:**	$453,574.00
								LEA-wide Total:	$453,574.00
								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	$289,040.00	
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	$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, Statues 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.

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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.

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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.”

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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,

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- 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.

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- **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.

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Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- 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:

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- 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.

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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:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

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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.

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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.

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- 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.

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- **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.

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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**

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- 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

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Coversheet

Declarations of Need (DON)

Section: VI. Topical
Item: G. Declarations of Need (DON)
Purpose: Vote
Submitted by:
Related Material: Declarations of Need 2026-27 (06.15.26).pdf

Navigator Schools
Charting a new course in education

Date: June 15, 2026

To: Board of Directors

From: Melissa Alatorre Alnas, Director of People Support

Re: Commission on Teacher Credentialing - Declaration of Need 2026-2027

Recommendation
It is recommended that the Board approve the adoption of a Declaration of Need for Gilroy Prep School, Watsonville Prep School, Hollister Prep School, Hayward Collegiate, and Orange Prep School.

Background
Mandated by the Commission on Teacher Credentialing (CTC), the Declaration of Need (DON) is an annual document required as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by the California Code of Regulations §80026. Prior to the passage of Assembly Bills (AB) 1505 (Chap. 486, Stats. 2019) and 1219 (Chap. 782, Stats. 2019), charter schools were not subject to the same credentialing provisions and assignment monitoring regimen as non-charter public schools. As of January 1, 2020, these pieces of legislation went into effect, and all employing agencies, including charter schools, must comply with the regulation to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization.

Emergency and limited assignment permits include Provisional Internship Permits (PIP), Short-Term Staff Permits (STSP), Emergency Cross-cultural, Language and Academic Development (CLAD) permits, General Education Limited Assignment Teaching Permit (GELAP), and Variable Term Waivers (VTW). These documents allow qualified individuals to be legally authorized to serve in their teaching assignment while they are working towards completing the credential requirements for the appropriate teaching credential for the educator's assignment.

Fiscal Impact
There is no cost in the issuance of the DON.

Organizational Health
With a DON in place at the CTC, Navigator Schools can hire mission-fit qualified individuals based on emergency permits while they work toward completing their credentialing requirements for the appropriate credential.

2026/27 School Year Emergency Permits

Gilroy Prep School	Watsonville Prep School	Hayward Collegiate	Hollister Prep School	Orange Prep School
2 CLAD Permits 4 STSPs 4 Intern	3 PIPs 1 STSPs 3 Intern	2 PIPs 3 STSPs 2 Intern	3 PIPs 3 STSPs 2 Intern	2 PIPs 2 STSPs

Summary
Mandated by the Commission on Teacher Credentialing, charter schools are required to submit a Declaration of Need on an annual basis as a prerequisite to the issuance of emergency permits. Emergency Permits will allow qualified individuals to be legally authorized to serve in their teaching assignments while they work toward completing their credential requirements.

Attachments:
- Declaration of Need for Fully Qualified Educators Forms, 06/2026 update
    - Gilroy Prep School
    - Watsonville Prep School
    - Hayward Collegiate
    - Hollister Prep School
    - Orange Prep School

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2025-2026

Revised Declaration of Need for year: 2026-2027

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Navigator Schools/Watsonville Prep District CDS Code: 44-77248-0138909

Name of County: Santa Cruz County CDS Code: 44

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/15/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Melissa Alatorre Alnas	Signed by: 37E3207E6224A2...	Director of People Support
Name	*Signature*	*Title*
	(831)217-4897	
Fax Number	*Telephone Number*	*Date*

650 San Benito Street, Suite 230, Hollister, CA 95023
Mailing Address

melissa.alatorre@navigatorschools.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	2
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

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EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. Navigator Schools participates in commission-approved college or u

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? 3

If yes, list each college or university with which you participate in an internship program.

National University, Alliant University, CalStateTEACH, CSUMB, and REACH

If no, explain why you do not participate in an internship program.

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DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2025-2026

Revised Declaration of Need for year: 2026-2027

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Navigator Schools/Gilroy Prep District CDS Code: 43 69484 0123760

Name of County: Santa Clara County CDS Code: 43

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

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▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Melissa Alatorre Alnas	Signed by: 37B3030ZE6224A2...	Director of People Support
Name	*Signature*	*Title*
	(831)217-4897	
Fax Number	*Telephone Number*	*Date*

650 San Benito Street, Suite 230, Hollister, CA 95023
Mailing Address

melissa.alatorre@navigatorschools.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	2
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

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Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

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EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. Navigator Schools participates in commission-approved college or u

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? 4

If yes, list each college or university with which you participate in an internship program.

National University, Alliant University, CalStateTEACH, CSUMB, and REACH

If no, explain why you do not participate in an internship program.

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DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2025-2026

Revised Declaration of Need for year: 2026-2027

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Navigator Schools/Hollister Prep District CDS Code: 35-67470-0127688

Name of County: San Benito County CDS Code: 35

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/15/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Melissa Alatorre Alnas	Signed by: 37B30307F6224A2...	Director of People Support
Name	*Signature*	*Title*
	(831)217-4897	
Fax Number	*Telephone Number*	*Date*

650 San Benito Street, Suite 230, Hollister, CA 95023
Mailing Address

melissa.alatorre@navigatorschools.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

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Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

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EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. Navigator Schools participates in commission-approved college or u

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? 2

If yes, list each college or university with which you participate in an internship program.

National University, Alliant University, CalStateTEACH, CSUMB, and REACH

If no, explain why you do not participate in an internship program.

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DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2025-2026

Revised Declaration of Need for year: 2026-2027

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Navigator Schools/Hayward Collegiate District CDS Code: 10017/0138867

Name of County: Alameda County CDS Code: 01

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

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▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Melissa Alatorre Alnas	Signed by: C37B20307E6224A2...	Director of People Support
Name	*Signature*	*Title*
	(831)217-4897	
Fax Number	*Telephone Number*	*Date*

650 San Benito Street, Suite 230, Hollister, CA 95023
Mailing Address

melissa.alatorre@navigatorschools.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

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AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

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Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

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EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. Navigator Schools participates in commission-approved college or u

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

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DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

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Revised Declaration of Need for year: 2026-2027

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Navigator Schools/Orange Prep School District CDS Code: 30-10306-0165662

Name of County: Orange County CDS Code: 30

By submitting this annual declaration, the district is certifying the following:

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With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Melissa Alatorre Alnas	Signed by: [signature]	Director of People Support
Name	*Signature*	*Title*
	(831)217-4897	
Fax Number	*Telephone Number*	*Date*

650 San Benito Street, Suite 230, Hollister, CA 95023
Mailing Address

melissa.alatorre@navigatorschools.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

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AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

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EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. Navigator Schools participates in commission-approved college or u

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

National University, Alliant University, CalStateTEACH, CSUMB, and REACH

If no, explain why you do not participate in an internship program.

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Coversheet

Approval of 2026–27 ELOP Plan

Section: VI. Topical
Item: H. Approval of 2026–27 ELOP Plan
Purpose: Vote
Submitted by:
Related Material: ELOP Memo 2026-27.pdf
26-27 ELOP Plans.pdf
26-27 Budget Planning (Engagement) - 26-27 ELOP-GPS (06.15.26).pdf
26-27 Budget Planning (Engagement) - 26-27 ELOP-HPS (06.15.26).pdf
26-27 Budget Planning (Engagement) - 26-27 ELOP-WPS (06.15.26).pdf
26-27 Budget Planning (Engagement) - 26-27 ELOP-HCC (06.15.26).pdf
26-27 Budget Planning (Engagement) - 26-27 ELOP-OP (06.15.26).pdf
26-27 Mascot Club School Calendar.pdf

Date: June 10, 2026
To: Board of Directors
From: Kirsten Carr
Subject: Expanded Learning Opportunities Program Plan

Summary
As we've shared with you before, through funding from the Expanded Learning Opportunities Program (ELOP), all four current schools have been able to provide afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. We are thrilled to launch Mascot Club at Orange Prep School this next school year.

Mascot Clubs have received accolades from the Regional Directors this past year, with specific appreciation for Hayward Collegiate implementing the action steps from last year.

- Safety protocols in place
- Navigator provides staff to support students on the student service caselaod
- Navigator provides staff to serve as liaison between Mascot Clubs and the traditional day school
- Creative expansion of the academic day

To receive funding to operate the Mascot Clubs through ELOP, Navigator must adopt ELOP plans for all sites. As Navigator operates all Mascot Clubs through the same structure, one plan that is the same across all sites can be adopted.

Attached:

- ELOP plan
- ELOP budgets all sites
- Mascot Club Calendar

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Navigator Schools

Contact Name: Blanca Salinas Guzman

Contact Email: blanca.silvaguzman@navigatorschools.org

Contact Title: Community Engagement Manager

Contact Phone: (831) 521- 5303

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Hollister Prep School
2. Gilroy Prep School
3. Watsonville Prep School
4. Hayward Collegiate
5. Orange Prep School

Governing Board Approval Date:
Review/Revision Date:
Review/Revision Date:

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning":

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

"Expanded Learning Opportunities":

Expanded Learning Opportunities has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at https://youth.gov/youth-topics/positive-youth-development.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE’s guidance that this Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and publicly posted on the LEA’s website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three-year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Navigator Schools provides an enriching after-school program which includes arts, crafts, academic support, and social-emotional learning programming. The program runs on campus, and is supplemented by Navigator staff to ensure every child is supported by name and need. The program begins immediately after school and goes until 6:00pm and is run for 3 intersessions during the year and during the summer.

Safety Protocols:

- All staff will be trained in safety protocols such as Fire, Earthquake, Air quality, Shelter in place, and lockdown.
- All staff will read and sign the employee handbook.
- All staff participate in mandated training
- Site supervisors will receive CPR and first aid certifications.
- Staff will be required to always maintain line of sight of students at all times.
- Staff will follow protocols when dealing with and addressing student or staff injuries.
- Staff will immediately notify parents of the incident and document the injury for parents, emergency, and site/district administrators. To effectively communicate with parents in the event of an emergency or student accident, the program will keep emergency contact information for students in a physical and secure location in the office or otherwise designated secure location.

Sign In/Sign Out:

All staff are trained in how to sign in students, take attendance and how to sign out students to only identified family members. All staff are trained in protocols for how to manage a situation when someone who is not authorized comes to pick up a student.

Communication:

All staff are equipped with a charged walkie that must be on their person at all times to communicate with other staff members and to communicate emergencies as necessary.

Emotionally Safe & Supportive

> Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Mascot Clubs (Navigator ELOP programs) provide an emotionally safe, inclusive, and supportive environment where students feel respected, valued, and connected. Through participation in Valor Circles, students engage in structured community-building activities that encourage empathy, active listening, respectful communication, and positive peer relationships. These circles create a space where students can share experiences, express emotions, and practice problem-solving in a supportive setting. Social-emotional learning is intentionally embedded throughout the program by helping students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Staff model positive behavior, reinforce restorative practices, and provide consistent routines that promote trust and emotional security. Students are encouraged to collaborate, celebrate individual strengths, and build confidence through meaningful interactions and group activities.

2—Active and Engaged Learning

> Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Navigator school day is very structured with a rigorous academic focus and Mascot Clubs provide students with the opportunity to expand their experiences after school and during breaks which is crucial for their overall well-being. Navigator's goal is to provide our students with academic enrichment opportunities and activities designed to complement their regular academic program. We aim to assist with literacy and related educational Expanded Learning services that embrace active learning by providing interactive and hands-on activities.

Activities include:

Homework Support and Intervention:

All students have dedicated 45 minutes of homework or intervention support every day. 15 minutes will also be dedicated to Math Fact Fluency, students will spend time practicing their math facts by playing various games, utilizing videos and songs, and doing daily 2-minute practice tests. This aligns with school day practices in order for every student to strengthen their math skills. 15 minutes will be dedicated to Reading Fluency, which will look like students receiving a reading passage that will be worked on for the week. The process of reading fluency begins with the instructor reading to students, students reading along with the instructor, and students then practicing reading to each other. Their goal is to surpass

their words read per minute every day. Students will also participate in 15 minutes of individual reading to close out homework time. This aligns with day school practices, students are encouraged to read 30 minutes a day.

Recreation:

Our Mascot Club recreation block follows the SPARK After School curriculum to provide students with structured, inclusive, and engaging physical activity every day. Recreation time focuses on building physical literacy, increasing moderate to vigorous activity, and supporting teamwork and positive social interactions. Staff use SPARK's evidence-based lesson plans to guide warm-ups, skill practice, small-sided games, and cool-downs, ensuring activities are developmentally appropriate and accessible for all students. The program emphasizes "Everybody Plays" expectations, positive language, and safe movement, with no elimination games and plenty of opportunities for student choice and cooperation. Equipment is organized and age-appropriate, and activities are adapted as needed to support students of all abilities. Staff regularly reflect on engagement, coordinators monitor implementation for consistency, and student feedback is used to guide future recreation offerings. Families are kept informed through photos, updates, and special movement events that highlight SPARK activities and encourage ongoing wellness beyond the program.

Enrichment:

Our ELOP enrichment block is designed to provide students with hands-on, engaging learning experiences that build curiosity, creativity, and real-world skills. Each week emphasizes a different subject area such as STEAM, literacy, performing arts, health and wellness, or cultural studies and that theme is expanded on through structured lessons and activities throughout the week. Staff follow developmentally appropriate, project-based enrichment plans that incorporate exploration, discussion, and collaboration, giving students consistent opportunities to build knowledge over multiple days rather than one-off activities. Lessons include clear objectives, modeled demonstrations, and step-by-step guidance to support all learners, while promoting student voice, creativity, and problem-solving. Activities are inclusive and adaptable so that every student can participate meaningfully. Coordinators support staff through shared planning resources, weekly check-ins, and ongoing coaching to ensure enrichment time is purposeful, consistent, and aligned across the program. Families are kept informed of weekly themes and projects through program updates, photos, and showcases that highlight student learning and celebrate creativity.

3—Skill Building

> Detail how the program will provide opportunities for students to experience skill building.

The program will enhance the 21st Century skills of communication, collaboration, critical thinking, and creativity (the "four Cs") by engaging students in project-based learning activities during the enrichment portion of the program. Students will collaborate with each other to address a topic, challenge, or question. Students work collaboratively as they research information using texts and technology. They showcase their knowledge and skill through presentations, projects, performances, fairs, exhibits, and other culminating activities. These projects require students to take on leadership roles, plan, communicate, work together, think critically and use their creative energy. Each culminating activity

provides appropriate activities which allow all grade levels to demonstrate mastery of skills and concepts. Mastery of skill is demonstrated by project presentation events and competitions. Our Expanded Learning Program will seek to provide opportunities for competitions and field trips to colleges and universities on non-instructional days, utilizing funding for transportation where needed. To support learning of 21st Century skills, staff will be trained on the “four Cs” to ensure that activities have intentional practice of the skills ensuring that activities are student inquiry based and hands-on. The activities plan for all enrichments will have a section devoted to identifying how the four Cs will be used and reinforced during the activity. Each week the Navigator ELOP coordinator meets with the site leaders to discuss the focus skill and to provide activities, resources, and review best practices. These skills include self-efficacy, communication, team building, self regulation, and much more.

4—Youth Voice and Leadership

> Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Students will have meaningful and consistent opportunities to share ideas, make choices, and take on leadership roles within the ELOP program. Staff will regularly gather student feedback through quick check-ins, interest surveys, suggestion boxes, and group discussions to ensure activities are aligned with student needs and passions. By intentionally listening to students, we can design experiences that reflect their interests and encourage engagement.

To strengthen student ownership, the program will offer a structured Student Leadership System with age-appropriate job roles. Examples include Attendance Helper (supports staff and peers during check-in), Line Leader or Transition Guide (leads groups safely between activities), Classroom Care Captain (helps organize supplies and maintain clean spaces), Wellness Buddy (checks in with peers needing extra support), Materials Manager (distributes and collects materials), Event Crew (plans and sets up special events), Tech Helper (assists with technology needs), Kindness Ambassador (promotes positive interactions), and Recreation Leader (co-leads warm-ups or games).

Student leadership roles will rotate weekly or bi-weekly to ensure equity and allow every student to try multiple responsibilities. Staff will provide guidance and short training for each role, helping students build confidence, communication skills, and teamwork. Through these opportunities, students gain ownership of their program experience, develop leadership skills, and contribute meaningfully to the ELOP community.

5—Healthy Choices and Behaviors

> Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The ELOP program provides students with opportunities to engage in healthy choices and positive behaviors through ongoing nutrition, health, and wellness-focused enrichment activities throughout the school year. Students participate in age-appropriate lessons and

activities that promote healthy eating habits, physical activity, personal wellness, teamwork, and self-care. Enrichment themes may include nutrition education, mindfulness, healthy lifestyles, fitness activities, and the importance of making responsible choices that support overall well-being.

During ELOP programming hours, students are provided with nutritious snacks through the school district meal program. Snacks are served in accordance with district and state nutrition guidelines to ensure students have access to healthy food options that support their learning, energy, and overall health. Staff encourage healthy habits by promoting positive mealtime routines, hydration, and respectful shared eating environments.

6—Diversity, Access, and Equity

> Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

The program is designed to create an inclusive, welcoming environment that values cultural and linguistic diversity while ensuring all students have equitable access to meaningful enrichment opportunities. Programs and activities are intentionally planned to reflect and celebrate the diverse backgrounds, identities, and experiences of our students and families. Throughout the year, and especially during designated cultural and heritage celebrations, students will participate in themed events, hands-on activities, literacy connections, and enrichment opportunities that build cultural awareness, appreciation, and understanding. Leading up to these celebrations, students will engage in a full week of knowledge-building activities, discussions, and enrichment experiences that highlight different cultures, traditions, histories, and contributions within our community and beyond.

The program also ensures students with disabilities have equitable access to all program components through inclusive practices, appropriate accommodations, collaboration with school-day staff, and individualized support when needed. Staff work to create safe and supportive environments where every student feels represented, valued, and empowered to participate fully in program activities.

7—Quality Staff

Staff Engagement

> Detail how the program will provide opportunities for students to engage with quality staff.

The ELOP will provide students with consistent opportunities to engage with high-quality, caring, and trained staff who foster positive relationships and create a safe, supportive learning environment. Staff are selected based on their experience working with youth, ability to build meaningful connections with students, and commitment to student engagement and development. Programs are designed to encourage active participation, collaboration, mentorship, and relationship-building through daily interactions, small group activities, enrichment clubs, academic support, and hands-on learning experiences.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Group Leaders hired for the ELO-P must meet the minimum qualifications established for instructional aides by the LEA, including a high school diploma or equivalent and successful completion of district-required instructional aide requirements. Preferred qualifications include experience working with school-age children, knowledge of youth development practices, and the ability to support students in both academic and enrichment settings. Staff are selected through a structured hiring process that includes application screening, interviews, reference checks, and evaluation of experience and alignment with program values and expectations.

To ensure student safety, all staff must complete required health and safety clearances prior to employment. This includes fingerprint clearance and background checks through the Department of Justice, TB risk assessment or testing in accordance with state requirements, mandated reporter training, and any additional district-required safety trainings. Staff also receive training on emergency procedures, supervision expectations, behavior support, and student safety protocols before working directly with students.

The program will maintain minimum staffing ratios in alignment with state and district requirements to ensure appropriate supervision and support for all students. Site coordinators monitor daily attendance and staffing schedules to ensure ratios are consistently maintained throughout program hours. Substitute staff and additional support staff will be utilized as needed to maintain safe supervision levels during staff absences, high enrollment periods, or activities requiring additional support.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Program administration will conduct regular site visits on a weekly basis and build intentional relationships with site administration, staff, parents, and students. Program Administration will work closely with Site Leadership to ensure department goals and focuses are being delivered with fidelity and provide support as guided through the Expanded Learning Quality Standards.

The ELO Programs staff will take part in continuous professional development throughout the year. At the beginning of the school year, all staff will take part in 5 to 10 consecutive professional development days. Throughout the year, Site Leads will attend weekly meetings with Program Administrators where they will be introduced to new program goals, curriculum training, and/or resources. Site Leads will then take the information back to their school sites and inform their team at their staff meetings. The District ELOP Coordinator will work across school sites to provide ongoing coaching, support and additional resources on implementation of staff professional development. Online professional development will be provided to all staff throughout the year, as technical support is requested, and/or new information is being introduced.

8—Clear Vision, Mission, and Purpose

Explain the program's clear vision, mission, and purpose.

The ELO program supports Navigator Public Schools' mission and vision to equip students to be learners and leaders in high school, college, and beyond.

The ELO Program supports the mission and vision of Navigator Schools by providing students with meaningful opportunities to grow as learners and leaders in high school, college, and beyond. The program extends learning beyond the school day through academic support, enrichment, leadership development, and social-emotional learning in a safe, inclusive, and engaging environment. Through hands-on activities, student-centered enrichment, and relationship-building, the program helps students develop confidence, creativity, collaboration, and critical thinking skills. Staff foster a culture of belonging and high expectations while ensuring all students have equitable access to opportunities that support their academic, social, and personal growth.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Students and families were involved in the development of the ELO Program plan through surveys, feedback opportunities, family events, and ongoing communication with school staff. Input from students and families helped guide program offerings, enrichment interests, and areas of support needed within the program.

Throughout the year, students and families will continue to be engaged through regular communication, family events, student voice opportunities, surveys, and opportunities to provide feedback to help strengthen and improve the program experience.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Partners such as the public library, Parks and Recreation departments, and local community organizations were involved in identifying enrichment opportunities and supporting program design to ensure offerings are engaging, accessible, and aligned with student interests. These partnerships will continue to play a key role in program implementation. CBOs will provide enrichment activities such as academic support, physical recreation, arts, and literacy-based programming on site. Community partners will also support expanded learning experiences that connect students to local resources and real-world learning opportunities. Various local businesses and community organizations

provide programming,in addition to the staff run programs. Current partners include, but are not limited to the City of Watsonville, Envision, and Museum of Children's Art.

The LEA coordinates ELO-P with broader district initiatives, including Community Schools and Multi-Tiered Systems of Support (MTSS), to ensure a cohesive system of support for students. This includes collaboration with attendance specialists, site administrators, and support staff to identify students in need of additional engagement or intervention. These systems work together to improve attendance, support student well-being, and provide targeted academic and behavioral supports. Additionally, staff receives training and support from Valor Collegiate to be Powered by Compass schools. This approach to Social Emotional learning focuses on the whole individual, equipping scholars and staff to approach all situations with a sense of understanding and inquiry.

10—Continuous Quality Improvement

> Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The Continuous Quality Improvement process will work in conjunction with the Expanded Learning Quality Standards. Every year an internal assessment will take place at each of our school sites to ensure the quality standards are being met, and program improvement and accountability are occurring. The department will identify key quality standards that will be the focus of the year. Collectively with site leadership, program administration will establish monthly program goals and focuses. Ongoing technical assistance and resources will be provided to each school site.

Through ongoing stakeholder surveys, results will determine program goal achievement and opportunities for growth. Program goals and focuses will be shared with Site Administration, parents, staff and students through meetings, bulletins, and/or letters. The CQI tool will be assessed semiannually by a key educational partner, District Administrators, parents, and Site Leads to determine areas of focus for implementing the California Quality Standards. The CQI tool will be used to provide ratings on evaluation of each program. The CQI tool will be used as feedback for each before and after school program on how well they are implementing the California State Quality Standards for ELO Programs. We will use the CQI model of Assess, Plan, and Improve.

11—Program Management

Policies and Procedures

> Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program. How does this budget reflect the needs of students and families within the community?

Funds are primarily allocated toward staffing costs to maintain appropriate supervision and provide academic and enrichment support. Additional program costs include supplies and materials, transportation, meals and snacks, contracts and partnerships with community organizations, educational field trips and enrichment activities, and administrative and operational expenses necessary to support program implementation. Cost-share contributions may include the use of school facilities, technology, custodial support, and collaborative services provided by community partners. This budget reflects the needs of students and families by ensuring equitable access to affordable expanded learning opportunities, academic support, enrichment experiences, and a safe environment outside of the regular school day.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

The LEA will ensure proper implementation of all ELO-P requirements through ongoing program oversight, staff training, site monitoring, and regular communication with school staff, families, and community partners. Program administrators will monitor attendance, staffing ratios, safety procedures, and program quality to ensure compliance with all state and local requirements. Staff will receive training on program expectations, student supervision, behavior support, and enrichment implementation. The LEA will also regularly review program operations, budgets, and student needs to ensure services remain aligned with the goals of the Expanded Learning Opportunities Program and continue to meet the needs of students and families within the community.

1 (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

2 (California School Accounting Manual (CSAM) Procedure 905; Education Code (*EC*) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

3 (*EC* 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B]

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? Yes No

Do you have a 21st CCLC Grant? Yes No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Not Applicable

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

Our Transitional Kindergarten (TK) and Kindergarten expanded learning program will maintain a pupil-to-staff ratio of no more than 10:1 at all times, consistent with EC Section 46120(b)(2)(D). Staffing schedules will be based on enrollment and attendance to ensure adequate coverage during all program hours, including transitions and enrichment activities. Substitute and support staff will be available to maintain ratios when needed. The program will recruit staff with experience in early childhood education, child development, or elementary education. All TK/K staff will receive training on developmentally appropriate practices, social-emotional learning, behavior support, classroom management, and play-based learning strategies to help them effectively support younger children. The curriculum and daily activities will be developmentally appropriate and designed to meet the needs of younger learners through hands-on, play-based, and engaging experiences. Activities will support early literacy, social-emotional development, movement, creativity, and structured routines aligned with Transitional Kindergarten and Kindergarten learning goals.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Program information, enrollment forms, and announcements will be provided in languages reflective of the school community using multiple communication channels, including flyers, email, text messages, school websites, parent meetings, and direct outreach from school staff. Families may enroll in ELO-P by completing an enrollment form distributed electronically and in paper format at school sites and during registration events. Forms may be submitted electronically or returned to the school office. Parent/guardian signatures will be collected through signed paper forms. Completed enrollment forms will be securely stored in accordance with district recordkeeping and confidentiality procedures. Transportation will not be provided, as all ELO-P programs will be offered on school campuses directly accessible to enrolled students and families.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Educational field trips are designed to provide students with hands-on learning experiences that extend enrichment opportunities beyond the classroom and support ELO-P academic and enrichment goals. Trips may include visits to museums, science centers, cultural institutions, parks, colleges, libraries, and community organizations that provide meaningful educational experiences connected to STEM, arts, wellness, cultural awareness, leadership, and social-emotional learning. Students will develop skills such as teamwork, communication, problem-solving, critical thinking, creativity, and community engagement through interactive activities and real-world learning experiences. Field trips are intended to enhance student learning, increase exposure to new experiences, and support overall student growth academically, socially, and culturally. Field trips will take place throughout the school year and summer programming for students in grades TK–8. Trips may range from local excursions to full-day educational experiences. Transportation will be provided through approved district transportation services or contracted providers in accordance with

LEA policies and procedures. All field trips will maintain required student-to-staff ratios and ensure supervising staff meet ELO-P and district requirements.

Program Fees

> Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.
>
> If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

The program may charge family fees using a sliding scale based on household income and family size. Fees will be waived for students who qualify for free or reduced-price meals, students identified as homeless youth under the McKinney-Vento Homeless Assistance Act, and students in foster care. The LEA will use UPP (Unduplicated Pupil Percentage) information, income surveys, and other approved documentation to identify families eligible for fee waivers.

Families may verify income using the most recent income survey, the last two payroll check stubs, a California Benefits Identification Card, or proof of participation in state programs such as CalWORKs or WIC.

The 2025–2026 Family Fee Schedule is as follows:

Household Size	Annual Gross Household Income	Monthly Fee
2	≤ $37,814	No Fee
3	≤ $47,767	No Fee
4	≤ $57,720	No Fee
5	≤ $67,673	No Fee

6	≤ $77,626	No Fee
2	≤ $53,812	$266/month
3	≤ $67,976	$266/month
4	≤ $82,140	$266/month
5	≤ $96,303	$266/month
6	≤ $110,468	$266/month

A multiple-child discount will also be provided for families enrolling more than one child from the same household. The first child will be charged $266 per month, and each additional child will be charged $205 per month.

Sample Program Schedule- Regular School day

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

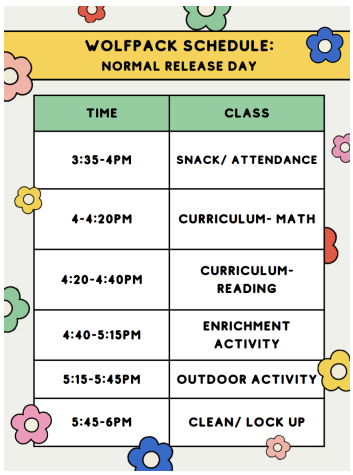
Day School Instructional Schedule

Morning Message 8:30 - 8:40am 10 Min

AR 8:40 - 9:10 30 Min
Reading Launch & Centers 9:10 - 10:35 85 Min
Recess 10:35 - 10:50 15 Min
ELA & ELD 10:50 - 11:45 55 Min
Shared Reading Launch 11:45 - 12:10 25 Min
Lunch 12:10 - 12:50 40 Min
AR 12:50 - 1:20 30 Min
ELA & ELD 1:20 - 2:10 50 Min
Recess. 2:10 - 2:25 15 Min

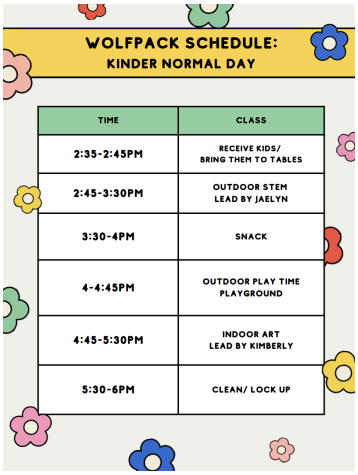
Centers 2:25 - 3:35 70 Min
Dismissal 3:35

ELOP Schedule



WOLFPACK SCHEDULE:
NORMAL RELEASE DAY

TIME	CLASS
3:35-4PM	SNACK/ ATTENDANCE
4-4:20PM	CURRICULUM- MATH
4:20-4:40PM	CURRICULUM- READING
4:40-5:15PM	ENRICHMENT ACTIVITY
5:15-5:45PM	OUTDOOR ACTIVITY
5:45-6PM	CLEAN/ LOCK UP



WOLFPACK SCHEDULE:
KINDER NORMAL DAY

TIME	CLASS
2:35-2:45PM	RECEIVE KIDS/ BRING THEM TO TABLES
2:45-3:30PM	OUTDOOR STEM LEAD BY JAELYN
3:30-4PM	SNACK
4-4:45PM	OUTDOOR PLAY TIME PLAYGROUND
4:45-5:30PM	INDOOR ART LEAD BY KIMBERLY
5:30-6PM	CLEAN/ LOCK UP



WOLFPACK SCHEDULE:
EARLY RELEASE DAY

TIME	CLASS
1:35-2PM	OUTSIDE PLAY/ ATTENDANCE
2-2:40PM	OUTDOOR ENRICHMENT
2:40-3:30PM	CURRICULUM- MATH & READING
3:30-4:15PM	SNACK/ OUTSIDE RECESS
4:15-5PM	INDOOR ENRICHMENT ACTIVITY
5-5:45PM	OUTDOOR ENRICHMENT
5:45-6PM	CLEAN/ LOCK UP

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio
***EC* Section 46120(b)(2):**

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

1. The department's guidance.
2. Section 8482.6.

3. Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
4. Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular School Days and Hours
EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours
EC Section 46120(b)(1)(B):

1. For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
2. Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites
***EC* Section 46120(b)(3):**

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served
***EC* Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners
EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or

federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit
EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals
EC Section 8482.3(d)(1-2):

1. [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
2. [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale
EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
***EC* sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components
***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

1. An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
2. An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications
***EC* Section 8483.4(b-d):**

1. When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
2. For purposes of this section, an “event” includes any of the following:
    1. Death of a child from any cause.
    2. Any injury to a child that requires medical treatment.
    3. Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
    4. Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
    5. Epidemic outbreaks.
    6. Poisonings.
    7. Fires or explosions that occur in or on the premises.
    8. Exposure to toxic substances.
    9. The arrest of an employee of the third party.
1. Any other event as specified by the local educational agency.

    When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

Navigator Sch
Enrichment Progra
2026-27

Gilroy Prep

Program Details		
Grade	**Student Count**	**Ratio 1:10**
TK-K	20	2
1st - 7th	80	4
	Required Staff	6
Hours	2-6 pm	4.0

We have 6 required staff listed for ratio but

Personnel

	Object Code	EE Name	After School Role	Notes
1			Jose Roslaes	
2			Nicole Nevins	
3			Uriel	
4			Marisol	
5			Sandra Murillo	
6			Daniela Villagomez	
7			Suzanne Wilkins	
8			Taryn Devoe	
9			Adrian Sumano	
10			Janete Veloz	
11			Nayelli Sanchez	
12			Rockie Bautista	
13			Nancy Hernandez	
14			After School Skills Support Para	

Navigator Sch
Enrichment Progra
2026-27

15 Community Engagement Mgr
16 Community Schools Coordinator

Non Personnel

Object Code	
4325	Instructional Materials/Supply
4330	Office Supplies
4502	Operations-Supplies (including required staff apparel)
4710	Mascot club snacks
5220	Travel & lodging
5815	Consultants - Instructional
5830	Field Trip Expense
5851	Marketing & Student Recruiting
5874	Sports
5905	Communications - Cell/VoiPhones

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	# Students	Rate p/mo.	# Months	Amount	Funding Source	Funding Code
	10	266	9	$ 23,940.00	Program Fee Revenue	
				Get $ from RC	ELOP Revenue	
			Total Revenue	**$ 23,940.00**		

Pay Rate	Start Date	Hrs p/day	# of work days	Gross Salary	FB	Est. Payroll Cost	
$32.00		$8.00	Aug-00	$ 61,440	$ 11,489	$ 72,929.28	
$25.00		$6.00	Aug-00	$ 32,400	$ 6,059	$ 38,458.80	
$23.00		$5.00	Aug-00	$ 24,840	$ 4,645	$ 29,485.08	
$23.00		$5.00	Aug-00	$ 24,840	$ 4,645	$ 29,485.08	
$23.00		$5.00	Aug-00	$ 24,840	$ 4,645	$ 29,485.08	
$23.00		$5.00	216	$ 24,840	$ 4,645	$ 29,485.08	
$23.00		$5.00	Aug-00	$ 24,840	$ 4,645	$ 29,485.08	
$23.00		$5.00	Aug-00	$ 24,840	$ 4,645	$ 29,485.08	
$23.00				$ -	$ -	$ -	as needed
$23.00				$ -	$ -	$ -	
$23.15		$4.00	Aug-00	$ 20,002	$ 3,740	$ 23,741.90	
$22.05		$4.00	Aug-00	$ 19,051	$ 3,563	$ 22,613.77	
$22.05		$4.00	Aug-00		$ -	$ -	
$22.05							

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$15,000.00		$1.00	1	$15,000.00	$2,805.00	$	17,805.00	
$37,000.00		$1.00	1	37000	6919	$	43,919.00	
					Total Personnel	**$**	**396,378.23**	
	$ -							
	$ -							
	$ -					$	-	
						$	7,000.00	
						$	500.00	
						$	2,000.00	
						$	3,000.00	
						$	5,000.00	
						$	17,000.00	Valor
						$	25,000.00	
						$	3,000.00	
						$	7,500.00	
					Total Non Personnel	**$**	**63,000.00**	
					Total Budget	**$**	**459,378.23**	
						$	(435,438.23)	

Navigator Sch
Enrichment Progra
2026-27

Hollister Pr

Program Details		
Grade	**Student Count**	**Ratio 1:10**
TK-K	20	2
1st - 7th	80	4
	Required Staff	6
Hours	2-6 pm	4.0

Personnel

	Object Code	EE Name	After School Role	Notes
1			Cassandra I.	
2			Kaitlyn Martinez	
3			Ceyrene	
4			Zayla	
5			Jaylen	
6			Guillermo	
7			Eliza	
8			Lidya	
9			Daniela Garcia	
10			After School Group Leader Substitute	
11			Kimberly Alvarez	
			Maria Elena Perez	
			After School Skills Support Para	
			After School Skills Support Para	
			Community Engagement Mgr	

Navigator Sch
Enrichment Progra
2026-27

	Community Schools Coordinator

Non Personnel

Object Code	Vendor	Expense Description
4325 Instructional Materials/Supply		
4330 Office Supplies		
4502 Operations-Supplies (including required staff apparel)		
4710 Mascot club snacks		
5220 Travel & lodging		
5815 Consultants - Instructional		
5830 Field Trip Expense		
5851 Marketing & Student Recruiting		
5874 Sports		

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# Students	Rate p/mo.	# Months		Amount	Funding Source
12	266	9	$	28,728.00	Program Fee Revenue
				Get $ from RC	ELOP Revenue
		Total Revenue	**$**	**28,728.00**	

Pay Rate	Start Date	Hrs p/day	# of work days	Gross Salary	FB	Est. Payroll Cost
$32.00		$8.00	Aug-00	$ 61,440	$ 11,489	$ 72,929.28
$25.00		$6.00	Aug-00	$ 32,400	$ 6,059	$ 38,458.80
$23.00		$5.00	Aug-00	$ 24,840	$ 4,645	$ 29,485.08
$23.00		$5.00	Aug-00	$ 24,840	$ 4,645	$ 29,485.08
$23.00		$5.00	Aug-00	$ 24,840	$ 4,645	$ 29,485.08
$23.00		$5.00	216	$ 24,840	$ 4,645	$ 29,485.08
$23.00		$5.00	Aug-00	$ 24,840	$ 4,645	$ 29,485.08
$23.00		$5.00	Aug-00	$ 24,840		
$23.00				$ -		
$23.00				$ -		
$23.15		$4.00	Aug-00	$ 20,002		
$22.05		$4.00	Aug-00	$ 19,051	$ 3,563	$ 22,613.77
$22.05		$4.00	Aug-00		$ -	$ -
$22.05					$ -	$ -
$15,000.00		$1.00	1	$15,000.00	$ 2,805	$ 17,805.00

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	$37,000.00	$1.00	1	37000	$ 6,919	$	43,919.00
$	-			$ -	$ -	$	-
					Total Personnel	**$**	**343,151.25**

						$	7,000.00
						$	500.00
						$	3,000.00
						$	3,000.00
						$	5,000.00
						$	17,000.00
						$	25,000.00
						$	5,000.00
						$	7,500.00
						$	-
					Total Non Personnel	**$**	**73,000.00**
					Total Budget	**$**	**416,151.25**
						$	(387,423.25)

Funding Code

Navigator Sc
Enrichment Progr
2026-2

Watsonville

Program Details		
Grade	**Student Count**	**Ratio 1:10**
TK-K	20	2
1st - 7th	80	4
	Required Staff	6
Hours	2-6 pm	4.0

180 720

Personnel

	Object Code	EE Name	After School Role	Notes	Pay Rate
1			Alexis Rojas		
2			Joely Gonzales		
3			Stephanie Torres		
4			Noelia Fernandez		
5			Dayanara Coyote		
6			Andres Mercado		
7			Precilla Ontivarios		
8			Natalie Bonilla		
9			Daisy Flores		
10			Chamila Cermeno		
11			Leticia Juarez		
12			After School Group Leader Substitute		
13			Mariela Zamora		
14			After School Skills Support Para		
15			Gabriela Roldan		

Navigator Sc
Enrichment Progr
2026-2

16

Blanca Silva Guzman

Kirsten Carr

Non Personnel

Object Code	Vendor	Expense Description
	Description	
	Instructional Materials/Supply	
	Office Supplies	
	Operations-Supplies (including required staff apparel)	
	Mascot club snacks	
	Travel & lodging	
	Consultants - Instructional	
	Field Trip Expense	
	Marketing & Student Recruiting	
	Sports	
	Communications - Cell/VoiPhones	

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Prep

	# Students	Rate p/mo.	# Months	Amount	Funding Source	Funding Code
	0	266	9	$ -	Program Fee Revenue	
				$ 1,007,840.00	ELOP Revenue	
			Total Revenue	**$ 1,007,840.00**		

Start Date	Hrs p/day	# of work days	Gross Salary	FB	Est. Payroll Cost	Hours
	$ 32.00	July 2025	$ 61,000	$ 11,407	$ 72,407.00	1906
	$ 24.00	August 2025	$ 31,104	$ 5,816	$ 36,920.45	1296
	$ 23.00	August 2025	$ 24,840	$ 4,645	$ 29,485.08	1080
	$ 23.00	August 2025	$ 24,840	$ 4,645	$ 29,485.08	1080
	$ 23.00	August 2025	$ 24,840	$ 4,645	$ 29,485.08	1080
	$ 23.00	August 2025	$ 24,840	$ 4,645	$ 29,485.08	1080
	$ 23.00	August 2025	$ 24,840	$ 4,645	$ 29,485.08	1080
	$ 23.00	August 2025	$ 24,840	$ 4,645	$ 29,485.08	1080
	$ 23.00	August 2025	$ 24,840	$ 4,645	$ 29,485.08	1080
	$ 23.00	August 2025	$ 8,000	$ 1,496	$ 9,496.00	348
	$ 23.00			$ -	$ -	
	$ 22.05	August 2025	$ 19,051			864
	$ 22.05	August 2025	$ 19,051	$ 3,563	$ 22,613.54	864
	$ -	August 2025	$ 15,000			

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$	-	August 2025	$	15,000			
$	-	August 2025	$	21,875	**Total Personnel**	**$**	**377,317.63**

$	10,000.00	
$	1,000.00	
$	4,000.00	
$	12,000.00	
$	15,000.00	CIL
$	190,000.00	Valor/CIL/outside entities- Envision, Watsonville youth/Paloma
$	50,000.00	(science camp, all other field trips)
$	13,000.00	
$	20,000.00	includes gym/fitness rental
$	-	
$	-	
Total Non Personnel	**$**	**315,000.00**
Total Budget	**$**	**692,317.63**
$	315,522.38	

Navigato
Enrichment Pr
202

Hayward

Program Details		
Grade	**Student Count**	**Ratio 1:10**
TK-K	20	2
1st - 6th	110	5.5
	Required Staff	7.5
Hours	2-6 pm	4.0
	120-130	

Personnel

	Object Code	EE Name	After School Role
1	2100/2104	Paul L	
2	2100/2104	Sefo	
3	2100/2104	Melina Baez	
4	2100/2104	Jackie Mendez	
5	2100/2104	Giselle V.	
6	2100/2104	Kathy S.	
7	2100/2104	Julissa	
8	2100/2104	Isabel Vargas	
9	2100/2104	After School Group Leader(sub)	
10	2100/2104	After School Group Leader	
11	2100/2104	Elizabeth H	
12	2100/2104	Bese k.	
13	2100/2104	Mohamed Abdalla	

Navigato
Enrichment Pr
202

2100/2104

Non Personnel

Object Code		Vendor	Expense Description
4325	Instructional Materials/Supply		
4330	Office Supplies		
4502	Operations-Supplies (including required staff apparel)		
4710	Other Food (mascot club snacks)		
5220	Travel & lodging		
5815	Consultants - Instructional (valor)		
5830	Field Trip Expense		
5851	Marketing & Student Recruiting		
5874	Sports		
5905	Communications - Cell/VoiPhones		

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5-27

Collegiate

# Students	Rate p/mo.	# Months	Amount
16	266	9	$ 38,304.00
			Get $ from RC
		Total Revenue	**$ 38,304.00**

Notes	Pay Rate	Start Date	Hrs p/day	# of work days	Gross Salary	FB	Est. Payroll Cost
			$ 33.60	August 2025	$ 64,512	$ 12,064	$ 76,575.74
			$ 26.25	August 2025	$ 34,020	$ 6,362	$ 40,381.74
			$ 26.25	August 2025	$ 34,020	$ 6,362	$ 40,381.74
			$ 26.25	August 2025	$ 34,020	$ 6,362	$ 40,381.74
			$ 26.25	August 2025	$ 34,020	$ 6,362	$ 40,381.74
			$ 26.25	August 2025	$ 34,020	$ 6,362	$ 40,381.74
			$ 26.25	August 2025	$ 34,020	$ 6,362	$ 40,381.74
			$ 26.25	August 2025	$ 34,020	$ 6,362	$ 40,381.74
			$ 26.25			$ -	$ -
			$ 26.25	August 2025	$ 8,000	$ 1,496	$ 9,496.00
			$ 25.00	August 2025		$ -	$ -
			$ 25.00	August 2025	$ 21,600	$ 4,039	$ 25,639.20
			$ -	August 2025	$ 70,000	$ 13,090	$ 83,090.00
			$ -	August 2025			

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5-27

	$ -	August 2025		
			Total Personnel	**$ 477,473.12**
			$	3,000.00
			$	1,000.00
			$	750.00
			$	3,500.00
			$	15,000.00
			$	10,000.00
			$	1,500.00
			$	3,000.00
			$	1,000.00
			Total Non Personnel	**$ 38,750.00**
			Total Budget	**$ 516,223.12**
			$	(477,919.12)

Funding Source	Funding Code
Program Fee Revenue	
ELOP Revenue	

Valor

Navigato
Enrichment Pr
202

Hayward

Program Details		
Grade	**Student Count**	**Ratio 1:10**
TK-K	20	2
1st - 7th	30	1.5
	Required Staff	3.5
Hours	2-6 pm	4.0

Personnel

	Object Code	EE Name	After School Role
1	2100/2104	After School Coordinator	
2	2100/2104	After School Group Leader	
3	2100/2104	After School Group Leader	
4	2100/2104	After School Group Leader	
5	2100/2104	After School Group Leader	
6	2100/2104	After School Group Leader	
7	2100/2104	After School Group Leader	
8	2100/2104	After School Group Leader	
9	2100/2104	After School Group Leader(sub)	
10	2100/2104	After School Group Leader	
11	2100/2104	After School Skills Support Para	
12	2100/2104	After School Skills Support Para	
13	2100/2104	Community Schools Coordinator	

Navigato
Enrichment Pr
202

2100/2104

Non Personnel

Object Code	Vendor	Expense Description

r Schools
·ogram Budget
5-27

Collegiate

# Students	Rate p/mo.	# Months	Amount
50	266	9	$ 119,700.00
			Get $ from RC
		Total Revenue	**$ 119,700.00**

Notes	Pay Rate	Start Date	Hrs p/day	# of work days	Gross Salary	FB	Est. Payroll Cost
			$ 30.00	216	$ 64,512	$ 12,064	$ 76,575.74
			$ 26.25	21	$ 34,020	$ 6,362	$ 40,381.74
			$ 26.25	August 2025	$ 34,020	$ 6,362	$ 40,381.74
			$ 26.25	August 2025	$ 34,020	$ 6,362	$ 40,381.74
						$ -	$ -
						$ -	$ -
						$ -	$ -
						$ -	$ -
			$ 26.25			$ -	$ -
			$ 26.25	August 2025	$ 8,000	$ 1,496	$ 9,496.00
			$ 25.00	August 2025	$ 21,600	$ 4,039	$ 25,639.20
			$ 25.00	August 2025	$ 21,600	$ 4,039	$ 25,639.20
			$ -	August 2025	$ 72,000	$ 13,464	$ 85,464.00
			$ -	August 2025			

r Schools
·ogram Budget
5-27

	$ -	August 2025		
			Total Personnel	**$ 343,959.36**
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
			Total Non Personnel	**$ -**
			Total Budget	**$ 343,959.36**
				$ (224,259.36)

Funding Source	Funding Code
Program Fee Revenue	
ELOP Revenue	

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Navigator Schools 2026-27 Mascot Club Calendar

July 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3	Independence Day Observed
14	Mascot Club Ends
13	Coordinators First Day

22

August 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-7	Navi 101 Work Days
10-14	Navi 201 Work Days
18	First Day of School
18-21	Minimum Days

21

September 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7	Non-Work Day, Labor Day

21

October 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	29	30	31	

12	No School, Indigenous Peoples Day
19	No School, Staff Work Day
20-31	Minimum Days

22

November 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	3	4	11	12	13	14
15	10	11	12	13	14	15
22	17	18	19	20	21	22
29	24	25	26	27	28	29
30						

2	No School, Staff Development Day
7	Daylight Savings Time Ends
11	Non-Work Day, Veterans Day
21	Minimum Day
27-28	Non-Work Days, Thanksgiving

17

December 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	31			

18	Minimum Day
21-31	Non-Work Days
24-25	Non-Work Days, Holiday

15

January 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	28	30
31						

1	Non-Work Day, New Year's Day Observed
4	No School, Staff Development Day
15	Minimum Day
18	Non-Work Day, Martin Luther King Jr. Day

19

February 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

12	Minimum Day
15	Non-Work Day, President's Day
16-19	Mascot Club, Winter Break

19

March 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

7	Daylight Savings Time
19	Minimum Day
22-26	Mascot Club, Spring Break
29	No School, Staff Development Day

22

April 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

22

May 2027

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10	Minimum. Day
28	Minimum Day
31	Non-Work Day, Memorial Day

20

June 2027

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7-11	Minimum Day
11	Last Day of School
14	Mascot Club Begins
18	Non-Work Day, Juneteenth, Observed

21

- Minimum Day
- Staff Development Day, No School for Students
- Holiday, No School for Students and Staff
- Non-Working Day
- Return Day/Last Day
- Mascot Club During Breaks

M-F Work Days	261
Holidays	12
Non work days	33
Vacation	5
Working Days	216

MC STAFF WORK DAYS

215

M-F Work Days	261
Holidays	12
Non work days	7
Vacation	5
Working Days	242

COORDINATOR WORK DAYS

241

Navigator Schools
Charting a new course in education

Coversheet

Approval of Smartphone Policy

Section: VI. Topical
Item: I. Approval of Smartphone Policy
Purpose: Vote
Submitted by:
Related Material: Limitation of Smartphone Use Policy (06.15.26).pdf

Board Policy: #
Adopted/Ratified: June 15, 2025
Revision Date: June 15, 2026

LIMITATION OF SMARTPHONE USE POLICY

Assembly Bill 3216 requires California schools including charter schools to adopt a policy that limits or prohibits student smartphone use during the school day. The goal is to create a more focused and supportive learning environment by minimizing distractions and addressing concerns about academic engagement, social interaction, and student mental health. These policies are intended to reduce classroom disruptions and the negative impacts of constant digital engagement, while still ensuring students can access their phones in emergencies. Schools are also required to allow exceptions for medical needs, Individualized Education Programs (IEPs), and other legally protected circumstances. The law does not require schools to use phone lock-up systems or any specific technology, and instead schools retain flexibility in designing and enforcing policies that reflect their individual community needs.

This Limitation of Smartphone Use Policy ("Policy") applies to smartphones, cell phones, smart watches, earbuds, or any other device that provides similar functionality ("Device").

The following procedures apply so as to maintain a safe and focused learning environment:

1. Students in possession of any Device must always keep the Device turned off and stored in the student's backpack and all Devices must remain out of view and powered off during the entire school day.

2. Devices may only be used as follows:

    a. In the case of an emergency, or in response to a perceived threat of danger;

    b. When a teacher or administrator grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator;

    c. When a licensed physician or surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil; and,

    d. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Coversheet

Consideration of Revised Volunteer Policy

Section:	VI. Topical
Item:	J. Consideration of Revised Volunteer Policy
Purpose:	Vote
Submitted by:	
Related Material:	Volunteer Policy - Revised (Redline - 06.15.26).pdf Volunteer_Policy_-_Revision__Clean_-_06.15.26_.pdf

Board Policy: #
Adopted/Ratified: December 8, 2025
Revision Date: June 15, 2026

VOLUNTEER POLICY

Duties of Volunteers

AB 506 is a California law that requires all employees, registered adult volunteers and regular volunteers (age 18 or older) who have more than 16 hours a month (or 32 hours per year) of contact with a youth to complete a Live Scan background check (the digital version of inked fingerprinting) and youth protection training.

The CEO & Superintendent or designee may assign volunteers to: 1. Assist certificated personnel in the performance of their duties, including in the supervision of students and in the performance of instructional tasks which, in the judgment of the certificated personnel to which the volunteer is assigned, may be performed by a person not licensed as a classroom teacher; 2. Serve as nonteaching aides under the immediate supervision and direction of certificated personnel to perform noninstructional work which assists certificated personnel in the performance of teaching and administrative responsibilities; 3. Supervise students during lunch, breakfast, or other nutritional periods; 4. Work on short-term facilities projects pursuant to the section below entitled "Volunteer Facilities Projects"; and 5. Perform other duties in support of district or school operations as approved by the Superintendent or designee.

Volunteers must freely agree to work for a personal, charitable, or rehabilitative benefit rather than for compensation. Volunteers shall not be used in place of staff and shall not be used to gain an unfair competitive advantage in commercial operations. Volunteers shall not be authorized to assign grades to students, and shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off.

Criminal Background Check

Prior to assuming a volunteer position working with students in a Navigator-sponsored student activity program, a volunteer shall obtain a “LiveScan” fingerprint clearance through the Department of Justice and Federal Bureau of Investigation. Student activity programs include, but are not limited to, scholastic programs, and interscholastic programs. The CEO & Superintendent or designee shall determine which volunteer positions are subject to the above requirement. The criminal background check requirement shall not apply to volunteer supervisors for breakfast, lunch, or other nutritional periods or to volunteer nonteaching aides under the immediate supervision and direction of certificated personnel, and parents/guardians volunteering in a classroom or on a field trip or community members providing noninstructional services.

Mandated Reporter Training

Effective July 1, 2026, pursuant to SB 848 volunteers shall be considered “mandated reporters” and must submit proof of mandated reporter training within the first six weeks of commencing volunteer service, and annually thereafter.

Registered Sex Offenders

The CEO& Superintendent or designee may require all volunteers to disclose whether they are a registered sex offender and/or to provide sufficient information in order to allow verification of this status on the Department of Justice's Megan's Law web site. The principal may grant a registered sex offender, who is not the parent/guardian of a student at the school, permission to come into a school building or upon school grounds to volunteer at the school; however, at least 14 days prior to the first date for which permission has been granted, the principal or designee shall notify the parent/guardian of each student at the school, using one of the methods specified in Education Code 48981, that a person who is required to register as a sex offender pursuant to Penal Code 290 has been granted permission to come into a school building or upon school grounds, the date(s) and times for which permission has been granted, and the parent/guardian's right to obtain information regarding the person from a designated law enforcement agency. (Penal Code 626.81) However, no person who is required to register as a sex offender pursuant to Penal Code 290 shall be assigned as a volunteer to assist certificated personnel in the performance of their duties; supervise students during lunch, breakfast, or other nutritional period; or serve as a nonteaching aide to perform noninstructional tasks. In addition, a person who is required to register as a sex offender because of a conviction for a crime where the victim was a minor under age 16 shall not serve as a volunteer in any capacity in which he/she would be working directly and in an unaccompanied setting with minors on more than an incidental and occasional basis or have supervision or disciplinary power over minors. (Education Code 35021, 45349; Penal Code 290.95)

Tuberculosis Assessment/Examination

Upon initial volunteer assignment, a volunteer shall have on file with the school a certificate showing that he/she has submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. (Education Code 49406) The Superintendent or designee may exempt from the tuberculosis risk assessment and/or examination those volunteers whose functions do not require frequent or prolonged contact with students. (Education Code 49406)

Volunteer Facilities Projects

All volunteer facilities projects shall have approximate start and completion dates and shall be approved by the principal in advance. Projects also shall be approved in advance by the Superintendent or designee if they involve the following types of work: 1. Alterations, additions, or repairs to buildings and grounds 2. Construction involving wall or roof penetration, drilling, or nailing 3. Structural modifications 4. Electrical, electronic, plumbing, or heating and cooling work 5. Painting 6. Installation of carpet, playground equipment, benches, sprinkler systems, marquees or signs 7. Paving 8. Tree planting, pruning, or removal The Superintendent or designee shall ensure that volunteers possess the appropriate license and/or have sufficient expertise required for the project. He/she shall also ensure that such projects comply with building and safety codes and other applicable laws and collective bargaining agreements. Navigator shall provide on-site assistance and supervision for such projects as necessary.

Board Policy: #
Adopted/Ratified: December 8, 2025
Revision Date: June 15, 2026

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Coversheet

Mandated Reporter Policy

Section: VI. Topical
Item: K. Mandated Reporter Policy
Purpose: Vote
Submitted by:
Related Material: SB 848 Mandated Reporter Policy (06.15.26).pdf

Board Policy #:
Adopted/Ratified: 06/15/26
Revision Date: 06/15/26

SB 848 MANDATED REPORTER POLICY

Mandated Reporters

Navigator Schools ("Navigator") maintains strict standards for reporting of suspected or known child abuse and neglect. This policy responds to the requirements of SB 848 and serves as a summary for employees and agents regarding their obligations under California law. All employees must read and familiarize themselves with the mandated reporting laws of the state contained in California Penal Code section 11166. This and other associated policies may be subject to update and revision when the California Department of Education ("CDE") is scheduled to release resources and information for this policy on or by July 1, 2026.

As an overview, all Navigator employees, and all volunteers, contractors, and Board members who have contact with students outside the immediate supervision of a parent/guardian or Navigator employee (referred to collectively as "mandated reporters") are mandated to report child abuse and neglect when it is "reasonably suspected" or "known." This requirement extends to the mandated reporter when they are acting in "a professional capacity" when at work, volunteering, or when otherwise acting in connection with students of the Navigator.

Child abuse and neglect include the following:

- Physical Abuse – as exhibited by bruises, cuts, burns, or other physical or emotional injuries
- Sexual Abuse – including sexual assault, exploitation, molestation, as exhibited by the physical and emotional injury symptoms (above), particularly when in conjunction with a child's genitals or other private parts
- Neglect – including maltreatment or an absence of care for the child's wellbeing, as exhibited by a failure to provide adequate clothing, food, medical care, shelter, or supervision
- Life Endangerment – including an active disregard for the safety and the wellbeing of the child, including through corporal punishment, mental suffering, etc.

Under mandated reporting laws, all mandated reporters must make the required reports to "a child protective agency," which includes Child Protective Services and/or local law enforcement. Reports must be made immediately or as soon as practically possible. The initial report must be followed up by the mandated reporter with a written report on the Suspected Child Abuse Reporting form (SCAR form) to the same agency withing thirty-six (36) hours. The SCAR form must include all information known to the reporting party as of the time of the report.

Navigator will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to all mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the Navigator year, or in conjunction with other mandated reporters becoming subject to such

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Adopted/Ratified: 06/15/26
Revision Date: 06/15/26

requirements. All mandated reporters required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each Navigator year or within the first six (6) weeks of that employee's employment, or within the first six (6) weeks of a mandated reporter's becoming subject to these requirements. Mandated reporters must also report known of suspected child abuse and neglect to a Navigator administrator without exception.

Any 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. It may also lead to an employee's discipline or dismissal.

The duty to file a mandated report belongs to each individual mandated reporter. It shall not be a defense to making a report that the mandated reporter believed another mandated reporter would be filing a mandated report. Two or more mandated reporters may agree to jointly file a mandated report provided the report is actually filed.

By accepting employment with Navigator, employees acknowledge they are "child care custodians" (mandated reporters) and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions. When any volunteer, contractor, or Board members agrees to associate with the Navigator in a manner that qualifies them as a mandated reporter, the Navigator will confirm with all other mandated reporters of their legal obligation as a mandated reporter.

Managing Appropriate Adult-Student Relations

Navigator School already maintains a Professional Boundaries Policy. Subject to anticipated CDE guidance, this policy will be amended to include the below. This policy applies to employees, interns, volunteers, contractors, and other persons with an employment relationship with Navigator.

The Navigator Board of Directors ("Board") desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting, in accordance with this policy. Such adults shall not engage in threatening, unsafe, unlawful, or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety. Employees shall remain vigilant of their position of authority and not abuse it when relating with students.

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Adopted/Ratified: 06/15/26
Revision Date: 06/15/26

The Board prohibits inappropriate conduct between employees and students. Inappropriate employee conduct includes, but is not limited to:

1. Initiating inappropriate physical contact

2. Attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature

3. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

4. Being alone with a student outside of the view of others

5. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent

6. Maintaining personal contact with a student during or outside the school day that has no legitimate educational purpose, by phone, letter, text message, social media internet platforms, electronic communications, or other means of communication, without including the student's parent/guardian. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications

7. Creating or participating in social networking sites for communication with students, other than those created by Navigator, without the prior written approval of the CEO & Superintendent or designee

8. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business

9. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students

10. Addressing a student in an overly familiar manner, such as by using a term of endearment

11. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities

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Adopted/Ratified: 06/15/26
Revision Date: 06/15/26

12. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose

13. Transporting a student in a personal vehicle without prior authorization

14. Encouraging students to confide personal or family problems and/or relationships

15. Disclosing personal, family, or other private matters to students or sharing personal secrets with students

16. Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence

17. Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

18. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

19. Using profane, obscene, or abusive language against students

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the CEO & Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the CEO & Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of this policy. Immediate intervention shall be implemented when necessary to protect student safety.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. Additionally, the CEO & Superintendent or designee may also notify law enforcement as appropriate.

Professional Standards

Navigator School already maintains a Professional Boundaries Policy. Subject to anticipated CDE guidance, this policy will be amended to include the below. This policy applies to employees, interns, volunteers, contractors, and other persons with an employment relationship with Navigator.

Board Policy #:
Adopted/Ratified: 06/15/26
Revision Date: 06/15/26

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong. Each employee is expected to acquire the knowledge and skills necessary to fulfill the employee's professional responsibilities and to contribute to the learning and achievement of district students.

The Board prohibits inappropriate conduct between employees and students. Inappropriate employee conduct includes, but is not limited to: Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers or threatens to endanger students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members

7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity

9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records

Board Policy #:
Adopted/Ratified: 06/15/26
Revision Date: 06/15/26

10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

    Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

14. Wearing inappropriate attire

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the CEO & Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures. Any reports of employee misconduct shall be promptly investigated by the CEO & Superintendent or designee. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline. The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Hiring Processes

Navigator maintains an AB 2534 Policy which states that persons applying for a position with Navigator must disclose a complete list of prior employment with any school district, county office of education, or charter school. Navigator must inquire with each prior employer if the applicant, while previously employed, was the subject of a credible complaint, substantiated investigation, or disciplined for egregious misconduct as defined in Education Code Section 44932(a)(1).

Board Policy #:
Adopted/Ratified: 06/15/26
Revision Date: 06/15/26

SB 848 adds that no person "convicted of a violent or serious felony, *or of a sex offense,*" can be hired as a certificated employee. The legislation also expands the prohibited employment offenses for certificated employees to include additional sex-based crimes.

The new legislation expands the Education Code definition of "sex offense" to include additional Penal Code ("P.C.") sections, including P.C. §288.3 – communicating or attempting to communicate with a minor with the intent to commit specified crimes and sexual offenses; P.C. §288.4 – arranging to meet with a minor with the intent to commit a sexual offenses; and, P.C. §647.6(c)(2) – a subsequent conviction for annoying or molesting a child under the age of 18 after specified felony convictions.

With this policy the Board prohibits the hiring of any such candidate for any position within Navigator Schools.

Coversheet

Celebration of Ian Connell's Service to Navigator Schools

Section: VII. Governance
Item: A. Celebration of Ian Connell's Service to Navigator Schools
Purpose: Vote
Submitted by:
Related Material:
Resolution of Recognition of Service - Ian Connell_BR_2026-4 (06.15.26).pdf

NAVIGATOR BOARD OF DIRECTORS
BOARD RESOLUTION (BR_2026-4)

RECOGNITION OF IAN CONNELL FOR HIS SERVICE ON THE NAVIGATOR SCHOOLS' BOARD OF DIRECTORS

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools to recognize Ian Connell for his exemplary service and immense contributions to Navigator Schools:

WHEREAS, Ian Connell served on the Navigator Schools' Board of Directors since June 16, 2020 until the conclusion of his third term at which point he will term out on June 30, 2026;

WHEREAS, Ian Connell has exhibited steadfast commitment to the mission of Navigator Schools, to the success of its students, and to the welfare of its families and communities over the course of his Board service;

WHEREAS, Ian Connell has demonstrated expertise, leadership, and ethics beyond reproach as a steward of public funds and organizational resources; and

WHEREAS, Ian Connell was an inspiration to the staff and the community at Navigator Schools through his generosity of time, the sharing of his experience, and his provision of forward-thinking leadership and strategies; and thereby Ian Connell has made an important and lasting impact on Navigator Schools.

NOW THEREFORE, it is:

RESOLVED, the Board of Directors of Navigator Schools expresses its heartfelt gratitude for the exemplary service of Ian Connell, fellow Board member, and friend.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting for which a quorum was present on June 15, 2026, held in Gilroy, Santa Clara County, California.

The Board Secretary of the Corporation certifies that this resolution was adopted at the dated meeting of the board of directors.

_____ _____

Signature of Secretary **Date**

Tomislav Peraic

Coversheet

Celebration of Jan Mazyck's Service to Navigator Schools

Section: VII. Governance
Item: B. Celebration of Jan Mazyck's Service to Navigator Schools
Purpose: Vote
Submitted by:
Related Material:
Resolution of Recognition of Service - Jan Mazyck_BR_2026-5 (06.15.26).pdf

NAVIGATOR BOARD OF DIRECTORS
BOARD RESOLUTION (BR_2026-5)

RECOGNITION OF JAN MAZYCK FOR HER SERVICE ON THE NAVIGATOR SCHOOLS' BOARD OF DIRECTORS

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools to recognize Jan Mazyck for her exemplary service and immense contributions to Navigator Schools:

WHEREAS, Jan Mazyck served on the Navigator Schools' Board of Directors since August 26, 2024 until her resignation on May 29, 2026;

WHEREAS, Jan Mazyck has exhibited steadfast commitment to the mission of Navigator Schools, to the success of its students, and to the welfare of its families and communities over the course of her Board service;

WHEREAS, Jan Mazyck has demonstrated expertise, leadership, and ethics beyond reproach as a steward of public funds and organizational resources; and

WHEREAS, Jan Mazyck was an inspiration to the staff and the community at Navigator Schools through her generosity of time, the sharing of her experience, and her provision of forward-thinking leadership and strategies; and thereby Jan Mazyck has made an important and lasting impact on Navigator Schools.

NOW THEREFORE, it is:

RESOLVED, the Board of Directors of Navigator Schools expresses its heartfelt gratitude for the exemplary service of Jan Mazyck, fellow Board member, and friend.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting for which a quorum was present on June 15, 2026, held in Gilroy, Santa Clara County, California.

The Board Secretary of the Corporation certifies that this resolution was adopted at the dated meeting of the board of directors.

_____ _____

Signature of Secretary **Date**

Tomislav Peraic

Coversheet

Celebration of Niña Rosete's Service to Navigator Schools

Section: VII. Governance
Item: C. Celebration of Niña Rosete's Service to Navigator Schools
Purpose: Vote
Submitted by:
Related Material:
Resolution of Recognition of Service - Niña Rosete_BR_2026-6 (06.15.26).pdf

NAVIGATOR BOARD OF DIRECTORS
BOARD RESOLUTION (BR_2026-6)

RECOGNITION OF NIÑA ROSETE FOR HER SERVICE ON THE NAVIGATOR SCHOOLS' BOARD OF DIRECTORS

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools to recognize Niña Rosete for her exemplary service and immense contributions to Navigator Schools:

WHEREAS, Niña Rosete served on the Navigator Schools' Board of Directors since August 26, 2024 until the conclusion of her first term which will occur on June 30, 2026;

WHEREAS, Niña Rosete has exhibited steadfast commitment to the mission of Navigator Schools, to the success of its students, and to the welfare of its families and communities over the course of her Board service;

WHEREAS, Niña Rosete has demonstrated expertise, leadership, and ethics beyond reproach as a steward of public funds and organizational resources; and

WHEREAS, Niña Rosete was an inspiration to the staff and the community at Navigator Schools through her generosity of time, the sharing of her experience, and her provision of forward-thinking leadership and strategies; and thereby Niña Rosete has made an important and lasting impact on Navigator Schools.

NOW THEREFORE, it is:

RESOLVED, the Board of Directors of Navigator Schools expresses its heartfelt gratitude for the exemplary service of Niña Rosete, fellow Board member, and friend.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting for which a quorum was present on June 15, 2026, held in Gilroy, Santa Clara County, California.

The Board Secretary of the Corporation certifies that this resolution was adopted at the dated meeting of the board of directors.

_____ _____

Signature of Secretary **Date**

Tomislav Peraic

Coversheet

Appointment of New Board Members

Section: VII. Governance
Item: F. Appointment of New Board Members
Purpose: Vote
Submitted by:
Related Material: Cory_Vastola_-_Bio_05.21.26.pdf
Kari_Yeater_-_Bio_05.21.26.pdf
Alice_Flores_-_Bio_05.21.26.pdf

Cory Vastola

Chief Financial Officer at the Equitable Facilities Fund

Cory Vastola is an experienced finance and operations leader in the charter school sector, currently serving as Chief Financial Officer at the Equitable Facilities Fund. In this role, he leads a financial strategy focused on expanding access to affordable, high-quality school facilities for charter organizations.

Previously, Cory spent more than a decade at KIPP Public Schools Northern California, including as Chief Financial and Operating Officer, where he oversaw finance, real estate development, operations, and technology. During his tenure, he helped scale the network significantly and led the financing and development of multiple school facilities.

Earlier in his career, Cory worked as an analyst at NERA Economic Consulting and was an Education Pioneers Fellow. He holds a Bachelor of Arts in Economics from Brown University.

His expertise spans financial strategy, facilities financing, and organizational growth, with a strong focus on supporting sustainable expansion and long-term success for public charter schools.

Kari Yeater

Kari Yeater is an experienced K–12 education leader with more than 30 years in public education, including over a decade serving as a school superintendent. Her career spans roles as a teacher, principal, county administrator, and district leader, with deep expertise in educational services, human resources, and operational leadership.

Most recently, Kari served as an Assistant Superintendent at Salinas Union High School District, where she supported district reorganization efforts and alignment across student services, while helping secure significant Community Schools funding. Prior to this, she led North Monterey County Unified School District as superintendent for approximately 12 years, guiding systemwide initiatives focused on student achievement, equity, and community partnerships.

Kari's leadership emphasizes student-centered learning, expanded career pathways, and whole-child approaches, including social-emotional development and community-based supports. She has led efforts to implement community school models, strengthen partnerships, and expand academic and enrichment opportunities for students.

Her experience reflects a strong commitment to equity, systems improvement, and creating engaging learning environments where all students can thrive.

Alice Flores

Dr. Alice Flores is a seasoned educator and leader with extensive experience across K–14 education and higher education. She retired from the California State University system in 2016, where she served as Regional Director for CalStateTEACH, leading innovative teacher preparation initiatives. She currently serves part-time as a professor in the School of Education at National University.

Dr. Flores's career spans more than three decades in education, including roles as a K–12 classroom teacher, administrator, and physical education instructor at Gavilan College. She also brings significant governance experience, having served as a school board member for 20 years.

In higher education, Dr. Flores has contributed to the development of online California Subject Matter Preparation programs for beginning teachers through the CSU Chancellor's Office. She has been actively involved in accreditation and policy work, serving on and chairing committees for the Western Association of Schools and Colleges (WASC) and the California Commission on Teacher Credentialing. At National University, she also served as Associate Dean of the San Jose Learning Center.

Dr. Flores has been recognized for her excellence in teaching and leadership, including the Jerry C. Lee Distinguished Teacher Award (1996), California Leadership Academy Professor of the Year (2009, Region 10), and an AACTE Award for innovation and technology.

Her work reflects a deep commitment to educator development, student success, and advancing equity and innovation in education systems.

Coversheet

Board & Committee Meeting Calendar 2026-27

Section: VII. Governance
Item: G. Board & Committee Meeting Calendar 2026-27
Purpose: Vote
Submitted by:
Related Material: Board_and_Committee_Meeting_Calendar_05.21.26.pdf

2026-27 Board and Committee Meeting Calendar

Legend:

BOARD Finance Audit Governance Academic Success Development

Month	Title	Date & Time
AUGUST 2026	**Academic Success**	**Mon, Aug 17** 4:00 PM – 5:00 PM (1 hour)
	Governance	**Thur, Aug 20** 3:30 PM – 5:00 PM (1.5 hours)
SEPTEMBER 2026	**Finance**	**Thur, Sept 3** 5:00 PM – 6:30 PM (1.5 hours)
	BOARD	**Mon, Sept 14** 6:00 PM – 8:30 PM (2.5 hours)
OCTOBER 2026	**Governance**	**Thur, Oct 15** 3:30 PM – 5:00 PM
	Finance	**Thur, Oct 22** 5:00 PM – 6:30 PM (2.5 hours)
	BOARD	**Mon, Oct 26** 6:00 PM – 8:30 PM (2.5 hours)
NOVEMBER 2026	**Academic Success**	**Mon, Nov 9th** 4:00 PM – 5:00 PM (1 hour)
	Governance	**Thur, Nov 19** 3:30 PM – 5:00 PM (1.5 hours)
	Audit	**Thur, Nov 19** 5:00 PM – 6:30 PM (1.5 hours)
DECEMBER 2026	**Finance**	**Thur, Dec 3** 6:30PM – 8:00 PM (1.5 hours)
	BOARD	**Mon, Dec 7** 6:00 PM – 8:30 PM (2.5 hours)
JANUARY 2027	**BOARD Retreat**	**Sat, Jan 16** 9:00 AM – 3:00 PM (6 hours)
	Governance	**Thur, Jan 28** 3:30 PM – 5:00 PM (1.5 hours)
	Finance	**Thur, Jan 28** 5:00 PM – 6:30 PM (1.5 hours)
FEBRUARY 2027	**Academic Success**	**Mon, Feb 8** 4:00 PM – 5:00 PM (1 hour)
	BOARD	**Mon, Feb 22** 6:00 PM – 8:30 PM (2.5 hours)

DRAFT

2026-27 Board and Committee Meeting Calendar

MARCH 2027	**Governance**	**Thur, March 25** 3:30 PM – 5:00 PM (1.5 hours)
	Finance	**Thur, Mar 25** 5:00 PM – 6:30 PM (1.5 hours)
	Audit	**Thur, Mar 25** 6:30PM – 8:00 PM (1.5 hours)
APRIL 2027	**BOARD**	**Mon, April 5th** 6:00 PM – 8:30 PM (2.5 hours)
	Governance	**Thur, Apri 29** 3:30 PM – 5:00 PM (1.5 hours)
	Finance	**Thur, Apr 29** 5:00 PM – 6:30 PM (1.5 hours)
MAY 2027	**Academic Success**	**Mon, May 10** 4:00 PM – 5:00 PM (1 hour)
	Governance	**Thur, May 20** 3:30 PM – 5:00 PM (1.5 hours)
	Finance	**Thur, May 27** 5:00 PM – 6:30 PM (1.5 hours)
	BOARD	**Mon, June 7** 6:00 PM – 8:30 PM (2.5 hours)

DRAFT

Coversheet

Committee Assignments for 2026-27

Section: VII. Governance
Item: H. Committee Assignments for 2026-27
Purpose: Vote
Submitted by:
Related Material: Committee_Members_2026-27_05.21.26_.pdf

Committee Assignments 2026-27

Committee	Members	Chairperson	Staff Lead	Other Attendees
🔴 Academic Success	Margaret (Macke) Raymond	Margaret (Macke) Raymond	Crystal O'Rourke	Caprice Young
	Chuck Daggs			Tom Peraic
	Alice Flores			Andrea Hernandez
🟢 Finance	Cory Vastola	Cory Vastola	Caprice Young	Tom Peraic
	Nora Crivello			Andrew Huaracha
	Rosie Arroyo			Prabhu Reddy
				Charter Impact
				Abacus
🟠 Governance	Nora Crivello	Nora Crivello	Caprice Young	Tom Peraic
	Kari Yeater			
	Shara Hegde			
🟡 Development	Chuck Daggs	Chuck Daggs	Caprice Young	Tom Peraic
	Rosie Arroyo			
	Jan Mazyck			

Committee Assignments 2026-27

Audit	Jan Mazyck	Jan Mazyck	Caprice Young	Tom Peraic
	Anthony Di Vittorio			GHJ
	Kari Yeater			Charter Impact
				Abacus
NSSC	Kevin Sved	Kevin Sved	Caprice Young	Tom Peraic
	Carl Cade			
	Joe Lucente			

Coversheet

Amendment of Articles of Incorporation

Section: VII. Governance
Item: I. Amendment of Articles of Incorporation
Purpose: Vote
Submitted by:
Related Material:
Certificate_of_Amendment_of_Articles_of_Incorporation_Reflecting_CalSTRS_Amendment_6.15.26.pdf

CERTIFICATE OF AMENDMENT
OF THE RESTATED ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Navigator Schools, a California nonprofit public benefit corporation with California Entity Number 3334747.

2. Article V of the Restated Articles of Incorporation of this corporation is amended to read as follows:

> Upon the dissolution or final liquidation of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Restated Articles of Incorporation has been duly approved by the Board of Directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: _____ _____
Caprice Young, President

Date: _____ _____
Tomislav Peraic, Secretary

Coversheet

Amendment of the Bylaws

Section: VII. Governance
Item: J. Amendment of the Bylaws
Purpose: Vote
Submitted by:
Related Material: Bylaws - Amended for CalSTRS Compliance_6.15.26.pdf

BYLAWS
OF
NAVIGATOR SCHOOLS

(A California Nonprofit Public Benefit Corporation)

ARTICLE I

NAME

Section 1. NAME. The name of this corporation is Navigator Schools.

ARTICLE II

PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 277 IOOF Avenue, Gilroy, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III

GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV

CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V

DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Corporation's charters. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. Upon the dissolution or final liquidation of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State. ~~On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).~~

ARTICLE VI

CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII

BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations 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, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's 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.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
b. Change the principal office or the principal business office from one location to another.
c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than eleven (11), unless changed by amendments to these bylaws and to the charters held by the Corporation. The Board shall include representatives and members of the community, including one (1) Parent Representative from Gilroy Prep School and one (1) Parent Representative from Hollister Prep School (collectively referred to herein as "Foundational Schools"). The Corporation will seek to ensure that the members represent a broad area of expertise and a broad cross-section of the school communities and community-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountancy, business, and philanthropy. Individuals paid by the Corporation will not serve on the Board.

All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint additional directors to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No person serving on the Board of Directors may be an interested person. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any spouse of such person. This applies to Directors seated after January 1st, 2012.

Section 5. DIRECTORS' TERM AND QUALIFICATION. Except for the initial Board members (who served staggered terms of service to ensure a healthy mix of experienced and new Board members), each director shall hold office for two (2) years and until a successor director has been designated and qualified. No Board member shall serve for more than three consecutive terms, or six years. Parent Representatives must have or had a student enrolled at the Foundational School that the parent represents (at the beginning of their term).

Section 6. NOMINATIONS PROCESS. The Board has created a Governance Committee to implement a process for nominating members to Board, which operates as follows:

e. Each spring (or as needed due to unplanned vacancies), the Governance Committee will identify existing vacancies, or vacancies that are bound to arise due to expiring Board terms. Though the Governance Committee is responsible for the vetting of all potential board candidates, any member of the Board may identify potential members and submit a resume for the candidate to the Governance Committee.

f. When a vacancy exists in either, or both, of the Parent Representative seats from the Foundational Schools, the Governance Committee shall provide a notification to the respective school site council who shall put forth up to five (5) qualified parent candidates for the Governance Committee to interview (during a public meeting).

g. The Governance Committee will review resumes for, have conversations with, discuss, and rank all prospective candidates.

h. The Governance Committee will recommend candidates to the Board and bring the nomination to the Board for a vote at the next Board meeting.

i. The full Board will review the candidate's resume and vote to approve new members by majority vote.

j. If the Board does not vote to approve a parent candidate recommended by the Governance Committee (from a list put forth by the appropriate school-site council), the Board will request that a new list of parents candidates be generated and provided to the Board following the same process (the school site council will provide up to 5 candidates for the Governance Committee to interview and then the Governance Committee will forward one or more candidates to the Board to choose from).

k. New members will begin their term of office in July, or as needed when there is a vacancy. Once members have been sworn in, the Navigator Schools Board of Directors will partake in a mandatory board introductory training as well as the annual board training. New members will be presented with the past history of the board, by laws and policies, as well as all full board and committee responsibilities.

l. New members will be elected to the Board when a previous member's term expires at an annual meeting occurring during the last quarter of the fiscal year. If vacancies occur mid-year or the Board wishes to grow in size between annual meetings, new members may be added at any Board meeting held for this purpose.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for directorship than can be elected, no Corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) in the case of the two (2) Parent Representatives from the Foundational Schools, upon the parent representative's student dis-enrolling or being expelled from the Foundational School the parent represents, regardless of the term remaining. If the Parent Representative's student graduates from the Foundational School the parent representative may remain on the Board for the remainder of his/her term.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Board Chair, or the Secretary, or to the Board as a whole. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act") (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board may be filled by approval of the Board or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. Candidates to fill any Parent Representative vacancy must conform to the qualification requirements stated above and must come from a list that originates from the respective school site council.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. At least 72 hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the Board Chair or a majority of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board may be held only after at least twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting, in the following manner:

m. Any such notice shall be addressed or delivered to each director at the address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board are regularly held.

n. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

o. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board will be by majority vote of the directors in attendance, and based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

p. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the Corporation's jurisdiction;

q. All votes taken during a teleconference meeting shall be by roll call;

r. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

s. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

t. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

u. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

v. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the entire Board;

w. Fill vacancies on the Board or any committee of the Board;

x. Fix compensation of the directors for serving on the Board or on any committee;

y. Amend or repeal bylaws or adopt new bylaws;

z. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

aa. Create any other committees of the Board or appoint the members of committees of the Board;

bb. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

cc. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee.

Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII

OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a Board Chair, a Vice-Chair, a Secretary, and a Treasurer.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Board Chair.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. REMOVAL OF OFFICERS. The Board may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. BOARD CHAIR. The Board Chair shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. It shall be the duty of the Chair to guide the Board in the enforcement of all policies and regulations and to perform all other duties normally incumbent upon such an officer. The Chair will help direct and mediate Board discussions with respect to organizational priorities and governance concerns and ensure that the Board engages in a self-evaluation at least once a year. In addition, the Board Chair will work with the board officers and committee chairs to develop the agendas for Board meetings.

Section 8. VICE-CHAIR OF THE BOARD. If a Board Chair is elected, there shall also be a Vice-Chair. In the absence of the Chair, the Vice-Chair shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board or the bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board may designate; (b) disburse the corporation's funds as the Board may order; (c) render to the Board Chair and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

ARTICLE IX

CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

ARTICLE X

CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE XI

LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may

advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII

INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII

INSURANCE

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV

MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

dd. Adequate and correct books and records of account;

ee. Written minutes of the proceedings of the Board and committees of the Board; and

ff. Such reports and records as required by law.

ARTICLE XV

INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal

law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board and committees of the Board at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI

REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board shall cause an annual report to be sent to itself (the Board) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

gg. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;

hh. The principal changes in assets and liabilities, including trust funds;

ii. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

jj. The Corporation's expenses or disbursement for both general and restricted purposes;

kk. Any information required under these bylaws; and

ll. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

mm. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either: (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an

interest); or (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII

BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charters that created the charter schools operated by the Corporation, or make any provisions of these Bylaws inconsistent with these charters, the Corporation's Articles of Incorporation, or any applicable laws.

ARTICLE XVIII

FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Navigator Schools, a California nonprofit public benefit corporation; that these amended bylaws, consisting of 12 pages, are the amended Bylaws of this Corporation as adopted by the Board of Directors on [DATE] and that these bylaws have not been amended or modified since that date.

Executed on [DATE] at [LOCATION], California.

_____

Tomislav Peraic, Secretary

Coversheet

Ratification of Updated CSGF Loan Agreement

Section:	VIII. Finance
Item:	A. Ratification of Updated CSGF Loan Agreement
Purpose:	Vote
Submitted by:	
Related Material:	CSGF_Revised_Loan_Agreement_6.15.26.pdf

SUBORDINATED LOAN AGREEMENT
LOAN NUMBER: NAV-F4-SC-LOAN-2026-2Q

This Subordinated Loan Agreement (the "Agreement") is entered into as of May 28, 2026, between CHARTER FUND, INC., doing business as CHARTER SCHOOL GROWTH FUND (the "Lender") and NAVIGATOR SCHOOLS, a California nonprofit corporation (the "Borrower").

RECITALS

WHEREAS, the Borrower has applied to the Lender for a loan in the amount of THREE MILLION DOLLARS ($3,000,000), with the proceeds thereof to be used by the Borrower for the purposes described in Section 1.3 of this Agreement, in furtherance of the exempt purposes of the Borrower and in furtherance of the exempt purposes of the Lender, as described in Section 170(c)(2)(B) of the Internal Revenue Code of 1986, as amended (the "Code");

WHEREAS, Lender intends that the transactions provided for in this Agreement constitute a "program related investment" within the meaning of Code Section 4944(c); and

WHEREAS, the Lender is willing to make such loan to the Borrower upon the terms and subject to the conditions hereinafter set forth.

NOW, THEREFORE, in consideration of the foregoing premises, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Borrower and Lender (collectively the "Parties") hereto agree as follows:

ARTICLE I
THE LOAN AND ITS PURPOSES

Section 1.1 The Loan. The Lender agrees, subject to the terms and conditions hereinafter set forth, to make a loan to the Borrower, in the principal amount of THREE MILLION DOLLARS ($3,000,000) (the "Loan"). Principal outstanding shall accrue interest at the rate of one percent (1.0%) per annum. The closing of the Loan (the "Closing") shall be held on or around June 5, 2026, (the "Closing Date") or on such other date and at such other place as the Parties may mutually agree. Upon the fulfillment of all the conditions precedent set forth in Article III hereof, and provided no Event of Default (as defined in Article VI) exists under this Agreement, the Lender shall make available to the Borrower funds totaling the amount of the Loan by check or as otherwise reasonably instructed by the Borrower according to the installment schedule in Exhibit A.

Section 1.2 The Note. The Loan shall be evidenced by a subordinated promissory note of the Borrower (the "Note"), substantially in the form attached hereto as Exhibit B, duly executed on behalf of the Borrower by an authorized officer and dated as of the Closing Date. All terms and conditions stated in the Note are hereby incorporated by reference in this Agreement.

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Section 1.3 Purpose of the Loan. The Lender and the Borrower agree that the purpose of the Loan is to provide general support for the Borrower in carrying out its charitable tax-exempt purposes within the meaning of Code Section 501(c)(3). The Borrower shall use the proceeds of the Loan exclusively for such purposes. Although Lender intends for the Loan proceeds to provide flexible operating support for the Borrower, the Parties acknowledge and agree that certain types of expenses, including those set forth on Exhibit F, generally are inconsistent with the respective charitable purposes of the Parties and generally will be avoided by the Borrower.

Section 1.4 Program Related Investment. Consistent with Code Section 4944(c), Lender affirms and acknowledges that:

1.4.1 The primary purpose of this Loan is to accomplish one or more of the purposes of Lender and Borrower described in Code Section 170(c)(2)(B);

1.4.2 No significant purpose of this Loan is the production of income or the appreciation of property; and

1.4.3 No purpose of this Loan is to accomplish one or more of the purposes described in Code Section 170(c)(2)(D).

It is intended that this Loan will significantly further the accomplishment of Lender's charitable and other tax-exempt purposes within the meaning of Code Section 501(c)(3). Lender would not make this Loan but for this relationship between the Loan and the accomplishment of Lender's exempt purposes.

Section 1.5 Milestones. Borrower agrees to meet each and every milestone as set forth in Exhibit C hereto (the "Milestones", and each a "Milestone") and to do so within the specific time schedule set forth therein for each such Milestone. Satisfactory accomplishment of Milestones will be determined by Lender in its sole and absolute discretion.

Section 1.6 Termination. Until the Loan proceeds have been received by the Borrower, the Loan may be terminated and cancelled by the Lender without cause at any time, in its sole discretion and without any recourse on the part of the Borrower.

ARTICLE II
REPRESENTATIONS AND WARRANTIES

The Borrower represents and warrants that:

Section 2.1 Organization and Tax Status

2.1.1 Borrower is a nonprofit corporation duly formed, validly existing, and in good standing under the laws of the state in which it is incorporated. The Borrower has the

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power and authority to own, lease or license its assets and properties and to carry on its activities as now conducted and as contemplated to be conducted.

2.1.2 Borrower confirms that (1) it has been determined by the Internal Revenue Service (the "IRS") to be (a) an organization described in Code Section 501(c)(3), and (b) a public charity described in Code Section 509(a)(1), Code Section 509(a)(2), or Code Section 509(a)(3) (other than a non-functionally integrated Type III supporting organization described in Code Section 4942(g)(4)(A)(i)), and (2) these determinations have not been revoked or modified and continue in full force and effect. If either determination is revoked or modified, Borrower shall notify Lender immediately. No payment hereunder shall be required to be made at any time after Borrower ceases to be an organization described in Code Section 501(c)(3) and a public charity described in Code Section 509(a)(1), 509(a)(2), 509(a)(3) (as described in this Section 2.1). Borrower represents that the funding under this Agreement shall not change the Borrower's public charity status.

Section 2.2 Authorization; Binding Agreement. The Borrower's execution, delivery and performance of this Agreement, the Note, and any and all documents and agreements related thereto (the "Loan Documents") and contemplated use of the proceeds have been duly authorized by all requisite corporate action of Borrower. Upon execution and delivery of each of them, the Loan Documents will constitute the legal, valid, and binding obligations of the Borrower under applicable law, enforceable in accordance with their respective terms, subject only to bankruptcy, insolvency, reorganization, moratorium, or similar laws at the time in effect affecting the enforceability of the rights of creditors generally and to the discretion of courts of applicable jurisdiction to enforce equitable remedies including, without limitation, specific performance and injunctive relief.

Section 2.3 Title to Properties. Borrower has good title to its assets and properties free and clear of any lien, charge, encumbrance, or security interest which could materially and adversely affect either Borrower's ability to perform its obligations under the Loan Documents or the use of proceeds of the Loan contemplated hereunder.

Section 2.4 Litigation. There is no action, suit, investigation, or proceeding pending or, to the knowledge of Borrower, threatened by or before any court or governmental or administrative body or agency, nor is there any basis for any such action, that may reasonably be expected to result in a material adverse change in the activities, operations, assets, properties, or condition, financial or otherwise, of the Borrower, or to impair the ability of the Borrower to perform its obligations under the Loan Documents. The Borrower is not in default or violation of or, to its knowledge, alleged to be in default or violation of any judgment, writ, injunction, decree, rule, order, or regulation of any court or any governmental or administrative body or agency by which Borrower or its assets or properties are bound. Should at the Closing Date, there be or arise an event or instance in which the above passage is not correct, the Borrower will disclose all such events and attach a summary with all pertinent information pursuant to Section 4.6.1.

Section 2.5 Contract Defaults. The Borrower's execution, delivery, and performance of the Loan Documents and the use of the Loan proceeds contemplated thereby will not violate any provision of law, any order, rule, regulation or judgment of any court or governmental or regulatory body, the Articles of Incorporation or Bylaws of the Borrower, or any

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indenture, agreement, instrument, or deed of trust to which the Borrower is a party or by which the Borrower or any of its assets or properties is bound, or conflict with, result in a breach of, or constitute (with due notice, lapse of time, or both) a default or violation under any such indenture, agreement, instrument, or deed of trust, or result in the creation or imposition of any lien, charge, or encumbrance of any nature whatsoever upon any of the assets or properties of the Borrower, except as otherwise permitted, required, or contemplated by the Loan Documents. The Borrower is not a party to any indenture, agreement, or instrument, deed of trust, nor is it subject to any restriction, which adversely affects the ability of the Borrower to perform its obligations under the Loan Documents. The Borrower is not in default or, to Borrower's knowledge, alleged to be in default under any indenture, agreement, instrument, or deed of trust, for borrowed money, or under any indenture, agreement, instrument, or deed of trust, which, if in default, might reasonably be expected to result in an adverse change in the activities, operations, assets, properties, or condition, financial or otherwise, of the Borrower, or to impair the ability of the Borrower to perform its obligations under the Loan Documents.

Section 2.6 Compliance with Government Regulation. The Borrower has obtained all necessary licenses, approvals, charters, and authorizations from all appropriate governmental agencies, and is in compliance with all laws, rules, regulations, orders, writs, injunctions, or decrees, the violation of which would have a material adverse effect on the activities, operations, assets, properties, or condition, financial or otherwise, of the Borrower, or on the ability of the Borrower to perform its obligations under the Loan Documents.

Section 2.7 No Default. The Borrower is in compliance with all of the terms and provisions set forth in the Loan Documents on its part to be observed or performed, and no Event of Default (as defined in Article VI hereof), or any event that, with notice or lapse of time or both, would constitute any such Event of Default, has occurred and is continuing.

Section 2.8 Financial Condition. There has been no material adverse change in the Borrower's financial condition since the dates of the Borrower's most recent annual financial statements and most recent quarterly financial statements which have heretofore been provided by the Borrower to the Lender. Such financial statements are complete and correct and fairly present (a) the financial position of the Borrower as of their respective dates and (b) the results of the Borrower's operations for the respective periods then ended, all in accordance with generally accepted accounting principles consistently applied.

Section 2.9 Taxes. The Borrower has filed all tax and information returns required to be filed by Borrower in any jurisdiction, and has paid all taxes, assessments, fees, or other governmental charges which have become due and payable.

Section 2.10 Disqualified Persons. To the best of Borrower's knowledge, neither the Borrower, nor any director, officer, or employee of the Borrower, is a "disqualified person" with respect to the Lender within the meaning of Code Section 4946(a).

Section 2.11 Insurance Coverage. The Borrower has insurance coverage in full force and effect, against such risks and in such amounts as is customarily maintained by organizations engaged in activities similar to those of the Borrower.

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Section 2.12 Indebtedness. Except as disclosed in writing to the Lender, Borrower has not incurred, created, assumed, or suffered to exist any debt or obligation for borrowed money, other than indebtedness incurred in the ordinary course of business that will not materially adversely affect the ability of the Borrower to perform any of its obligations under the Loan Documents.

Section 2.13 FERPA. Borrower has provided or will provide any student data and/or student information ("Student Data") to Lender (i) only on a de-identified basis that does not contain information which could be used alone or in combination to identify a natural person and (ii) only in compliance with all requirements of the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) and in compliance with any additional restrictions on the use of Student Data as may be imposed under federal, state and local laws applicable to Borrower. Borrower undertakes and agrees to defend, indemnify and hold harmless Lender and any of its boards, officers, funders, agents, employees, assigns, and successors in interest from and against all suits and causes of action, claims, losses, demands and expenses including, but not limited to, attorney's fees and costs of litigation, damage or liability of any nature whatsoever, arising in any manner by reason of the negligent acts, errors, omissions or willful misconduct incident to the provision of Student Data by the Borrower.

Section 2.14. Encumbrances on Proceeds. Borrower has the absolute right to receive, and will receive, the entire proceeds of the Loan free and clear of any liens, chargers, encumbrances, or security interests whatsoever, and none of the proceeds, avails, or products of or attributable to the Loan, nor any interest or earning thereon, have been or will be pledged, assigned, hypothecated, or otherwise posted or stand as security or collateral for or in connection with any loan, borrowing, note, obligation, guaranty, purchase, sale, or other transaction whatsoever.

ARTICLE III
CLOSING CONDITIONS

The obligation of the Lender to make the Loan is subject to the following conditions precedent:

Section 3.1 Loan Documents. The Loan Documents shall have been duly executed by the Borrower and delivered to the Lender and shall be in full force and effect.

Section 3.2 Closing Deliveries. On or before five (5) business days prior to the Closing Date, the Borrower shall have delivered to the Lender the following:

3.2.1 corporate resolutions of the Borrower in a form satisfactory to the Lender, regarding approval of the form, terms, and conditions of the Loan Documents by the Borrower's governing body, and the authorization of the Borrower's officers to sign and deliver the Loan Documents; and

3.2.2 all such certificates of good standing and certified or other copies of the Articles of Incorporation and Bylaws of the Borrower, records of corporate proceedings of the

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Borrower, and such other documents, in form and substance satisfactory to the Lender, as the Lender may reasonably request.

Section 3.3 Representations and Warranties. Each of the representations and warranties set forth in Article II of this Agreement shall be true and correct on and as of the Closing Date.

ARTICLE IV
AFFIRMATIVE COVENANTS

The Borrower covenants and agrees that so long as this Agreement shall remain in effect and until the Note shall be repaid in full, unless the Lender shall otherwise consent in writing in advance:

Section 4.1 Use of Proceeds. The Borrower shall use the proceeds of the Loan exclusively for the Purpose set forth in Section 1.3, and on the terms, in the manner, and subject to the limitations set forth in the Loan Documents and shall immediately repay any portion of the Loan not used for such purposes.

Section 4.2 Existence and Properties. The Borrower shall use its best efforts to do or cause to be done all things necessary to preserve, renew, and keep in full force and effect its corporate existence, privileges, licenses, permits, franchises and insurance coverage; comply with all laws and regulations applicable to it; and obtain and maintain in full force and effect all authorizations, consents, approvals, exemptions, franchises, permits, and licenses of, and filings with, governments or governmental or administrative bodies or agencies necessary for the performance of any act, the carrying on of any activity, or the entering into of any transaction by the Borrower.

Section 4.3 Payment of Indebtedness and Taxes. The Borrower shall pay all of its indebtedness and obligations promptly and in accordance with the terms thereof, file or cause to be filed all Federal, state, and local tax or information returns required to be filed by it, and pay and discharge or cause to be paid and discharged promptly any taxes, assessments, and governmental charges or levies imposed upon it or upon its income or profits, or upon any of its property or upon any part thereof, before the same shall become in default, as well as all lawful claims for labor, materials and supplies, or otherwise which, if unpaid, might become a lien or charge upon its property, or any part thereof; *provided, however,* that the Borrower shall not be required to pay and discharge or to cause to be paid and discharged any such indebtedness, obligation, tax, assessment, charge, levy, or claim so long as the validity thereof shall be contested in good faith by appropriate proceedings and the Borrower shall have set aside on its books adequate reserves therefor.

Section 4.4 Tax and Corporate Status. The Borrower shall maintain its status as (1) an organization that has been determined by the IRS to be (a) an organization described in Section 501(c)(3) of the Code and (b) a public charity described in Section 509(a)(1), Section 509(a)(2), or Section 509(a)(3) (other than a non-functionally integrated Type III supporting organization described

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in Section 4942(g)(4)(A)(i)) of the Code); and (2) a nonprofit corporation in good standing with its governing state and local municipalities.

Section 4.5 Reporting Obligations of the Borrower. Beginning with the year in which the first disbursement of the Loan is made by the Lender, and continuing for each fiscal year of the Borrower in which any amount of the Loan is outstanding, the Borrower shall furnish, or cause to be furnished, to the Lender each of the following by the dates set forth on Exhibit A. Borrower expressly agrees that Lender may share any and all reports provided to Lender with one or more of Lender's funders and advisors to such funders (as identified by Lender):

4.5.1 Financial Statements. Full and complete financial reports of the type ordinarily required by commercial investors under similar circumstances, including but not limited to a copy of Borrower's audited financial statements for the recently concluded fiscal year, such audited statements to have been prepared in accordance with the applicable generally accepted accounting principles.

4.5.3 IRS Form 990. A copy of Borrower's most recent annual Form 990.

4.5.4 Preliminary Financial Budget. The Borrower's preliminary financial budget for the following fiscal year, which shall be in reasonable detail and in the form in which such statements are furnished to Borrower's Board of Directors.

4.5.5 [Removed]

4.5.6 Annual Officer's Certification. An Annual Officer's Certification in the form attached hereto as Exhibit E.

4.5.7 Board Communications; Board Meetings. Notwithstanding whether a representative or nominee of Lender is serving on Borrower's Board of Directors, Borrower shall provide copies of any and all notices and agendas distributed by Borrower with respect to each regular or special meeting of Borrower's Board of Directors, subject to Borrower's attorney-client privilege. Borrower shall also provide the same timely written and oral communications as are provided to any of Borrower's Board Members, subject to Borrower attorney-client privilege. Copies of all materials not subject to attorney-client privilege shall be sent to the Lender. Borrower hereby authorizes a designee of Lender (each, an "Observer") to attend regular or special meetings of Borrower's Board of Directors, with the exception of closed sessions of such regular of special meetings, in person or telephonically, at the election of Lender and whether or not such meetings are open or otherwise closed to the general public; provided, however, that the Observer shall have no right to vote or take any other action at such meetings

4.5.6 Other. Such other information about the activities, business affairs, and financial condition of the Borrower as the Lender may from time-to-time reasonably request.

Section 4.6 Notice to the Lender. The Borrower shall promptly advise the Lender in reasonable detail of the occurrence of any of the following events:

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4.6.1 Any proceeding instituted or threatened against the Borrower in or before any court or any governmental or administrative body or agency, which proceeding could have a material adverse effect upon the operations, assets, or properties of the Borrower; or any instituted or proposed investigation, adverse regulatory action, or action by any governmental body or agency against the Borrower;

4.6.2 Any change in circumstances that would cause the Loan to no longer to be used for the Purpose stated in Section 1.3 hereof;

4.6.3 Any use of the Loan proceeds for a purpose other than those set forth in Section 1.3;

4.6.4 Any Event of Default or other event that, with notice or lapse of time or both, would constitute an Event of Default.

4.6.5 Any change or threatened change to Borrower's status as defined in Section 2.1.

Section 4.7 Evaluation. The Borrower shall give the Lender and its agents and representatives a reasonable opportunity to monitor and evaluate the Borrower's operations, including (i) visiting the Borrower's place of operations at reasonable times, and with reasonable advance notice to the Borrower, for observation, with the assistance of the Borrower's personnel as needed, and (ii) meeting with the Borrower's personnel to discuss the Borrower's programs and operations. Borrower also permits Lender to share any programmatic and financial records received from the Borrower with Lender's funders, consultants, and service providers as may be requested from time to time to carry out evaluation and monitoring.

Section 4.8 Milestones. Borrower shall satisfy each and every Milestone set forth on Exhibit C hereto, such satisfaction to be determined by Lender in its sole discretion.

ARTICLE V
NEGATIVE COVENANTS

The Borrower covenants and agrees that, until repayment in full of the principal of the Loan, and unless the Lender shall otherwise consent in writing in advance (which consent shall not be unreasonably withheld):

Section 5.1 Legislative and Political Uses of Loan Proceeds. The Borrower shall not use any proceeds of the Loan to carry on propaganda or otherwise to attempt to influence legislation (within the meaning of Code Section 4945(d)(1)), or to influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive (within the meaning of Code Section 4945(d)(2)), or to lobby, or for political contributions or to support political campaigns.

Section 5.2 No Material Change. The Borrower shall not make any material change in the nature of its activities as presently conducted that would adversely affect the

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Borrower's ability to perform under the Loan Documents. Furthermore, Borrower shall not conduct its activities in a manner that materially departs from the representations made in the documents submitted by Borrower to the Lender in connection with Borrower's request for this Loan.

Section 5.3 Acquisition of Business; Merger or Consolidation; Disposal of Assets. Without the prior written consent of the Lender, the Borrower shall not (a) acquire all or substantially all the assets or properties of any other entity, except by gift, bequest, or other donation, or pursuant to the enforcement of a loan or security interest; (b) sell, lease, transfer, or otherwise dispose of all or any substantial part of its assets or properties; or (c) dissolve, liquidate, merge, or consolidate with or into any other person, firm, corporation, or other business entity.

Section 5.4 Governing Document Amendments. The Borrower shall not amend its Articles of Incorporation or Bylaws in any manner that would cause the Borrower to be in violation of any provision of the Loan Documents or that would jeopardize the ability of the Borrower to perform its obligations under the Loan Documents.

Section 5.5 Future Indebtedness. Borrower undertakes to not incur any obligation for borrowed money, secured or unsecured, without the prior written consent of Lender which shall not be unreasonably withheld; provided, nevertheless, that Borrower may incur such obligations without Lender's prior written consent if the proceeds of any such borrowing are used exclusively by Borrower to (a) acquire, construct, renovate or rehabilitate real estate premises or facilities (b) acquire or lease equipment or (c) enhance Borrower's access to working capital.

Section 5.6 Publicity. Borrower may not make any public statement or otherwise suggest that Borrower receives financial support indirectly from any of Lender's funders and advisors to such funders.

Section 5.7 Compliance with U.S. Law. Borrower agrees to comply with all applicable United States law, including but not limited to all anti-money laundering laws, Foreign Corrupt Practices Act, and anti-terrorism and sanctions rules, and further agrees that it will not knowingly support or provide resources to individuals or entities to further acts of violence or terrorism.

Section 5.8 Representations and Covenants. The Borrower represents, warrants and covenants that it is and will remain in compliance with all applicable local, city, state, federal and international laws, rules, regulations or court orders, including, but not limited to, all environmental, safety and health and labor and employment (including those addressing discrimination, harassment and retaliation) laws, court orders, rules and regulations, including all applicable ethical, legal, regulatory and safety requirements and standards, and will not infringe, misappropriate, or violate the intellectual property, privacy or publicity rights of any third party. The Borrower represents and warrants that the Borrower shall obtain and maintain all necessary approvals, consents and reviews to conduct activities funded by the Loan and shall establish and maintain appropriate policies and procedures for training staff and receiving and addressing complaints regarding discrimination, harassment, retaliation, and other forms of workplace misconduct. Additionally, the Borrower represents and warrants that it shall maintain insurance coverage sufficient to cover the activities, risks and potential omissions of the activities funded by

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the Loan in accordance with generally accepted industry standards and as required by law. The Borrower is responsible for all acts and omissions of any trustee, director, officer, employee, sub-grantee, sub-contractor, contingent worker, agent and affiliate of the Borrower and for ensuring their compliance with the terms of this Agreement.

ARTICLE VI
DEFAULT AND REMEDIES

Section 6.1 Events of Default. The Borrower shall be deemed to be in default under this Agreement upon the occurrence of any of the following events (each of which is an "Event of Default"):

6.1.1 The Borrower fails to make any payment of principal or interest that is due and payable hereunder, and such default continues without being remedied for fifteen (15) days after notice to the Borrower;

6.1.2 The Borrower uses any portion of the proceeds of the Loan for a purpose or in a manner other than specifically authorized by this Agreement;

6.1.3 Any material representation or warranty made in the Loan Documents, or in any report, certificate, financial statement, or instrument furnished in connection with this Agreement or the Loan, shall prove to have been false or misleading when made, in any material respect;

6.1.4 The Borrower violates or fails to observe or perform any covenant contained in Article IV or Article V;

6.1.5 The Borrower violates or fails to observe or perform any other covenant contained herein, or any agreement on the part of the Borrower to be observed or performed pursuant to the Loan Documents, other than those referred to above in this Section 6.1, and such default shall continue without being remedied for thirty (30) days after notice to the Borrower;

6.1.6 The Borrower shall fail to pay when due, after the expiration of any applicable grace periods, any amounts owing to third parties in respect of obligations for borrowed money aggregating in excess of an amount equal to ten percent (10%) of the original principal balance of the Loan; or the party to whom any such indebtedness is owed shall have notified the Borrower of its intent to accelerate the repayment of such indebtedness;

6.1.7 A judgment or judgments for the payment of money aggregating an amount in excess of ten percent (10%) of the original principal balance of the Loan shall be rendered against the Borrower, and the same shall not have been discharged or bonded on appeal for a period of sixty (60) consecutive days, and during such time execution shall not have been effectively stayed;

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6.1.8 Property of the Borrower with an aggregate value in excess of ten percent (10%) of the original principal balance of the Loan shall be attached, and such attachment or attachments shall not be discharged or bonded within sixty (60) days of the date thereof; or

6.1.9 The Borrower shall have an order for relief entered against it by a bankruptcy court; or admit in writing its inability to pay its debts as they mature; or make an assignment for the benefit of creditors; or apply for or consent to the appointment of any receiver, trustee, or similar officer for it or for all or any substantial part of its property; or suffer the appointment of such receiver, trustee, or similar officer, which appointment shall continue without being discharged for a period of thirty (30) days; or institute (by petition, application, answer, consent, or otherwise) any bankruptcy, insolvency, reorganization, arrangement, readjustment of debt, dissolution, liquidation, or similar proceeding relating to the Borrower under the laws of any jurisdiction; or suffer the institution of any such proceeding (by petition, application, or otherwise) against the Borrower, which proceeding shall remain without being dismissed or without being stayed for a period of thirty (30) days; or by any act indicate its consent to, approval of, or acquiescence in such proceeding or the appointment of any receiver or trustee for the Borrower or any substantial part of its property.

6.1.10 The IRS revokes the Borrower's status as an organization described in Code Section 501(c)(3), or as a public charity as defined in Section 2.2.

6.1.11 Any governmental or regulatory entity revokes, repeals, or amends charter of Borrower (or affiliate thereof) or otherwise limits Borrower's ability to operate one or more of its charter schools.

6.1.12 The Borrower's chief executive officer ceases to be actively involved in the management of the Borrower, other than for reasonable leaves of absence, and their successor has not been approved by the Borrower within sixty (60) days.

6.1.13 An event of default occurs under any other agreements between the Borrower and the Lender.

Section 6.2 Remedies. If an Event of Default occurs or is continuing:

6.2.1 At the option of the Lender, the Lender may, by written notice to the Borrower, declare the Note, and any and all other indebtedness of the Borrower to the Lender, immediately due and payable, whether or not the Note or the other indebtedness shall be otherwise due and payable and whether or not the Lender shall have initiated any other action for the collection of the Note; whereupon the Note and such other indebtedness shall become due and payable, as to the principal, interest, and any other amounts payable, without presentment, demand, protest, or notice of any kind, all of which are hereby expressly waived by the Borrower.

6.2.2 In addition, the Lender may pursue any and all remedies available to it at law or in equity for the collection of the Note and enforcement of the provisions hereof.

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Section 6.3 Arbitration.

6.3.1 In the event of any dispute, claim or controversy between or among the Parties arising out of or relating to the Loan Documents, or any breach thereof or the transactions described herein or therein, including, without limitation, any claim that this Agreement or any of its parts is invalid, illegal or otherwise voidable or void, whether such dispute, claim or controversy sounds in contract, tort, equity or otherwise, and whether such dispute, claim or controversy relates to the meaning, interpretation, effect, validity, performance or enforcement of the Loan Documents, such dispute, claim or controversy shall be settled by and through an arbitration proceeding to be administered by the American Arbitration Association (or any like organization successor thereto) at Denver, Colorado, in accordance with the American Arbitration Association's Commercial Arbitration Rules. Each of the Parties hereby agrees and consents to such venue and waives any objection thereto. The arbitrability of any such dispute, claim or controversy shall likewise be determined in such arbitration. Such arbitration proceeding shall be conducted in as expedited a manner as is then permitted by the commercial arbitration rules (formal or informal) of the American Arbitration Association. Both the foregoing agreement of the Parties to arbitrate any and all such disputes, claims and controversies and the results, determinations, findings, judgments and/or awards rendered through any such arbitration shall be final and binding on the Parties and may be specifically enforced by legal proceedings. Notwithstanding any provision of this Agreement relating to which state laws govern this Agreement, all issues relating to arbitrability or the enforcement of the agreement to arbitrate contained herein shall be governed by the Federal Arbitration Act (9 U.S.C. §§ 1 et seq.) and the federal common law of arbitration.

6.3.2 Each Party understands and agrees that (a) arbitration is final and binding on all Parties, (b) each Party is waiving its right to seek remedies in court, including the right to a jury trial, (c) pre-arbitration discovered is generally more limited than and different from court proceedings, and (d) any Party's right to appeal or seek modification of rulings by that arbitrator(s) is strictly limited.

ARTICLE VII
INDEMNIFICATION

The Borrower hereby indemnifies and agrees to defend and hold harmless the Lender, its directors, officers, employees, agents, funders and their advisors, affiliates, and the directors and officers of its funders and affiliates, from and against any and all losses, liability, damages, and expenses (including attorneys' fees and expenses) which any of them may incur or be obligated to pay in any action, claim, or proceeding against them or any of them, for or by reason of any acts, whether of omission or commission, that may be committed or omitted by the Borrower or any of its servants, agents, or employees, in connection with this Agreement. Borrower's obligations hereunder do not apply to any negligent or wrongful acts by Lender. The provisions of this Article and the Borrower's obligations hereunder shall survive any expiration, termination, or rescission of this Agreement.

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ARTICLE VIII
MISCELLANEOUS

Section 8.1 Entire Agreement. This Agreement and the Exhibits attached hereto constitute the entire agreement between the Parties with respect to the transactions contemplated hereby and supersede all prior agreements or understandings, written or oral, in respect hereof.

Section 8.2 Notices. Any notice or communication required or desired to be given hereunder by either of the Parties to the other shall be delivered via electronic mail to grantadmin@chartergrowthfund.org. If to the Borrower, to the address specified in Exhibit A.

If to the Lender, to:

Charter Fund, Inc.
1390 Lawrence St, Suite 300
Denver, Colorado 80204
Phone: (303) 217-8090
Attention: Legal Department

Section 8.3 Waiver; Remedies. No waiver of any provision hereof shall be valid unless in a writing signed by the Party waiving its rights under the provision. No course of dealing or delay or failure on the part of either Party in exercising any right, power, or privilege hereunder shall operate as a waiver thereof or otherwise prejudice such Party's rights, powers, or remedies, nor shall any waiver in any particular instance of any right, power, or privilege hereunder on the part of either Party operate as a waiver of such or any other right, power, or privilege hereunder in any other instance.

Section 8.4 Assignment. The Lender may assign all or any portion of its rights or obligations under the Loan Documents, and in the event of such assignment, the assignee shall be accorded the full rights of the Lender by the Borrower with respect to such assignment. The Borrower may not assign all or any portion of its rights or obligations under the Loan Documents without the prior written consent of the Lender.

Section 8.5 Headings. The headings in the Loan Documents are for convenience of reference only and shall not affect the meaning or interpretation of the Loan Documents.

Section 8.6 Counterparts. This Agreement may be executed in counterparts, each of which shall constitute an original, but all of which, when taken together, shall constitute only one agreement.

Section 8.7 Governing Law. The Loan Documents shall be governed by and construed in accordance with the laws of the State of Colorado without regard to conflict of law principles.

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Section 8.8 Severability. If any provision of the Loan Documents shall for any reason be held to be illegal, invalid, or unenforceable, such illegality shall not affect any other provision of the Loan Documents, but the Loan Documents shall be construed as if such illegal, invalid, or unenforceable provision had never been contained herein.

Section 8.9 Modification; Amendment. No change, modification or amendment of any provision hereof shall be valid unless in a writing signed by both Parties.

Section 8.10 Other Parties. Nothing in the Loan Documents shall be construed as giving any person, firm, corporation, or other entity other than the Parties any right, remedy, or claim under or in respect of the Loan Documents or any provision thereof.

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IN WITNESS WHEREOF, the Parties' duly authorized representatives have signed this Agreement below.

LENDER:

CHARTER FUND, INC., doing business as Charter School Growth Fund, a nonprofit, non-stock corporation

By: DocuSigned by: Darryl Cobb E9F24A8857224D4...

Typed Name: Darryl Cobb

Title: President

BORROWER:

NAVIGATOR SCHOOLS, a California nonprofit corporation

By: DocuSigned by: Caprice Young 4EF3ADE44CE7467...

Typed Name: Caprice Young

Title: CEO & Superintendent

Payment Information on File for Borrower:

Last 4 of bank account on file:	**x1883**		
Has your payment info changed since your last payment from CSGF?	**No**	x	**Yes**, please provide me a form to provide updated instructions

EXHIBIT A

Installment Schedule, Reporting Schedule, and Contact Information

I. Installment schedule

a. $3,000,000 payable on or around June 5, 2026, contingent upon receipt of this signed Agreement.

*** Each payment is contingent upon Borrower's compliance with the terms and conditions of this Agreement, including the timely provision by Borrower of satisfactory reports and the satisfaction of certain milestones.**

II. Reporting

Required Annual Reporting	Due By:
a. Audited Financial Statements and annual Form 990	Upon completion/filing
b. Quarterly unaudited financial statements	60 days following the quarter end
c. Preliminary Financial Budget	June 30
d. Annual Reports	On or around October 1, upon Lender's request
e. Annual Officer Certification	On or around October 1, upon Lender's request
f. Board or Committee Communication	Upon distribution by Borrower to its Board, Finance Committee, or Executive Committee.

III. Contact information

a. Name: Caprice Young

b. Organization: Navigator Schools

c. Address: 650 San Benito Street #230

d. City, State, Zip Code: Hollister, CA 95023

e. Phone: (831)833-6627

IV. Potential Loan Forgiveness

Up to $1.5M of the loan balance and any related interest is forgivable at any time during the loan upon Lender's discretionary approval.

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EXHIBIT B

SUBORDINATED PROMISSORY NOTE

Date: May 28, 2026

Amount of Loan: $3,000,000

NAVIGATOR SCHOOLS, a California nonprofit corporation (the "Borrower"), for value received, hereby promises to pay to the order of CHARTER FUND, INC., doing business as Charter School Growth Fund, a nonprofit, non-stock corporation (the "Lender"), or holder, the amount of THREE MILLION DOLLARS ($3,000,000) with interest from the date of funding the principal amounts under this Note until maturity at the rate of one percent (1.0%) per annum (based on a 360-day year), in accordance with the terms of this subordinated promissory note (the "Note"), as set forth below.

This Note is referred to in that certain Subordinated Loan Agreement dated as of even date herewith, by and between the Lender and the Borrower (as the same may be amended, restated or otherwise modified from time to time, the "Loan Agreement"), and the holder hereof is entitled to the benefits of such Loan Agreement and may enforce the provisions thereof and exercise the remedies provided thereunder or otherwise available in respect thereof. Any defined term not defined herein shall have the meaning set forth in the Loan Agreement.

The terms of this Note are subject to the terms and conditions of the Loan Agreement. To the extent that the terms of the Note are in conflict with the Loan Agreement, the terms of the Loan Agreement shall control.

The Loan shall be repaid according to the following schedule:

Date	Amount Due
June 30, 2027	$600,000 Principal plus all accrued accumulated interest
June 30, 2028	$600,000 Principal plus all accrued accumulated interest
June 30, 2029	$600,000 Principal plus all accrued accumulated interest
June 30, 2030	$600,000 Principal plus all accrued accumulated interest
June 30, 2031	$600,000 Principal plus all accrued accumulated interest

Borrower may make voluntary prepayments of principal and accrued unpaid interest hereunder from time to time without penalty or premium. All payments under this Note shall be made by wire transfer or check in accordance with Lender's instructions.

In case an Event of Default under the Loan Agreement shall occur and be continuing, the unpaid balance of this Note may be declared and become due and payable in the manner and with the effect provided in the Loan Agreement.

Payment shall be made in lawful money of the United States of America. Whenever any payment to be made hereunder would otherwise be due on a Saturday, Sunday, or public holiday under the

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laws of the State of Colorado, such payment shall be due on the next succeeding business day.

The Borrower agrees to perform and comply with each of the covenants, conditions, provisions, and agreements applicable to or to be performed by the Borrower contained in the Loan Agreement. No waiver of any provision of this Note or the Loan Agreement by the holder hereof or any other person or party shall constitute a waiver of any other provision hereof or otherwise release or discharge the liability of the Borrower under this Note.

This Note shall be payable without presentment, demand, protest, or notice of any kind, all of which are unconditionally waived by the Borrower.

This Note and the Agreement constitute an unconditional, unsecured and subordinated obligation of the Borrower. This Note and the Agreement rank junior to all of the Borrower's deposit accounts, senior debt obligations, amounts owed to general trade creditors and all other unconditional, unsecured, senior and subordinated debt obligations of the Borrower other than any subordinated debt obligations which expressly rank *pari passu* with or subordinate to this Note and the Agreement. In the event any payment of principal or of interest or other amount on this Note and the Agreement is not made by the Borrower when due and payable, the Borrower would have the same unsecured and subordinated direct liability to make such payment as it has with respect to any of its other unsecured, subordinated obligations ranking *pari passu* with this Note and the Agreement.

THIS NOTE HAS BEEN DELIVERED IN DENVER COLORADO AND SHALL BE CONSTRUED IN ACCORDANCE WITH AND GOVERNED BY THE LAWS OF THE STATE OF COLORADO (WITHOUT GIVING EFFECT TO THE CHOICE OF LAW PRINCIPLES OF SUCH STATE).

NAVIGATOR SCHOOLS, a California nonprofit corporation

DocuSigned by:

By: Caprice Young
4EF3ADE44CE7467...

Typed Name: Caprice Young

Title: CEO & Superintendent

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EXHIBIT C

Milestones

Milestone	FY26	FY27	FY28	FY29	FY30	Definition
Financial Audit Finding	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified	
Days of Cash of Hand	N/A	60	60	60	60	Days of Cash = (Unrestricted Cash (excluding third party lines of credit and CSGF term loan) + Highly Liquid Investments)) / (Annual Network Operating Expenses)/ 365) Note: AR is not included in the calculation
Lease Payment Coverage Ratio	N/A	>1.1x	>1.1x	>1.1x	>1.1x	. LPCR = (Net Income Available for Lease Payments & Debt Service) / (Lease Payments + Debt Service)
Budget to Actual Enrollment	N/A	≥95%	≥95%	≥95%	≥95%	Budget Enrollment = Budget approved by the Board in the month prior to the start of the fiscal year. Actual Enrollment = Enrollment recorded on the CALPADS Census Date Budget to Actual Enrollment = Actual Enrollment /Budget Enrollment

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EXHIBIT D

Annual Report Guidelines

Instructions: On or around the date specified in Exhibit A, Lender will request that Borrower submit its Annual Report via Lender's Annual Collection Website. Please submit your data via the website.

Your annual report consists of the following components:

I. Data Submissions

Using the Annual Collection Website and associated templates, please submit the following:

A. Academic achievement data, including, but not limited to: norm referenced test data, ACT/SAT data, college matriculation data, high school graduation rate, college graduation and persistence, etc. as applicable;
B. Student Enrollment and Demographic Data
C. Staff and Leader Demographic Data;
D. Student Attendance, Suspension and Expulsion Data
E. Annual update of key organizational contacts
F. Annual approved budget;
G. Annual financial statements with actuals for the network, central office, and school levels;
H. Milestone performance; and
I. Any other information to be collected as agreed upon by Lender and Borrower.

II. Other information

Any other information relating to the reporting period that you think Lender should be aware of, including notable successes, unforeseen challenges, or changes to future plans.

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EXHIBIT E

Officer's Certificate

[See Document Attached Hereto]

Docusign Envelope ID: 3EE2A3CC-92A0-4C79-8215-5B2F-AB3C3D8 Navigator Board Meeting - Agenda - Monday June 15, 2026 at 5:00 PM

Officer's Certificate

From: [LEGAL NAME OF Borrower] ("Borrower")
Tax I.D.#: [BORROWER EIN]

In consideration of all disbursements made by CHARTER FUND, INC., (the "**Lender**"), to the Borrower in accordance with the terms of the Loan Documents (each, an **"Agreement"** and collectively, the **"Agreements"**) entered into between the Borrower and the Lender, the Borrower hereby reaffirms the following certifications:

1. Eligible Borrower. The Borrower's tax-exempt status remains unchanged from that disclosed in the Agreements. Moreover, the Borrower's exempt status determination has not been revoked or modified and continues in full force and effect, and Borrower represents that the funding under the Agreements shall not change the Borrower's tax-exempt status.

2. Loan Purpose. The Borrower acknowledges that all proceeds from the Loan paid in accordance with the Loan Agreements have been used only for the Purpose set forth in the Agreement. The Loan proceeds, and income earned thereon, have been expended only for charitable, religious, scientific, literary, or educational purposes.

3. Charter Status. The Borrower, or an affiliate of the Borrower, has a charter ("**Charter**") to operate charter school(s) and is in compliance with all terms and conditions of the Charter, and remains in good standing with the organization that granted the Charter. If the Charter is scheduled to expire within the next 12 months, the Borrower continues to have reasonable cause to believe that the Charter will be renewed.

4. Earmarking. The Borrower and the Lender acknowledge that the Loan funds are not "earmarked" to be used, and may not be used, in any attempt to influence legislation within the meaning of Section 4945(e) of the Code or, to engage in any other activity, directly or indirectly, that would result in the imposition of an excise tax on the Lender.

5. Valid Corporation. The Borrower is duly formed, validly existing, and remains in good standing under the laws of the state in which it is incorporated.

6. Litigation. Borrower is unaware of any action, suit, or proceeding pending or threatened (including, but not limited to, any demand letters threatening litigation addressed to the Borrower or its counsel within the previous 12 months) before any court or governmental or administrative body or agency, nor does there appear to be any basis for any such action, that may reasonably be expected to result in a material adverse change in the activities, operations, assets, properties, or condition, financial or otherwise, of the Borrower, or to impair the ability of the Borrower to perform its obligations under the Loan Agreements. The Borrower is not in violation of or alleged to be in violation of any judgment, writ, injunction, decree, rule, or regulation of any court or any governmental or administrative body or agency. Should an event or instance in which the above passage is not correct arise, the Borrower will in its reasonable discretion disclose all such events and attach a summary with all pertinent information to the Officer's Certificate.

7. Compliance with Government Regulation. The Borrower, or an affiliate thereof, has obtained all necessary licenses, approvals, and authorizations from all appropriate

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Docusign Envelope ID: 3EE2A3CC-92A0-4C79-8215-5B2F-AB3C3D8 Navigator Schools - Board Meeting - Agenda - Monday June 15, 2026 at 5:00 PM

governmental agencies including but not limited to a charter to operate charter schools. The Borrower is in compliance with all laws, rules, regulations, orders, writs, injunctions, or decrees, the violation of which would have a material adverse effect on the activities, operations, assets, properties, or condition, financial or otherwise, of the Borrower, or on the ability of the Borrower to perform its obligations under the Agreements.

8. Financial Condition. There has been no material adverse change in the Borrower's financial condition since the dates of the Borrower's most recent unaudited annual financial statements, which were previously provided by the Borrower to the Lender. Such financial statements are complete and correct and fairly present (a) the financial position of the Borrower as of their respective dates and (b) the results of the Borrower's operations for the respective periods then ended, all in accordance with generally accepted accounting principles consistently applied. The Borrower has not received any communication (written or oral) from its auditors, accountants, or bookkeepers of any real or perceived irregularities in the Borrower's financial practices.

9. Ongoing and Annual Reporting. The Borrower certifies that the data provided as part of the Lender's ongoing and annual review is true, accurate, and complete based upon a reasonable effort by the Borrower to collect and review the data prior to submission to Lender.

10. Taxes. The Borrower has filed all tax and information returns required to be filed by the Borrower in any jurisdiction, and has paid all taxes, assessments, fees, or other governmental charges which have become due and payable.

11. Disqualified Persons. Neither the Borrower, nor any director, officer, or employee of the Borrower, is a "disqualified person" with respect to the Lender within the meaning of Section 4946(a) of the Code**.**

12. General Compliance. The undersigned authorized officer of Borrower confirms that Borrower remains in compliance with the terms of the Agreement, and that the information provided in the annual report is accurate and complete.

The certifications herein do not affect, replace, or cancel any agreements, certifications, warranties or representations previously made by the Borrower.

CERTIFIED ON BEHALF OF:

Recipient: [LEGAL NAME OF Borrower]

_____ _____

Authorized Signature Date:

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Docusign Envelope ID: 3EE2A3CC-92A0-4C79-8215-5B27F-B3C3D8 Navigator Board Meeting - Agenda - Monday June 15, 2026 at 5:00 PM

EXHIBIT F

Discouraged and Prohibited Expenditures

Although the Lender intends for the Loan to provide flexible, general operating support for Borrower, the Parties acknowledge that certain expenditures are generally inconsistent with the respective charitable missions of the Parties such that they will be avoided except in unique or unusual circumstances.

- Any form of **personal use**, including but not limited to clothing, cars, luggage, celebrations, travel (including travel for family members, friends, and/or pets), or any other personal effects or household item(s), charges or services
- Private, first-class, or business class travel
- Any other use of funds that is inconsistent with Borrower's tax-exempt purpose

In addition, the Borrower agrees and acknowledges that it accepts the Loan subject to the terms and conditions of the Agreement, including the lobbying and political campaign intervention prohibitions set forth in Section 5.1.

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Coversheet

2026-27 Budget Approval

Section: VIII. Finance
Item: B. 2026-27 Budget Approval
Purpose: Vote
Submitted by:
Related Material: 2026-27 Budget Board Meeting Presentation 2026.06.07.pptx
FY26-27_Proposed _Budget__06.15.26_.pdf



Navigator Schools
2026-27 Proposed Budget

June 15, 2026

The proposed FY 2026-27 Budget returns Navigator to financial stability with a healthy fund balance

The proposed budget includes:

- Enrollment of approximately 2,094 students (with a 94% attendance rate)
- Revenue of approximately $45.2 million (based on the Governor's May Revise)
- Expenses of approximately $43.1 million (including proposed cuts to expenses, consultants, and personnel)
- A projected fund balance of approximately $2.1 million

	2022-23 Audited	2023-24 Audited	2024-25 Audited	2025-26 Forecast	2026-27 Proposed
Enrollment	1,629	1,740	1,843	1,954	2,094
Revenue	$27.8M	$32.3M	$37.7M	$41.6M	$45.2M
Prior-Period Adjusted Revenue*	($1.7M)	$1.7M	$0.1M	–	–
Expenses	$25.7M	$35.8M	$39.7M	$42.2M	$43.1M
Adjusted Surplus/(Deficit)	+$0.4M*	($1.8M)**	($1.9M)	($0.6M) est	$2.1M projected
Drivers	• ESSER Funding • Navi/HC merger	• ESSER Ended • Wage increases • Added capacity	• HC & GPS construction • AR reconciliation	• WPS construction • Enrollment/staffing misalignment	• Return to ~5% operating margin

2025-26 figures are forecasts subject to final audit. 2026-27 figures are proposed, pending Finance Committee and Board approval.
** Added 5/28 for clarity* **Excluding HC merger carry over* ***Modified by the 2024-25 audit.*

This budget reverses a three-year trend of operating deficits and restores a healthy fund balance.

Subsequent to the Finance Committee presentation, Navigator received an additional $1.5 million CSGF grant

- CSGF chose to forgive $1.5 million of a $3 million five-year loan (at 1%) during FY 2025-26
- This grant improves Navigator's 2025-26 financial position, but does not erase the need for structural changes to correct ongoing deficits

Additional Subsequent Events		Network-wide Forecast
Current March Forecast FY25-26 Net Deficit	**$**	**(646,899)**
Additional CSGF Loan Forgiveness Grant	$	1,500,000
UPP prior year adjustment (additional LCFF revenue)	$	660,443
Prop 28 Revenue moved into FY26-27	$	(263,044)
Severance Expense Projection	$	(160,000)
Additional Benefits Spending	$	(300,000)
Abacus CFOO transition	$	(100,000)
Software Expenses	$	(150,000)
Updated Forecast FY25-26 Net Deficit	**$**	**540,500**
Total CSGF funds included Network-wide Forecast	**$**	**3,903,000**

Several factors drove the need for structural changes in the core Navigator financial model

Like nearly all schools across the country, Navigator has been operating under growing financial pressure – expenses outpacing revenue – for multiple years.

- ➔ Missing budgeted enrollment targets without adjusting staffing model
- ➔ Expiration of one-time COVID funding without school-level program reductions

  Federal funding dropped nearly 50%, from $2.8M average to $1.5M
- ➔ Increased staffing costs (salary increases, health insurance, other benefits)
- ➔ Rising operational costs & inflation
- ➔ Multi-year balance sheet clean-up ($4M impact on FY26 cash flow)

The full scale of the 2026-27 budget challenge became clear this spring following updated financial projections and completion of the audit process.

Leading up to these major cuts, the board and leadership addressed Navigator's financial weaknesses

The board has taken these financial challenges seriously, making strategic improvements to fiscal controls, management, and oversight.

- Changed auditors from CLA to GHJ to put "fresh eyes" on our finances and financial systems
- Contracted back-office services for accounting, budgeting, fiscal compliance, & data to Charter Impact
- Stood up ad-hoc board committee to review accounting improvements leading to new governance policies covering whistleblower protections, segregation of duties, and vendor approvals – approved in March 2026
- Hired KPMG to conduct a Fraud Risk Assessment

No Fraud Identified

"Navigator appears to have the appropriate policies and procedures in place to identify and where applicable mitigate potential fraud, reputational, and other misconduct (including illegal acts) risks." – KPMG

Audit findings were because of debt adjustments from prior years that were identified and corrected.

Every decision supports preservation of classroom quality for all students while increasing financial stability

★ **Protect classroom quality, student experience, & school community safety**

No reduction was made that would compromise the safety, stability, or quality of daily school life for students. Each school maintains the staffing & resources needed to operate effectively.

★ **Support students with IEPs, behavioral needs, & additional learning needs**

Students with the greatest needs receive the services they were promised. Special education staffing ratios and services are maintained. We will have access to additional state special ed funding for FY27.

★ **Support & retain strong staff**

Prioritized non-personnel cuts and retained all teacher positions. All staff will receive a 2% cost-of-living increase in 2026-27.

★ **Work toward long-term financial stability**

We must operate with a sustainable surplus each year, as required by our authorizers.

Once the scale of the budget challenge became clear, we had to make difficult decisions to stabilize the organization

1 Significantly reducing operational expenses

- Reduced professional consulting contracts (advocacy, comms, etc.)
- Sunset programs
- with expiring grant-funded
- Delayed technology purchases

2 Scaling back centralized & operations roles

- Reorganized ops roles at schools
- Eliminated more than ¼ of Support Office roles

3 Restructuring classroom staffing model

- SGI and FII roles merged into new DLI and ISF roles
- Aligned headcount to match enrollment and meet IEP needs

We acknowledge the impact on people – not only those who are leaving but also those who will carry the increased load

In alignment with our Core Commitments, we made the decision to restructure and reduce roles in a way that would be least disruptive to students.

Support Office
13 roles eliminated
(26.5% of positions)

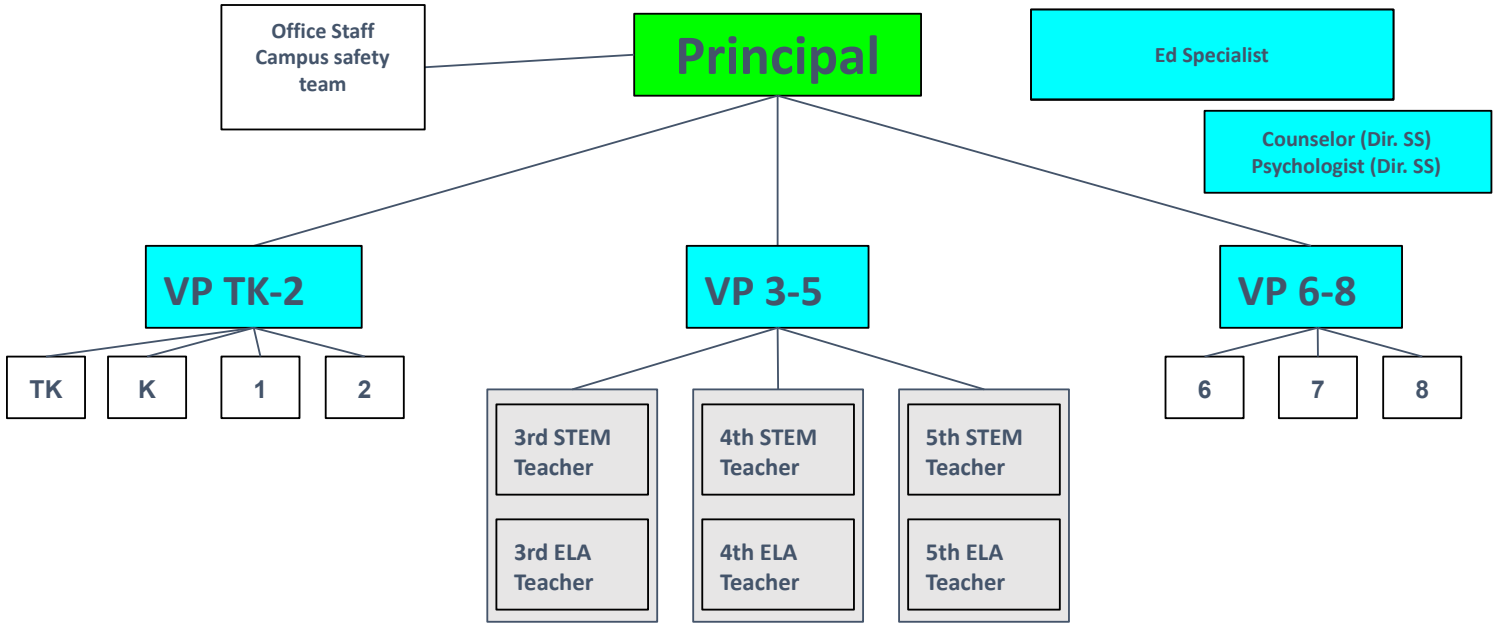
School-Level Support Roles
36 roles eliminated
(10.5% of positions)

Classroom Teachers
0 roles eliminated
(0.0% of positions)

Of the roles impacted by budget cuts & restructuring:

- 76 staff members moved into other positions and will remain on the team (including in new DLI and ISF roles)
- 6 staff members had already planned to depart at the end of this school year
- 2 positions were already vacant and will remain unfilled
- 34 staff members will unfortunately be let go after the 2025-26 school year

The academic model focuses on grade-level teams, modified at HC to address the smaller population



Afterschool Programs (Mascot Clubs) are run internally by school sites.

1-2 DLIs
Provide tier 1 instruction, services on specialized academic instruction, and behavior services.

ISFs
allocated by student IEP services.

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The team model has several intended benefits while requiring flexibility and continuous improvement

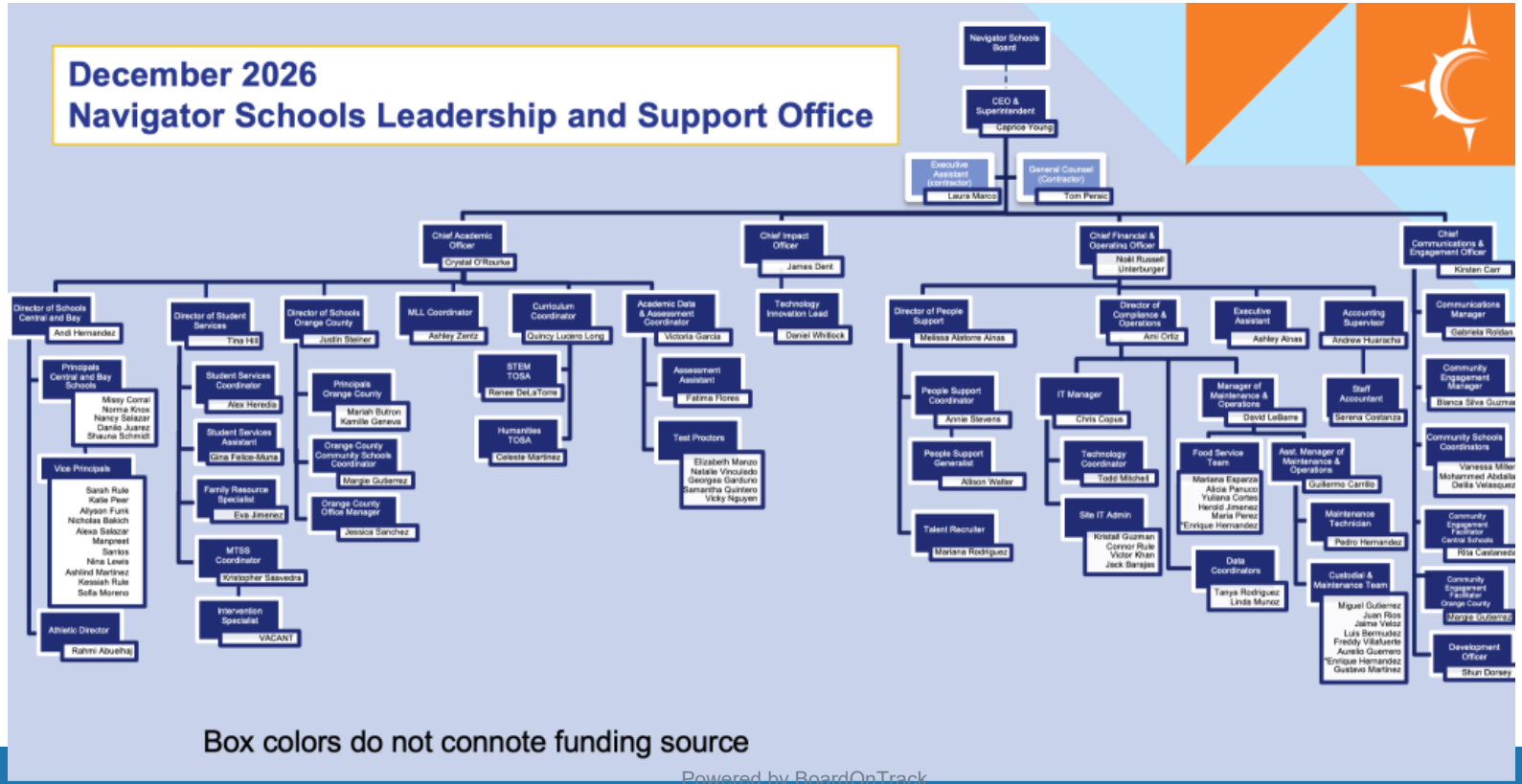
- Vice principals and Ed Specialists become fully integrated teammates
- Create consistent and cohesive teams at each grade level (VP, Ed Specialist, teachers, DLI's and ISFs)
- Restructuring grade level teams to be able to take immediate instructional action based on assessment data
- Supported balancing the budget

Implementation will require close attention to mitigate potential staff burnout, ensure the quality of special education services, and make modifications with agility if needed

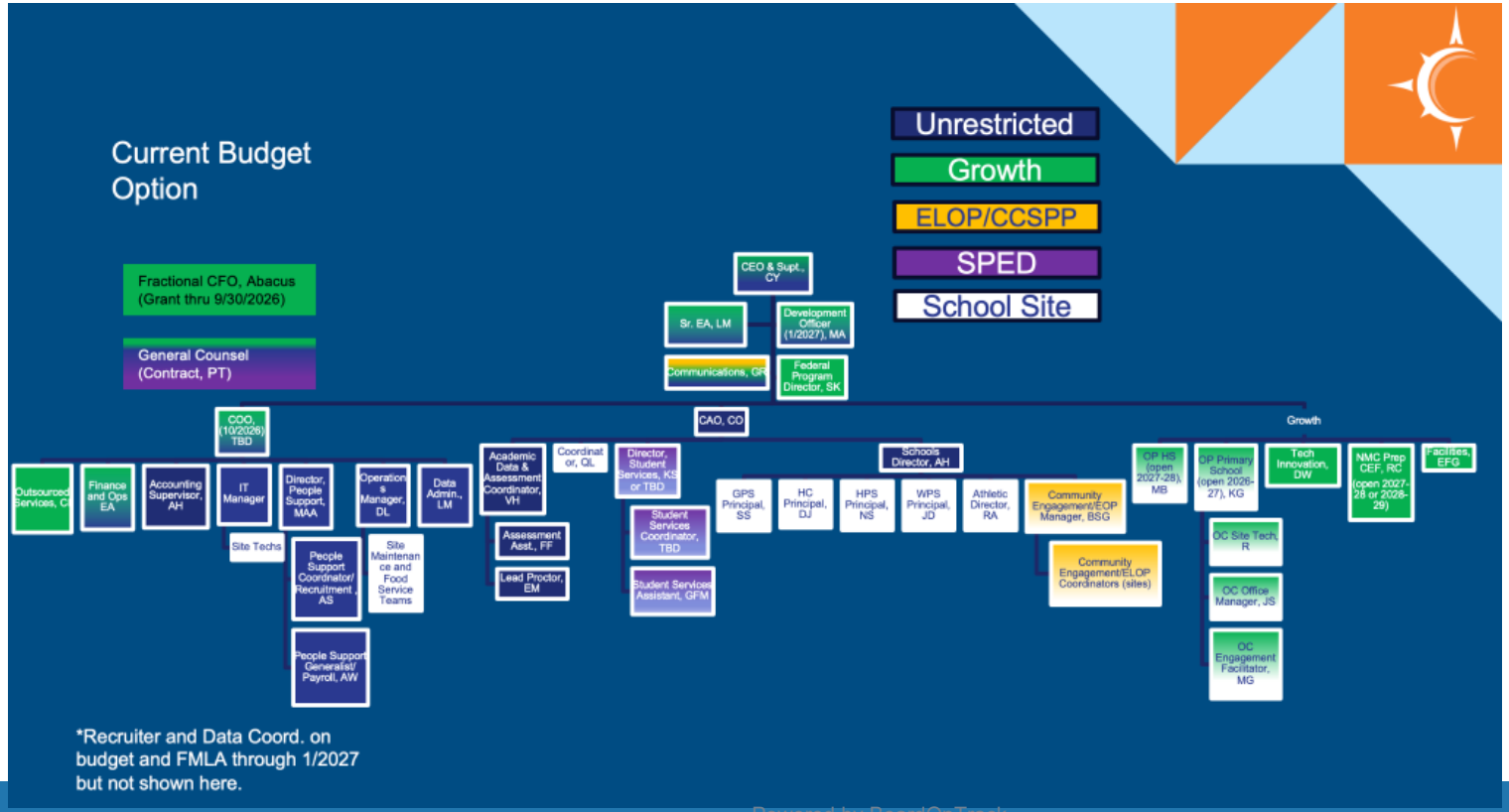
While supporting our existing schools' quality is our top priority, this proposed budget supports other objectives

1. Renewal of Watsonville Prep and Hayward Collegiate
2. Continued improvement of operational and financial capacity (mostly Grant Funded)
3. Strong opening of Orange Prep TK-2 (Grant Funded)
4. Preparation to open our first high school in Orange County in August 2027 (Grant Funded)
5. Approval of our first Monterey County Navigator School (Grant Funded)

This budget has the largest proportional impact on the Support Office: The chart below shows the current size



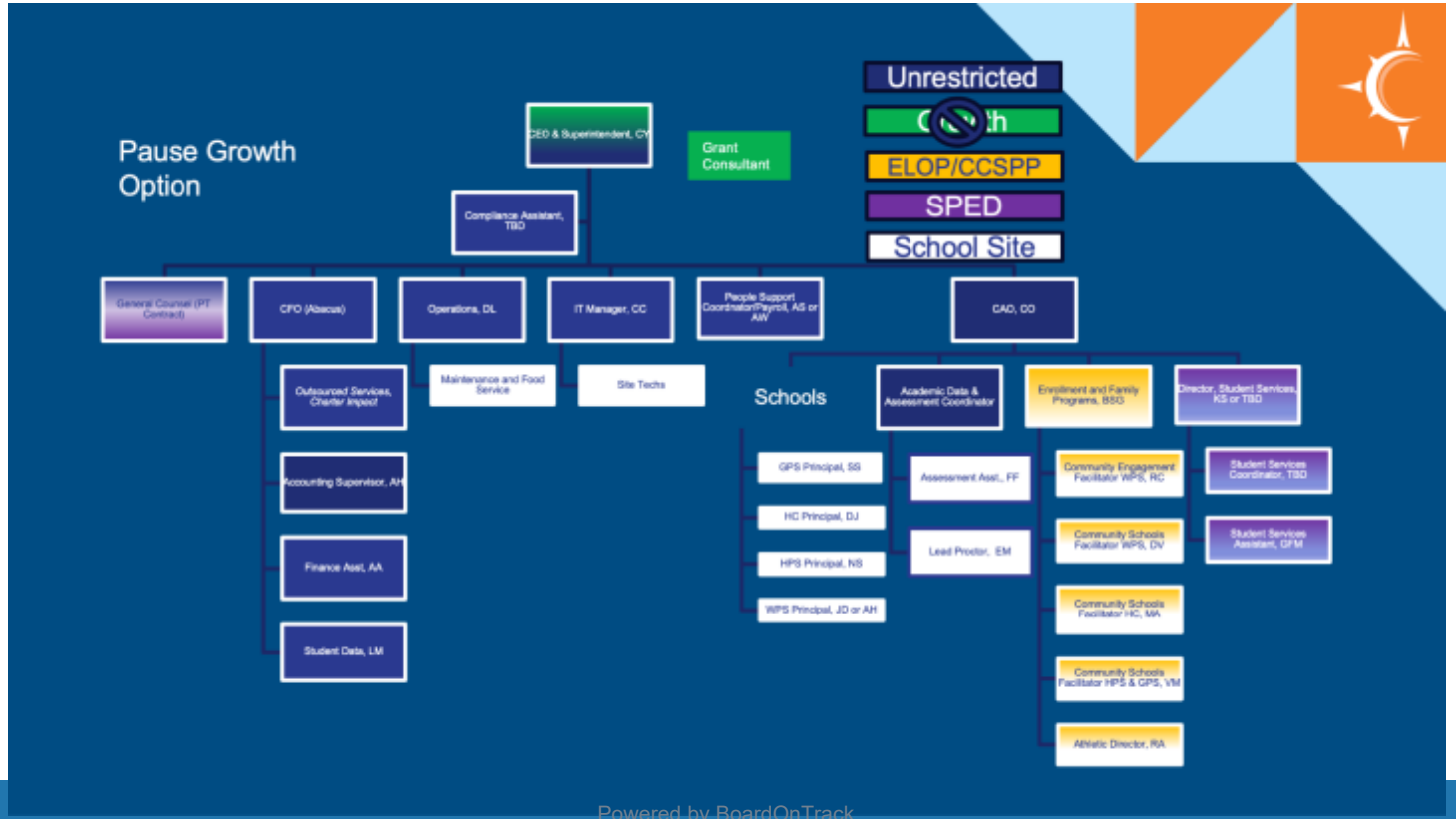
This chart shows the proposed 2026-27 budgeted support office FTEs with color coding aligning to funding source



This is the proposed Support Office budget showing the availability of growth grants vs. general and other funds

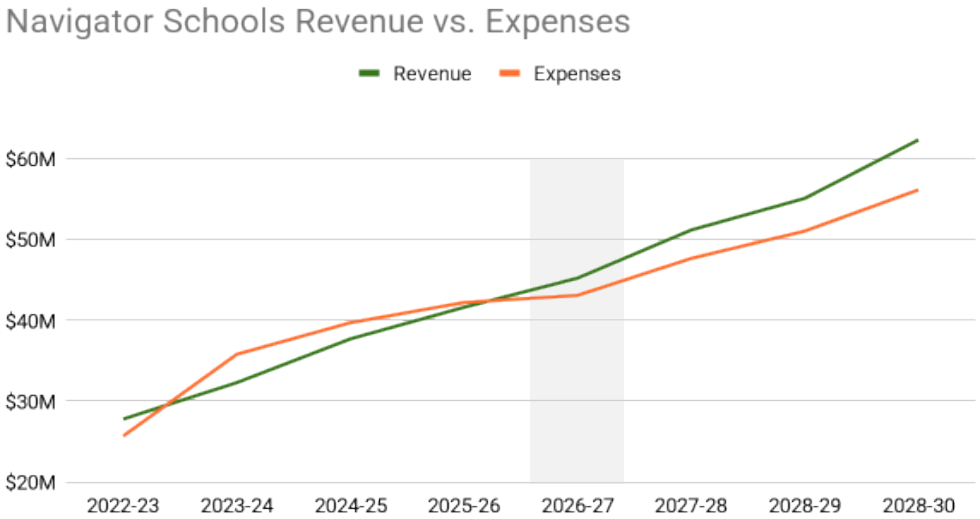
	Growth	General funds	Total
Revenue			
CSP	2,377,097		
Management fee revenue		3,905,748	
Fundraising rev		475,000	
Total	**2,377,097**	**4,380,748**	**6,757,845**
Expenses			
Personnel Expenses	852,603	2,156,450	3,009,053
Books & Supplies	14,976	125,390	140,367
Subagreements	-	50,500	50,500
Operations	67,647	265,986	333,633
Facilities	5,200	77,470	82,670
Prof Services	1,438,005	670,076	2,108,081
Depreciation	-	6,500	6,500
Interest	-	488,796	488,796
Total Expenses	**2,378,432**	**3,841,168**	**6,219,600**
Net position	**(1,334)**	**539,580**	**538,245**
Percentage of growth expenses	**38%**		

This is one version of what the Support Office would look like without growth funding



Financial stability is required for renewals and for growth– All of this work will lead to long-term financial stability

While we need to make structural shifts and difficult cuts to the budget this year, these changes set Navigator on a path toward financial stability.



- After 3 years of budget deficits (expenses outpacing revenue), we are planning for a 4.95% surplus in 2026-27
- Stabilizing our staffing and programmatic model sets us up to maintain a healthy surplus in future years

** Slide added 5/28 for clarity*

All budgets are our best prediction, this budget contains some uncertainty and risk

- The FY26 actuals have not yet been audited and will impact beginning balances
- The budget is dependent upon the California legislature approving and the governor signing an annual budget consistent with (or greater than) the Governor's May Revise
- While enrollment targets are based upon lottery results, significant unanticipated decreases in enrollment or attendance could require cuts in expenses
- OCP's enrollment is uncertain and may vary considerably from the 70 student target
- No significant legal reserve is included in this budget and any adverse judgement not covered by insurance will impact the anticipated end of year surplus
- We will need to closely monitor both cash and interest expense

Motion to Adopt FY 2026-27 Budget

I move that the board adopt the FY 2026-27 budget as presented and direct staff to incorporate the changes required by the subsequent events. In addition, I move that:

1. Staff return with an amended budget after the first interim period, by December 15, 2026, taking into consideration the approved state budget, actual enrollment as of census day reporting, and other changes required as the currently predicted assumptions are proven or disproven and/or the financial outlook changes
2. Charter Impact publishes monthly budget-to-actual, cash flow, and major financial metrics reports within 30 days of the close of each month, including a variance analysis for each entity diverging from budget by 5 percent or more



Thank You

We know this has been a difficult period. We are committed to doing this work with honesty, humility, and a genuine focus on what is best for our students and staff.

CHARTER IMPACT

Navigator Schools

FY26-27 Initial Budget Revision

FY26-27 Highlights

- All locations are projecting a surplus except for OCP
- Network-wide, Navigator is projecting a $2.13 million surplus in FY26-27
- Current operating surplus: 4.95%
- Anticipated enrollment is 2,094

	2026-27									
	GPS1	HPS2	WPS3	HCC4	OCP5	SCHOOLS	HOME	FORECAST	APRIL DRAFT FY26-27 BUDGET	Favorable / (Unfav.)
Assumptions										
Revenue Per ADA	*$ 17,345*	*$ 17,248*	*$ 22,380*	*$ 18,246*	*$ 38,256*	***$ 19,536***	***$ 22,969***			
Expense Per ADA	*$ 16,329*	*$ 17,019*	*$ 20,591*	*$ 17,683*	*$ 41,785*	***$ 18,727***	***$ 21,886***			
State COLA	*4.31%*	*4.31%*	*4.31%*	*4.31%*	*4.31%*	***4.31%***	*4.31%*	***4.31%***	***2.41%***	***1.90%***
Other Revenue COLA	*n/a*	*n/a*	*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%***	***3.08%***	***0.00%***
Enrollment	*608.00*	*568.00*	*584.00*	*264.00*	*70.00*	***2,094.00***	*-*	***2,094.00***	***2,237.00***	***(143.00)***
Average Daily Attendance	*571.52*	*533.92*	*548.96*	*248.16*	*65.80*	***1,968.36***	*-*	***1,968.36***	***2,102.78***	***(134.42)***
Total Revenue	**$ 9,913,254**	**$ 9,208,869**	**$ 12,285,958**	**$ 4,527,974**	**$ 2,517,247**	**$ 38,453,303**	**$ 6,757,845**	**$ 45,211,148**	**$ 46,556,800**	**$ (1,345,652)**
Total Expenses	**$ 9,332,577**	**$ 9,086,525**	**$ 11,303,877**	**$ 4,388,212**	**$ 2,749,439**	**$ 36,860,630**	**$ 6,219,600**	**$ 43,080,230**	**$ 45,997,139**	**$ 2,916,909**
Surplus (Deficit)	**$580,678**	**$ 122,344**	**$ 982,081**	**$ 139,762**	**($232,191)**	**$1,592,673**	**$538,245**	**$2,130,918**	**$559,661**	**$1,571,257**
Surplus % of Expenses	**6%**	**1%**	**9%**	**3%**	**-8%**	**4%**	**9%**	**4.95%**	**0%**	**0%**
Fund Balance, Beginning of Year	$ 4,908,372	$ 1,564,292	$ (553,608)	$ 203,132	$ -	**$ 6,122,188**	$ (1,637,611)	**$ 4,484,578**	**$ 6,169,167**	**$ (1,684,589)**
Fund Balance, End of Year	**$5,489,050**	**$ 1,686,636**	**$ 428,473**	**$ 342,893**	**$ (232,191)**	**$ 7,714,861**	**$ (1,099,366)**	**$ 6,615,496**	**$ 6,195,034**	**$ 420,461**
MOU>3%	***58.8%***	***18.6%***	***4%***	***7.8%***	***-8.4%***					

Enrollment

- Current enrollment decreased by 143 to 2,094
- OCP enrollment projections were reduced from 190 students to 70 students
- May revise ADA driven revenues
  - COLA: 4.31%
  - State SPED: $1,340

CHARTER IMPACT

TK–12 FUNDING HIGHLIGHTS

COLA, Special Education & Student Support

Comparison of Governor's Budget Proposal vs. May Revision

	Governor's Budget Proposal (Jan 2026)	May Revision (May 2026)	Change
COLA (LCFF) Cost-of-Living Adjustment for Local Control Funding Formula	**2.41%** statutory COLA	**2.87%** statutory COLA **4.31%** total COLA (includes super COLA)	↑ Increased significantly
Special Education Ongoing Proposition 98 Investments	**$509M** ongoing increase to equalize SPED base rates statewide **Per ADA Amount** **$998** per ADA	**$2.4B** total ongoing increase (includes additional $1.8B) *43% increase over 2025 Budget Act* **Per ADA Amount** **$1,340** per ADA	↑ Major augmentation **+$342** per ADA increase

Revenue

- May Revise related adjustments:
  - Total state aid was reduced by $1.9 million primarily due to a drop in OCP's enrollment
    - Existing schools saw an increase of $961k while OCP's state aid dropped $2.8 million
  - State special education increased $654k
- Home office added $475k of fundraising
- ASB funding was reduced by $255k bringing the final total in line with current year projections

	2026-27									
	GPS1	HPS2	WPS3	HCC4	OCP5	SCHOOLS	HOME	FORECAST	APRIL DRAFT FY26-27 BUDGET	Favorable / (Unfav.)
Revenues										
State Aid - Revenue Limit	7,646,327	7,078,268	8,678,852	3,339,133	1,155,621	**27,898,201**	-	**27,898,201**	**29,826,253**	**(1,928,052)**
Federal Revenue	358,218	220,079	486,200	161,294	457,912	**1,683,704**	2,377,097	**4,060,802**	**4,012,586**	**48,215**
Other State Revenue	1,908,709	1,910,522	3,120,906	1,027,546	203,714	**8,171,398**	0	**8,171,398**	**7,555,826**	**615,572**
Other Local Revenue	-	-	-	-	700,000	**700,000**	4,380,748	**5,080,748**	**5,162,135**	**(81,387)**
Total Revenue	**$9,913,254**	**$9,208,869**	**$12,285,958**	**$4,527,974**	**$ 2,517,247**	**$ 38,453,303**	**$ 6,757,845**	**$ 45,211,148**	**$ 46,556,800**	**$ (1,345,652)**

Expenses (draft budget vs proposed budget)

- Total personnel expenses were cut by $2.63 million. $796k of personnel expenses were added at the existing schools. $2.513 million was cut from OCP due to the drop in anticipated enrollment. $919k of personnel expenses were decreased at the home office.
- Existing schools' books and supplies were reduced by $23k. OCP's books and supplies were cut $513k.
- Professional consulting services were cut by $662k
- $651k of interest expenses was added to reflect repayment schedules
- $666k was added to rent expense at Watsonville to reflect current lease agreements

	2026-27									
	GPS1	HPS2	WPS3	HCC4	OCP5	SCHOOLS	HOME	FORECAST	APRIL DRAFT FY26-27 BUDGET	Favorable / (Unfav.)
Expenses	-	-	-	-	-		-			
Certificated Salaries	2,831,220	2,691,580	2,760,516	1,102,902	655,420	**10,041,637**	782,469	**10,824,106**	**12,425,732**	**1,601,626**
Classified Salaries	2,083,530	2,198,894	2,135,284	1,185,316	366,908	**7,969,931**	1,731,030	**9,700,961**	**9,558,169**	**(142,792)**
Benefits	1,617,472	1,443,667	1,553,353	673,173	293,028	**5,580,694**	495,554	**6,076,248**	**7,253,168**	**1,176,921**
Books and Supplies	731,469	548,072	547,409	368,777	98,303	**2,294,031**	140,367	**2,434,398**	**3,073,304**	**638,906**
Subagreement Services	177,600	277,250	383,669	48,200	30,355	**917,075**	50,500	**967,575**	**1,534,948**	**567,374**
Operations and Housekeeping	115,180	221,800	316,800	94,550	45,767	**794,097**	333,633	**1,127,730**	**1,101,677**	**(26,052)**
Facilities, Repairs and Other Leases	117,900	270,400	1,911,750	290,749	815,671	**3,406,470**	82,670	**3,489,140**	**2,826,823**	**(662,317)**
Professional/Consulting Services	1,523,805	1,409,562	1,579,796	622,245	443,987	**5,579,395**	2,108,081	**7,687,477**	**8,091,666**	**404,190**
Depreciation	34,400	25,300	10,300	2,300	-	**72,300**	6,500	**78,800**	**89,650**	**10,850**
Interest	100,000	-	105,000	-	-	**205,000**	488,796	**693,796**	**42,001**	**(651,795)**
	$9,332,577	**$9,086,525**	**$11,303,877**	**$4,388,212**	**$2,749,439**	**$36,860,630**	**$ 6,219,600**	**$43,080,230**	**$ 45,997,139**	**$ 2,916,909**

Fund Balances

- All locations but OCP are projecting a surplus in FY26-27
- Ongoing line of credit with an outstanding balance of $7.4 million creates a fiscal environment where an approximately 5% operating surplus is recommended to pay off debts and remain fiscally sustainable long term.

	2026-27									
	GPS1	HPS2	WPS3	HCC4	OCP5	SCHOOLS	HOME	FORECAST	APRIL DRAFT FY26-27 BUDGET	Favorable / (Unfav.)
Surplus (Deficit)	**$580,678**	**$ 122,344**	**$ 982,081**	**$ 139,762**	**($232,191)**	**$1,592,673**	**$538,245**	**$2,130,918**	**$559,661**	**$1,571,257**
Operating Surplus	**6%**	**1%**	**9%**	**3%**	**-8%**	**4%**	**9%**	**4.95%**	**0%**	**0%**
Fund Balance, Beginning of Year	$ 4,908,372	$ 1,564,292	$ (553,608)	$ 203,132	$ -	**$ 6,122,188**	$ (1,637,611)	**$ 4,484,578**	**$ 6,169,167**	**$ (1,684,589)**
Fund Balance, End of Year	**$5,489,050**	**$1,686,636**	**$ 428,473**	**$ 342,893**	**$ (232,191)**	**$ 7,714,861**	**$(1,099,366)**	**$ 6,615,496**	**$ 6,195,034**	**$ 420,461**
MOU>3%	***58.8%***	***18.6%***	***4%***	***7.8%***	***-8.4%***					

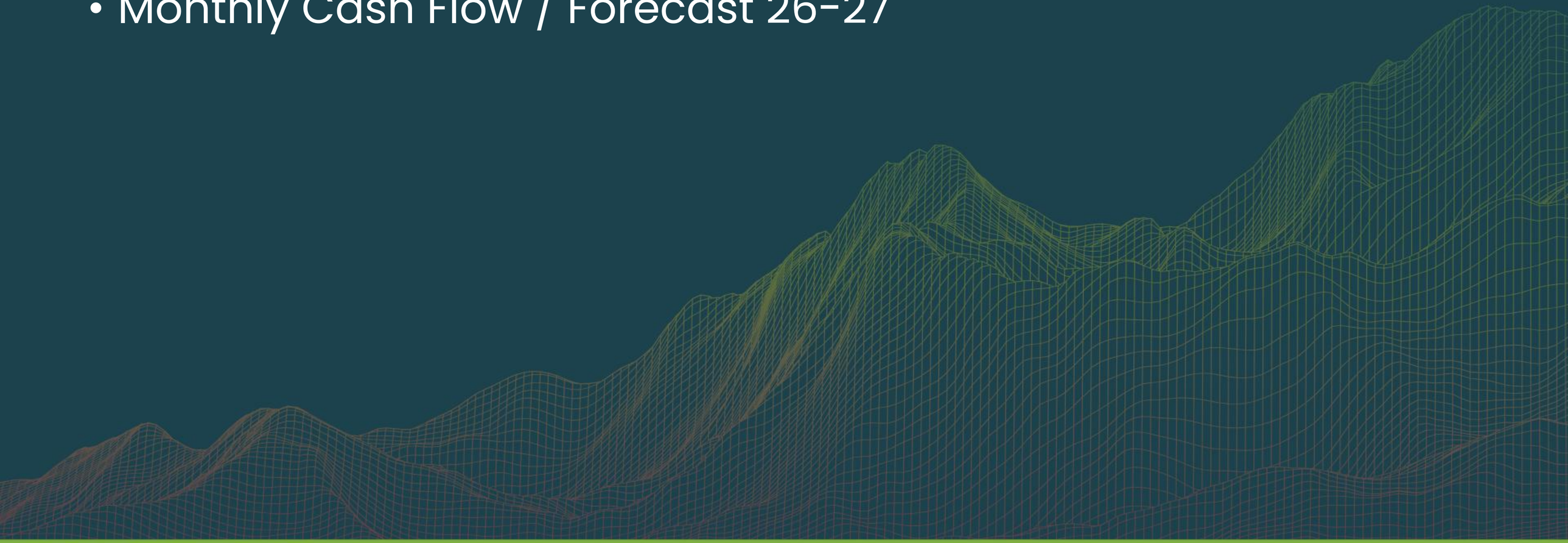
Ten Year Forecasts

- Revenues are anticipated to grow annually
- Expenses are also expected to increase in line with ADA growth
- Surpluses are positive & Balanced across all future fiscal years and expected to grow as OCP approaches full enrollment

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Assumptions				
State COLA	*4.31%*	*3.30%*	*3.09%*	*3.11%*
Other Revenue COLA	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*3.08%*	*2.75%*	*2.68%*	*2.74%*
Enrollment	*2,094.00*	*2,294.00*	*2,474.00*	*2,684.00*
Average Daily Attendance	*1,968.36*	*2,156.36*	*2,325.56*	*2,522.96*
Total Revenue	**$45,211,148**	**$51,149,979**	**$55,062,712**	**$62,286,741**
Total Expenses	**$43,080,230**	**$47,642,933**	**$51,023,231**	**$56,110,724**
	-	-	-	-
Surplus (Deficit)	**$ 2,130,918**	**$ 3,507,046**	**$ 4,039,481**	**$ 6,176,017**
Fund Balance, Beginning of Year	$ 4,484,578	$ 6,615,496	$ 10,122,542	$ 14,162,023
Fund Balance, End of Year	**$ 6,615,496**	**$10,122,542**	**$14,162,023**	**$20,338,040**

Appendix

- Multi-Year Forecast
- Monthly Cash Flow / Forecast 26-27



FY26-27 Navigator Schools

Consolidating Forecast

Revised 5/6/26

CHARTER IMPACT

	2026-27									
	GPS1	HPS2	WPS3	HCC4	OCP5	SCHOOLS	HOME	FORECAST	APRIL DRAFT FY26-27 BUDGET	Favorable / (Unfav.)
Assumptions										
Revenue Per ADA	*$ 17,345*	*$ 17,248*	*$ 22,380*	*$ 18,246*	*$ 38,256*	***$ 19,536***	***$ 22,969***			
Expense Per ADA	*$ 16,329*	*$ 17,019*	*$ 20,591*	*$ 17,683*	*$ 41,785*	***$ 18,727***	***$ 21,886***			
State COLA	*4.31%*	*4.31%*	*4.31%*	*4.31%*	*4.31%*	***4.31%***	*4.31%*	***4.31%***	***2.41%***	***1.90%***
Other Revenue COLA	*n/a*	*n/a*	*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%***	***3.08%***	***0.00%***
Enrollment	*608.00*	*568.00*	*584.00*	*264.00*	*70.00*	***2,094.00***	*-*	***2,094.00***	***2,237.00***	***(143.00)***
Average Daily Attendance	*571.52*	*533.92*	*548.96*	*248.16*	*65.80*	***1,968.36***	*-*	***1,968.36***	***2,102.78***	***(134.42)***
Revenues										
State Aid - Revenue Limit										
8011 LCFF State Aid	$ 3,492,863	$ 5,038,795	$ 8,431,684	$ 2,082,175	$ 748,369	**$ 19,793,886**	$ -	**$ 19,793,886**	**$ 21,002,313**	**$ (1,208,427)**
8012 Education Protection Account	1,122,037	106,784	109,792	49,632	13,160	**1,401,405**	-	**1,401,405**	**1,011,291**	**390,114**
8096 In Lieu of Property Taxes	3,031,427	1,932,689	137,376	1,207,326	394,092	**6,702,910**	-	**6,702,910**	**7,812,649**	**(1,109,739)**
	7,646,327	7,078,268	8,678,852	3,339,133	1,155,621	**27,898,201**	-	**27,898,201**	**29,826,253**	**(1,928,052)**
Federal Revenue	-	-	-	-	-		-			
8181 Special Education - Entitlement	85,680	78,960	75,180	33,740	-	**273,560**	-	**273,560**	**273,560**	**-**
8220 Federal Child Nutrition	139,672	-	195,922	59,440	26,664	**421,699**	0	**421,699**	**486,447**	**(64,747)**
8290 Title I, Part A - Basic Low Income	90,891	98,157	157,776	51,024	-	**397,848**	-	**397,848**	**397,848**	**-**
8291 Title II, Part A - Teacher Quality	15,014	15,121	19,342	7,090	-	**56,567**	-	**56,567**	**56,567**	**-**
8293 Title III - Limited English	16,961	17,841	27,980	-	-	**62,782**	-	**62,782**	**62,782**	**-**
8294 Title V, Part B - PCSG	-	-	-	-	-	-	2,377,097	**2,377,097**	**2,521,086**	**(143,988)**
8296 Other Federal Revenue	10,000	10,000	10,000	10,000	431,248	**471,248**	-	**471,248**	**214,297**	**256,951**
	358,218	220,079	486,200	161,294	457,912	**1,683,704**	2,377,097	**4,060,802**	**4,012,586**	**48,215**
Other State Revenue	-	-	-	-	-		-			
8311 State Special Education	778,634	720,692	735,606	332,534	88,172	**2,655,639**	0	**2,655,639**	**2,001,431**	**654,208**
8520 Child Nutrition	13,220	-	18,545	5,626	2,524	**39,915**	0	**39,915**	**46,043**	**(6,128)**
8545 School Facilities (SB740)	-	135,000	757,894	159,603	90,843	**1,143,341**	0	**1,143,341**	**1,204,345**	**(61,005)**
8550 Mandated Cost	16,740	15,728	14,458	4,799	-	**51,726**	-	**51,726**	**51,726**	**-**
8560 State Lottery	155,453	145,226	149,317	67,500	17,898	**535,394**	-	**535,394**	**571,956**	**(36,562)**
8599 Other State Revenue	944,661	893,875	1,445,086	457,484	4,277	**3,745,383**	-	**3,745,383**	**3,680,324**	**65,059**
	1,908,709	1,910,522	3,120,906	1,027,546	203,714	**8,171,398**	0	**8,171,398**	**7,555,826**	**615,572**
Other Local Revenue	-	-	-	-	-		-			
8690 Other Local Revenue	-	-	-	-	700,000	**700,000**	3,905,748	**4,605,748**	**4,606,675**	**(927)**
8698 ASB Fundraising	-	-	-	-	-	**-**	-	**-**	**255,460**	**(255,460)**
8699 School Fundraising	-	-	-	-	-	-	475,000	**475,000**	**300,000**	**175,000**
	-	-	-	-	700,000	**700,000**	4,380,748	**5,080,748**	**5,162,135**	**(81,387)**
	-	-	-	-	-		-			
Total Revenue	**$ 9,913,254**	**$ 9,208,869**	**$ 12,285,958**	**$ 4,527,974**	**$ 2,517,247**	**$ 38,453,303**	**$ 6,757,845**	**$ 45,211,148**	**$ 46,556,800**	**$ (1,345,652)**
	-	-	-	-	-		-			
Expenses	-	-	-	-	-		-			
Certificated Salaries	-	-	-	-	-		-			
1100 Teachers' Salaries	2,018,458	1,959,993	2,015,173	876,930	211,406	**7,081,960**	-	**7,081,960**	**7,790,517**	**708,557**
1175 Teachers' Extra Duty/Stipends	75,492	80,177	70,000	36,773	-	262,442	-	**262,442**	**304,263**	**41,821**
1200 Pupil Support Salaries	203,423	310,121	277,664	48,287	175,823	**1,015,318**	117,667	**1,132,985**	**1,286,083**	**153,098**
1300 Administrators' Salaries	533,848	341,289	397,678	140,912	268,190	**1,681,917**	664,802	**2,346,719**	**3,044,869**	**698,150**
	2,831,220	2,691,580	2,760,516	1,102,902	655,420	**10,041,637**	782,469	**10,824,106**	**12,425,732**	**1,601,626**
Classified Salaries	-	-	-	-	-		-			
2100 Instructional Salaries	1,391,190	1,564,058	1,193,476	687,944	82,314	**4,918,982**	-	**4,918,982**	**4,622,512**	**(296,470)**
2200 Support Salaries	-	35,855	-	-	155,648	**191,503**	322,187	**513,690**	**1,166,421**	**652,731**
2300 Classified Administrators' Salaries	-	-	-	-	-	**-**	518,409	**518,409**	**546,901**	**28,492**
2400 Clerical and Office Staff Salaries	194,507	210,844	164,489	127,162	120,584	**817,587**	94,869	**912,456**	**1,053,390**	**140,934**
2900 Other Classified Salaries	497,834	388,136	777,319	370,209	8,362	**2,041,859**	795,565	**2,837,424**	**2,168,945**	**(668,479)**
	2,083,530	2,198,894	2,135,284	1,185,316	366,908	**7,969,931**	1,731,030	**9,700,961**	**9,558,169**	**(142,792)**
Benefits	-	-	-	-	-		-			
3101 STRS	540,763	514,092	527,259	210,654	125,185	**1,917,953**	149,452	**2,067,404**	**2,373,315**	**305,911**
3301 OASDI	129,179	136,331	132,388	73,490	22,748	**494,136**	107,324	**601,460**	**592,606**	**(8,853)**
3311 Medicare	71,264	70,912	70,989	33,179	14,824	**261,168**	36,446	**297,613**	**318,767**	**21,153**
3401 Health and Welfare	756,500	603,500	705,500	297,500	97,500	**2,460,500**	161,500	**2,622,000**	**3,423,000**	**801,000**
3501 State Unemployment	50,960	50,366	48,677	26,315	8,235	**184,553**	5,644	**190,196**	**208,068**	**17,872**
3601 Workers' Compensation	68,806	68,467	68,541	32,035	14,313	**252,162**	35,189	**287,351**	**307,775**	**20,424**
3901 Other Benefits	-	-	-	-	10,223	**10,223**	-	**10,223**	**29,638**	**19,414**
	1,617,472	1,443,667	1,553,353	673,173	293,028	**5,580,694**	495,554	**6,076,248**	**7,253,168**	**1,176,921**
Books and Supplies	-	-	-	-	-		-			
4100 Textbooks and Core Curricula	10,230	7,400	9,130	10,330	11,879	48,969	-	**48,969**	**79,415**	**30,446**
4200 Books and Other Materials	23,700	22,400	20,000	22,900	175	**89,175**	200	**89,375**	**97,625**	**8,250**
4302 School Supplies	52,900	43,900	20,000	52,800	19,126	**188,726**	15,900	**204,626**	**272,407**	**67,781**
4305 Software	251,796	183,743	161,379	167,293	-	**764,210**	63,825	**828,035**	**957,107**	**129,071**
4310 Office Expense	39,200	67,300	34,800	41,900	10,366	**193,566**	24,400	**217,966**	**250,722**	**32,756**
4311 Business Meals	8,200	5,000	5,800	5,000	2,569	**26,569**	25,600	**52,169**	**58,074**	**5,906**
4312 School Fundraising	10,900	-	-	-	-	10,900	2,400	**13,300**	**13,200**	**(100)**
4400 Noncapitalized Equipment	181,651	181,330	81,833	3,488	25,000	**473,301**	7,742	**481,043**	**774,964**	**293,921**
4700 Food Services	152,893	37,000	214,467	65,067	29,188	**498,614**	300	**498,914**	**569,790**	**70,876**
	731,469	548,072	547,409	368,777	98,303	**2,294,031**	140,367	**2,434,398**	**3,073,304**	**638,906**
Subagreement Services	-	-	-	-	-		-			
5101 Nursing	1,150	1,900	469	500	1,350	**5,369**	-	**5,369**	**5,369**	**-**
5102 Special Education	152,500	251,600	114,000	7,500	4,761	**530,361**	-	**530,361**	**630,000**	**99,639**
5103 Substitute Teacher	500	-	-	-	-	500	-	**500**	**500**	**-**
5104 Transportation	400	5,600	8,200	-	9,870	24,070	-	**24,070**	**49,050**	**24,980**
5105 Security	7,750	4,250	8,200	12,600	-	**32,800**	500	**33,300**	**45,357**	**12,057**
5106 Other Educational Consultants	15,300	13,900	252,800	27,600	14,374	**323,974**	50,000	**373,974**	**804,672**	**430,698**
	177,600	277,250	383,669	48,200	30,355	**917,075**	50,500	**967,575**	**1,534,948**	**567,374**

FY26-27 Navigator Schools

Consolidating Forecast

Revised 5/6/26

CHARTER IMPACT

		2026-27									
		GPS1	HPS2	WPS3	HCC4	OCP5	SCHOOLS	HOME	FORECAST	APRIL DRAFT FY26-27 BUDGET	Favorable / (Unfav.)
Operations and Housekeeping		-	-	-	-	-		-			
5201	Auto and Travel	4,400	4,900	11,900	10,000	3,138	**34,338**	69,200	**103,538**	**150,707**	**47,169**
5300	Dues & Memberships	-	1,400	100	-	2,023	**3,523**	53,090	**56,613**	**24,026**	**(32,587)**
5400	Insurance	55,200	49,900	49,300	21,200	12,114	**187,714**	156,717	**344,431**	**287,764**	**(56,667)**
5501	Utilities	17,100	139,900	222,100	28,800	13,807	**421,707**	5,700	**427,407**	**455,112**	**27,705**
5502	Janitorial Services	-	1,400	-	7,900	3,787	13,087	36,075	**49,162**	**23,827**	**(25,336)**
5516	Miscellaneous Expense	24,980	12,000	15,700	11,450	5,000	69,130	400	**69,530**	**69,530**	**-**
5900	Communications	13,000	11,600	16,500	14,900	5,364	**61,364**	2,398	**63,762**	**76,155**	**12,393**
5901	Postage and Shipping	500	700	1,200	300	533	**3,233**	10,053	**13,286**	**14,557**	**1,271**
		115,180	221,800	316,800	94,550	45,767	**794,097**	333,633	**1,127,730**	**1,101,677**	**(26,052)**
Facilities, Repairs and Other Leases		-	-	-	-	-		-			
5601	Rent	-	200,000	1,816,950	236,449	774,306	**3,027,705**	38,270	**3,065,976**	**2,399,946**	**(666,030)**
5602	Additional Rent	-	-	9,900	800	33,228	43,928	3,500	**47,428**	**24,285**	**(23,143)**
5603	Equipment Leases	19,200	50,600	24,500	13,000	6,398	**113,698**	16,900	**130,598**	**145,249**	**14,651**
5604	Other Leases	-	-	-	300	539	839	-	**839**	**2,225**	**1,386**
5610	Repairs and Maintenance	98,700	19,800	60,400	40,200	1,200	**220,300**	24,000	**244,300**	**255,119**	**10,819**
		117,900	270,400	1,911,750	290,749	815,671	**3,406,470**	82,670	**3,489,140**	**2,826,823**	**(662,317)**
Professional/Consulting Services		-	-	-	-	-		-			
5801	IT	109,300	76,472	113,205	63,087	249,462	**611,526**	54,915	**666,441**	**494,773**	**(171,668)**
5802	Audit & Taxes	-	-	-	-	-	-	175,000	**175,000**	**120,300**	**(54,700)**
5803	Legal	3,100	-	6,300	1,000	-	**10,400**	176,600	**187,000**	**201,900**	**14,900**
5804	Professional Development	17,300	37,195	43,800	11,700	3,753	**113,748**	36,027	**149,775**	**201,299**	**51,525**
5805	General Consulting	7,100	7,800	21,000	5,400	-	**41,300**	543,871	**585,171**	**935,953**	**350,782**
5806	Special Activities/Field Trips	50,300	50,200	51,040	19,000	8,128	**178,668**	-	**178,668**	**196,767**	**18,100**
5807	Bank Charges	2,000	-	300	-	-	2,300	8,000	**10,300**	**10,300**	**-**
5808	Printing	-	800	1,700	-	2,598	5,098	1,132	**6,230**	**12,810**	**6,580**
5809	Other taxes and fees	4,700	6,100	11,700	8,100	1,854	**32,454**	85,000	**117,454**	**121,420**	**3,966**
5810	Payroll Service Fee	3,900	3,600	3,800	1,900	-	**13,200**	63,237	**76,437**	**78,500**	**2,063**
5811	Management Fee	1,070,486	990,958	1,215,039	467,479	161,787	**3,905,748**	864,024	**4,769,772**	**4,941,573**	**171,801**
5812	District Oversight Fee	229,390	212,348	86,789	33,391	11,556	**573,474**	-	**573,474**	**584,228**	**10,754**
5814	SPED Encroachment	25,929	23,990	24,324	10,988	4,849	**90,080**	-	**90,080**	**73,779**	**(16,301)**
5815	Public Relations/Recruitment	300	100	800	200	-	1,400	100,275	**101,675**	**118,064**	**16,389**
		1,523,805	1,409,562	1,579,796	622,245	443,987	**5,579,395**	2,108,081	**7,687,476**	**8,091,666**	**404,190**
Depreciation		-	-	-	-	-		-			
6900	Depreciation Expense	34,400	25,300	10,300	2,300	-	**72,300**	6,500	**78,800**	**89,650**	**10,850**
		34,400	25,300	10,300	2,300	-	**72,300**	6,500	**78,800**	**89,650**	**10,850**
Interest		-	-	-	-	-		-			
7438	Interest Expense	100,000	-	105,000	-	-	**205,000**	488,796	**693,796**	**42,001**	**(651,795)**
		100,000	-	105,000	-	-	**205,000**	488,796	**693,796**	**42,001**	**(651,795)**
		-	-	-	-	-		-			
Total Expenses		**$ 9,332,577**	**$ 9,086,525**	**$ 11,303,877**	**$ 4,388,212**	**$ 2,749,439**	**$ 36,860,630**	**$ 6,219,600**	**$ 43,080,230**	**$ 45,997,139**	**$ 2,916,910**
Surplus (Deficit)		**$580,678**	**$ 122,344**	**$ 982,081**	**$ 139,762**	**($232,191)**	**$1,592,673**	**$538,245**	**$2,130,918**	**$559,661**	**$1,571,257**
Surplus % of Expenses		**6%**	**1%**	**9%**	**3%**	**-8%**	**4%**	**9%**	**4.95%**	**0%**	**0%**
	Fund Balance, Beginning of Year	$ 4,908,372	$ 1,564,292	$ (553,608)	$ 203,132	$ -	**$ 6,122,188**	$ (1,637,611)	**$ 4,484,578**	**$ 6,169,167**	**$ (1,684,589)**
	Fund Balance, End of Year	**$5,489,050**	**$ 1,686,636**	**$ 428,473**	**$ 342,893**	**$ (232,191)**	**$ 7,714,861**	**$ (1,099,365)**	**$6,615,496**	**$ 6,195,034**	**$ 420,462**

FY26-27 Navigator Schools

Multi-Year Forecast

Revised 5/6/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Assumptions				
State COLA	*4.31%*	*3.30%*	*3.09%*	*3.11%*
Other Revenue COLA	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*3.08%*	*2.75%*	*2.68%*	*2.74%*
Enrollment	*2,094.00*	*2,294.00*	*2,474.00*	*2,684.00*
Average Daily Attendance	*1,968.36*	*2,156.36*	*2,325.56*	*2,522.96*
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ 19,793,886	$ 23,306,598	$ 26,060,985	$ 29,305,964
8012 Education Protection Account	1,401,405	1,184,524	1,350,940	1,527,979
8019 State Aid - Prior Year	-	-	-	-
8096 In Lieu of Property Taxes	6,702,910	7,828,887	8,842,266	10,024,542
	27,898,201	32,320,009	36,254,191	40,858,485
Federal Revenue	-	-	-	-
8181 Special Education - Entitlement	273,560	293,160	299,693	307,316
8182 Special Education - Discretionary	-	-	-	-
8220 Federal Child Nutrition	421,699	497,884	566,449	646,442
8290 Title I, Part A - Basic Low Income	397,848	429,406	450,445	474,990
8291 Title II, Part A - Teacher Quality	56,567	60,131	62,507	65,279
8293 Title III - Limited English	62,782	62,782	62,782	62,782
8294 Title V, Part B - PCSG	2,377,097	3,237,525	2,355,524	1,289,994
8295 Charter Facility Incentive Grant	-	-	-	-
8296 Other Federal Revenue	471,248	40,000	40,000	2,307,311
8299 Prior Year Federal Revenue	-	-	-	-
	4,060,802	4,620,888	3,837,400	5,154,113
Other State Revenue	-	-	-	-
8311 State Special Education	2,655,639	2,984,877	3,318,556	3,712,212
8520 Child Nutrition	39,915	48,681	57,097	67,186
8545 School Facilities (SB740)	1,143,341	1,444,255	1,687,675	1,948,449
8550 Mandated Cost	51,726	42,720	50,565	60,822
8560 State Lottery	535,394	586,530	632,552	686,245
8598 Prior Year Revenue	-	-	-	-
8599 Other State Revenue	3,745,383	3,877,218	4,149,089	4,079,041
	8,171,398	8,984,281	9,895,535	10,553,956
Other Local Revenue	-	-	-	-
8634 Food Service Sales	-	-	-	-
8650 Lease and Rental Income	-	-	-	-
8660 Interest Revenue	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-
8690 Other Local Revenue	4,605,748	5,224,801	5,075,587	5,720,188
8698 ASB Fundraising	-	-	-	-
8699 School Fundraising	475,000	-	-	-

FY26-27 Navigator Schools

Multi-Year Forecast

Revised 5/6/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
	5,080,748	5,224,801	5,075,587	5,720,188
	-	-	-	-
Total Revenue	**$ 45,211,148**	**$ 51,149,979**	**$ 55,062,712**	**$ 62,286,741**
	-	-	-	-
Expenses	-	-	-	-
Certificated Salaries	-	-	-	-
1100 Teachers' Salaries	7,081,960	7,790,336	8,421,739	9,092,506
1170 Teachers' Substitute Hours	-	-	-	-
1175 Teachers' Extra Duty/Stipends	262,442	269,659	276,886	284,472
1200 Pupil Support Salaries	1,132,985	1,162,824	1,270,082	1,302,957
1300 Administrators' Salaries	2,346,719	2,409,242	2,662,690	2,732,171
1900 Other Certificated Salaries	-	-	-	-
	10,824,106	11,632,061	12,631,398	13,412,107
Classified Salaries	-	-	-	-
2100 Instructional Salaries	4,918,982	5,408,399	5,913,952	6,497,913
2200 Support Salaries	513,690	786,204	858,286	935,059
2300 Classified Administrators' Salaries	518,409	532,665	796,857	988,590
2400 Clerical and Office Staff Salaries	912,456	987,832	1,013,121	1,116,816
2900 Other Classified Salaries	2,837,424	3,072,649	3,228,351	3,352,555
	9,700,961	10,787,749	11,810,568	12,890,933
Benefits	-	-	-	-
3101 STRS	2,067,404	2,221,724	2,412,597	2,561,713
3202 PERS	-	-	-	-
3301 OASDI	601,460	668,840	732,255	799,238
3311 Medicare	297,613	325,087	354,408	381,394
3401 Health and Welfare	2,622,000	2,889,464	3,145,762	3,377,734
3501 State Unemployment	190,196	209,908	220,229	229,572
3601 Workers' Compensation	287,351	313,877	342,188	368,243
3901 Other Benefits	10,223	24,288	39,152	52,139
	6,076,248	6,653,188	7,246,592	7,770,032
Books and Supplies	-	-	-	-
4100 Textbooks and Core Curricula	48,969	85,188	119,698	161,606
4200 Books and Other Materials	89,375	92,347	95,296	98,477
4302 School Supplies	204,626	263,902	322,863	393,904
4305 Software	828,035	743,806	763,740	784,667
4310 Office Expense	217,966	254,392	289,333	330,969
4311 Business Meals	52,169	61,145	69,753	80,017
4312 School Fundraising	13,300	13,666	14,032	14,416
4400 Noncapitalized Equipment	481,043	671,304	678,942	717,290
4700 Food Services	498,914	598,323	693,545	807,463
	2,434,398	2,784,073	3,047,202	3,388,810
Subagreement Services	-	-	-	-

FY26-27 Navigator Schools

Multi-Year Forecast

Revised 5/6/26

		2026-27	2027-28	2028-29	2029-30
		Budget	Forecast	Forecast	Forecast
5101	Nursing	5,369	9,480	13,397	18,154
5102	Special Education	530,361	558,924	586,819	618,381
5103	Substitute Teacher	500	514	528	542
5104	Transportation	24,070	53,707	81,924	116,264
5105	Security	33,300	34,216	35,133	36,095
5106	Other Educational Consultants	373,974	396,456	425,541	459,328
		967,575	1,053,297	1,143,341	1,248,764
Operations and Housekeeping		-	-	-	-
5201	Auto and Travel	103,538	115,598	127,209	140,899
5300	Dues & Memberships	56,613	64,110	71,318	79,851
5400	Insurance	344,431	389,465	432,767	484,017
5501	Utilities	427,407	479,696	530,011	589,433
5502	Janitorial Services	49,162	61,633	73,560	87,892
5516	Miscellaneous Expense	69,530	71,442	73,357	75,367
5531	ASB Fundraising Expense	-	-	-	-
5900	Communications	63,762	81,262	97,992	118,120
5901	Postage and Shipping	13,286	15,216	17,070	19,271
		1,127,730	1,278,423	1,423,283	1,594,849
Facilities, Repairs and Other Leases		-	-	-	-
5601	Rent	3,065,976	3,805,493	3,449,251	3,695,298
5602	Additional Rent	47,428	146,280	240,346	354,984
5603	Equipment Leases	130,598	152,971	174,427	200,011
5604	Other Leases	839	2,444	3,972	5,833
5605	Real/Personal Property Taxes	-	-	-	-
5610	Repairs and Maintenance	244,300	254,541	264,618	275,771
		3,489,140	4,361,730	4,132,615	4,531,897
Professional/Consulting Services		-	-	-	-
5801	IT	666,441	668,446	850,648	1,070,877
5802	Audit & Taxes	175,000	179,813	184,631	189,690
5803	Legal	187,000	192,143	197,292	202,698
5804	Professional Development	149,775	164,912	179,514	196,638
5805	General Consulting	585,171	601,263	617,377	634,293
5806	Special Activities/Field Trips	178,668	207,441	235,051	267,921
5807	Bank Charges	10,300	10,583	10,867	11,165
5808	Printing	6,230	14,027	21,451	30,486
5809	Other taxes and fees	117,454	126,125	134,534	144,248
5810	Payroll Service Fee	76,437	78,539	80,644	82,854
5811	Management Fee	4,769,772	5,421,033	6,079,168	6,813,368
5812	District Oversight Fee	573,474	633,287	682,601	738,646
5813	County Fees	-	-	-	-
5814	SPED Encroachment	90,080	107,369	124,046	144,006
5815	Public Relations/Recruitment	101,675	104,471	107,271	110,210

FY26-27 Navigator Schools

Multi-Year Forecast

Revised 5/6/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
	7,687,476	8,509,452	9,505,095	10,637,099
Depreciation	-	-	-	-
6900 Depreciation Expense	78,800	80,967	83,137	85,415
	78,800	80,967	83,137	85,415
Interest	-	-	-	-
7438 Interest Expense	693,796	501,993	-	550,819
	693,796	501,993	-	550,819
	-	-	-	-
Total Expenses	**$ 43,080,230**	**$ 47,642,933**	**$ 51,023,231**	**$ 56,110,724**
	-	-	-	-
Surplus (Deficit)	**$ 2,130,918**	**$ 3,507,046**	**$ 4,039,481**	**$ 6,176,017**
Fund Balance, Beginning of Year	$ 4,484,578	$ 6,615,496	$ 10,122,542	$ 14,162,023
Fund Balance, End of Year	**$ 6,615,496**	**$ 10,122,542**	**$ 14,162,023**	**$ 20,338,040**
Cash Flow Adjustments				
Surplus (Deficit)	**2,130,918**	3,507,046	4,039,481	6,176,017
Cash Flows From Operating Activities	-	-	-	-
Depreciation/Amortization	78,800	80,967	83,137	85,415
Public Funding Receivables	2,235,468	(40,554)	(527,453)	(2,883,264)
Grants and Contributions Rec.	-	-	-	-
Due To/From Related Parties	-	-	-	-
Prepaid Expenses	-	-	-	-
Other Assets	-	-	-	-
Accounts Payable	71,335	7,322	6,573	8,143
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 Factoring	2,400,000	1,600,000	1,200,000	-
Payments on Factoring	(2,050,000)	(1,450,000)	(1,700,000)	-
Proceeds(Payments) on Debt	-	-	-	-
	-			
Total Change in Cash	**4,716,522**	3,674,781	3,071,738	3,356,311
	-	-	-	-
Cash, Beginning of Year	2,984,233	7,700,755	11,375,536	14,447,275
	-	-	-	-
Cash, End of Year	**$ 7,700,755**	**$ 11,375,536**	**$ 14,447,275**	**$ 17,803,586**

FY26-27 Budget: Navigator - Support Office

Monthly Cash Flow/Forecast FY26-27

CHARTER IMPACT

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.)
Revenues																ADA = 0.00	
State Aid - Revenue Limit																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue																	
8220	Federal Child Nutrition	-	-	-	0	0	0	0	0	0	0	0	0	0	**0**	0	-
8294	Title V, Part B - PCSG	198,091	198,091	198,091	198,091	198,091	198,091	198,091	198,091	198,091	198,091	198,091	198,091	-	**2,377,097**	2,377,097	-
		198,091	198,091	198,091	198,091	198,091	198,091	198,091	198,091	198,091	198,091	198,091	198,091	0	**2,377,097**	**2,377,097**	-
Other State Revenue																	
8311	State Special Education	-	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	-
8520	Child Nutrition	-	-	-	0	0	0	0	0	0	0	0	0	0	**0**	0	-
8545	School Facilities (SB740)	-	-	-	-	-	-	0	-	-	-	0	-	0	**0**	0	-
		-	0	0	0	0	0	0	0	0	0	0	0	(0)	**0**	**0**	-
Other Local Revenue																	
8690	Other Local Revenue	325,479	325,479	325,479	325,479	325,479	325,479	325,479	325,479	325,479	325,479	325,479	325,479	-	**3,905,748**	3,905,748	-
8699	School Fundraising	39,583	39,583	39,583	39,583	39,583	39,583	39,583	39,583	39,583	39,583	39,583	39,583	-	**475,000**	475,000	-
		365,062	365,062	365,062	365,062	365,062	365,062	365,062	365,062	365,062	365,062	365,062	365,062	-	**4,380,748**	**4,380,748**	-
Total Revenue		**563,154**	**563,154**	**563,154**	**563,154**	**563,154**	**563,154**	**563,154**	**563,154**	**563,154**	**563,154**	**563,154**	**563,154**	**(0)**	**6,757,845**	**6,757,845**	-
Expenses																	
Certificated Salaries																	
1200	Pupil Support Salaries	-	10,697	10,697	10,697	10,697	10,697	10,697	10,697	10,697	10,697	10,697	10,697	-	**117,667**	117,667	-
1300	Administrators' Salaries	55,400	55,400	55,400	55,400	55,400	55,400	55,400	55,400	55,400	55,400	55,400	55,400	-	**664,802**	664,802	-
		55,400	66,097	66,097	66,097	66,097	66,097	66,097	66,097	66,097	66,097	66,097	66,097	-	**782,469**	**782,469**	-
Classified Salaries																	
2200	Support Salaries	-	29,290	29,290	29,290	29,290	29,290	29,290	29,290	29,290	29,290	29,290	29,290	-	**322,187**	322,187	-
2300	Classified Administrators'	43,201	43,201	43,201	43,201	43,201	43,201	43,201	43,201	43,201	43,201	43,201	43,201	-	**518,409**	518,409	-
2400	Clerical and Office Staff Salaries	-	8,624	8,624	8,624	8,624	8,624	8,624	8,624	8,624	8,624	8,624	8,624	-	**94,869**	94,869	-
2900	Other Classified Salaries	-	72,324	72,324	72,324	72,324	72,324	72,324	72,324	72,324	72,324	72,324	72,324	-	**795,565**	795,565	-
		43,201	153,439	153,439	153,439	153,439	153,439	153,439	153,439	153,439	153,439	153,439	153,439	-	**1,731,030**	**1,731,030**	-
Benefits																	
3101	STRS	10,581	12,625	12,625	12,625	12,625	12,625	12,625	12,625	12,625	12,625	12,625	12,625	-	**149,452**	149,452	-
3301	OASDI	2,678	9,513	9,513	9,513	9,513	9,513	9,513	9,513	9,513	9,513	9,513	9,513	-	**107,324**	107,324	-
3311	Medicare	1,430	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	-	**36,446**	36,446	-
3401	Health and Welfare	13,458	13,458	13,458	13,458	13,458	13,458	13,458	13,458	13,458	13,458	13,458	13,458	-	**161,500**	161,500	-
3501	State Unemployment	282	282	282	282	282	282	1,411	1,129	564	282	282	282	-	**5,644**	5,644	-
3601	Workers' Compensation	1,380	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	-	**35,189**	35,189	-
		29,811	42,135	42,135	42,135	42,135	42,135	43,264	42,982	42,417	42,135	42,135	42,135	-	**495,554**	**495,554**	-
Books and Supplies																	
4200	Books and Other Materials	40	40	40	40	40	-	-	-	-	-	-	-	-	**200**	200	-
4302	School Supplies	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	-	**15,900**	15,900	-
4305	Software	5,319	5,319	5,319	5,319	5,319	5,319	5,319	5,319	5,319	5,319	5,319	5,319	-	**63,825**	63,825	-
4310	Office Expense	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	-	**24,400**	24,400	-
4311	Business Meals	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	-	**25,600**	25,600	-
4312	School Fundraising	200	200	200	200	200	200	200	200	200	200	200	200	-	**2,400**	2,400	-
4400	Noncapitalized Equipment	-	1,548	1,548	1,548	1,548	1,548	-	-	-	-	-	-	-	**7,742**	7,742	-
4700	Food Services	-	27	27	27	27	27	27	27	27	27	27	27	-	**300**	300	-
		11,050	12,626	12,626	12,626	12,626	12,586	11,038	11,038	11,038	11,038	11,038	11,038	-	**140,367**	**140,367**	-
Subagreement Services																	
5105	Security	-	45	45	45	45	45	45	45	45	45	45	45	-	**500**	500	-
5106	Other Educational Consultants	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	**50,000**	50,000	-
		-	45	5,045	5,045	5,045	5,045	5,045	5,045	5,045	5,045	5,045	5,045	-	**50,500**	**50,500**	-
Operations and Housekeeping																	
5201	Auto and Travel	-	6,291	6,291	6,291	6,291	6,291	6,291	6,291	6,291	6,291	6,291	6,291	-	**69,200**	69,200	-
5300	Dues & Memberships	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	-	**53,090**	53,090	-
5400	Insurance	13,060	13,060	13,060	13,060	13,060	13,060	13,060	13,060	13,060	13,060	13,060	13,060	-	**156,717**	156,717	-
5501	Utilities	475	475	475	475	475	475	475	475	475	475	475	475	-	**5,700**	5,700	-
5502	Janitorial Services	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	-	**36,075**	36,075	-
5516	Miscellaneous Expense	-	-	40	40	40	40	40	40	40	40	40	40	-	**400**	400	-
5900	Communications	200	200	200	200	200	200	200	200	200	200	200	200	-	**2,398**	2,398	-
5901	Postage and Shipping	-	-	1,005	1,005	1,005	1,005	1,005	1,005	1,005	1,005	1,005	1,005	-	**10,053**	10,053	-
		21,165	27,456	28,501	28,501	28,501	28,501	28,501	28,501	28,501	28,501	28,501	28,501	-	**333,633**	**333,633**	-
Facilities, Repairs and Other Leases																	
5601	Rent	3,189	3,189	3,189	3,189	3,189	3,189	3,189	3,189	3,189	3,189	3,189	3,189	-	**38,270**	38,270	-
5602	Additional Rent	292	292	292	292	292	292	292	292	292	292	292	292	-	**3,500**	3,500	-
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	-

FY26-27 Budget: Navigator - Support Office

Monthly Cash Flow/Forecast FY26-27

CHARTER IMPACT

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.)
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	-	-	-	58,333	58,333	58,333	-	-	-	-	-	-	-	**175,000**	175,000	-
5803	Legal	14,717	14,717	14,717	14,717	14,717	14,717	14,717	14,717	14,717	14,717	14,717	14,717	-	**176,600**	176,600	-
5804	Professional Development	-	-	3,603	3,603	3,603	3,603	3,603	3,603	3,603	3,603	3,603	3,603	-	**36,027**	36,027	-
5805	General Consulting	-	-	54,387	54,387	54,387	54,387	54,387	54,387	54,387	54,387	54,387	54,387	-	**543,871**	543,871	-
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	5,270	5,270	5,270	5,270	5,270	5,270	5,270	5,270	5,270	5,270	5,270	5,270	-	**63,237**	63,237	-
5811	Management Fee	72,002	72,002	72,002	72,002	72,002	72,002	72,002	72,002	72,002	72,002	72,002	72,002	-	**864,024**	864,024	-
5815	Public Relations/Recruitment	-	-	10,028	10,028	10,028	10,028	10,028	10,028	10,028	10,028	10,028	10,028	-	**100,275**	100,275	-
		96,565	96,565	173,995	232,328	232,328	232,328	173,995	173,995	173,995	173,995	173,995	173,995	-	**2,108,081**	**2,108,081**	-
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																	
7438	Interest Expense	40,733	40,733	40,733	40,733	40,733	40,733	40,733	40,733	40,733	40,733	40,733	40,733	-	**488,796**	488,796	-
		40,733	40,733	40,733	40,733	40,733	40,733	40,733	40,733	40,733	40,733	40,733	40,733	-	**488,796**	**488,796**	-
Total Expenses		**305,355**	**446,527**	**530,003**	**588,336**	**588,336**	**588,296**	**529,543**	**529,261**	**528,697**	**528,415**	**528,415**	**528,415**	-	**6,219,600**	**6,219,600**	-
Monthly Surplus (Deficit)		**257,798**	**116,627**	**33,151**	**(25,183)**	**(25,183)**	**(25,143)**	**33,610**	**33,893**	**34,457**	**34,739**	**34,739**	**34,739**	**(0)**	**538,245**	**538,245**	-
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		257,798	116,627	33,151	(25,183)	(25,183)	(25,143)	33,610	33,893	34,457	34,739	34,739	34,739	(0)	**538,245**		
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)	-	-	-	1,256,755	-	-	-	-	-	0	**1,256,535**		
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		258,340	117,168	33,473	(24,641)	(24,641)	(24,601)	1,290,907	34,434	34,999	35,281	35,281	35,281				
Cash, Beginning of Month		865,794	1,124,134	1,241,302	1,274,775	1,250,134	1,225,493	1,200,892	2,491,799	2,526,233	2,561,232	2,596,512	2,631,793				
Cash, End of Month		**1,124,134**	**1,241,302**	**1,274,775**	**1,250,134**	**1,225,493**	**1,200,892**	**2,491,799**	**2,526,233**	**2,561,232**	**2,596,512**	**2,631,793**	**2,667,074**				

FY26-27 Gilroy Prep School

Monthly Cash Flow/Forecast FY26-27

Revised 4/30/26

Actuals Through:

ADA = 571.52

		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.)
Revenues																ADA = 571.52	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	177,561	177,561	319,611	319,611	319,611	319,611	319,611	307,938	307,938	307,938	307,938	307,938	**3,492,863**	3,492,863	-
8012	Education Protection Account	-	-	280,509	-	-	280,509	-	-	280,509	-	-	-	280,509	**1,122,037**	1,122,037	-
8096	In Lieu of Property Taxes	-	184,925	369,850	246,567	246,567	246,567	246,567	246,567	414,606	207,303	207,303	207,303	207,303	**3,031,427**	3,031,427	-
		-	362,486	827,920	566,177	566,177	846,686	566,177	566,177	1,003,053	515,241	515,241	515,241	795,750	**7,646,327**	**7,646,327**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	85,680	**85,680**	85,680	-
8220	Federal Child Nutrition	-	-	-	6,984	13,269	13,269	13,269	13,269	13,269	13,269	13,269	13,269	26,538	**139,672**	139,672	-
8290	Title I, Part A - Basic Low Income	-	-	22,723	-	-	68,168	-	-	-	-	-	-	-	**90,891**	90,891	-
8291	Title II, Part A - Teacher Quality	-	-	3,754	-	-	11,261	-	-	-	-	-	-	-	**15,014**	15,014	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	16,961	-	**16,961**	16,961	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
		-	-	26,476	9,484	13,269	92,698	15,769	13,269	13,269	15,769	13,269	30,230	114,718	**358,218**	**358,218**	**-**
Other State Revenue																	
8311	State Special Education	-	38,932	38,932	70,077	70,077	70,077	70,077	70,077	70,077	70,077	70,077	70,077	70,077	**778,634**	778,634	-
8520	Child Nutrition	-	-	-	661	1,256	1,256	1,256	1,256	1,256	1,256	1,256	1,256	2,512	**13,220**	13,220	-
8550	Mandated Cost	-	-	-	-	-	16,740	-	-	-	-	-	-	-	**16,740**	16,740	-
8560	State Lottery	-	-	-	-	-	-	39,513	-	-	39,513	-	-	76,428	**155,453**	155,453	-
8599	Other State Revenue	-	1,857	1,857	230,221	3,343	3,343	230,221	3,343	3,343	230,221	3,343	3,343	230,221	**944,661**	944,661	-
		-	40,789	40,789	300,960	74,676	91,417	341,067	74,676	74,676	341,067	74,676	74,676	379,238	**1,908,709**	**1,908,709**	**-**
Other Local Revenue																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue		**-**	**403,275**	**895,186**	**876,620**	**654,122**	**1,030,801**	**923,013**	**654,122**	**1,090,998**	**872,077**	**603,186**	**620,147**	**1,289,706**	**9,913,254**	**9,913,254**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	183,496	183,496	183,496	183,496	183,496	183,496	183,496	183,496	183,496	183,496	183,496	-	**2,018,458**	2,018,458	-
1175	Teachers' Extra Duty/Stipends	-	6,863	6,863	6,863	6,863	6,863	6,863	6,863	6,863	6,863	6,863	6,863	-	**75,492**	75,492	-
1200	Pupil Support Salaries	-	18,493	18,493	18,493	18,493	18,493	18,493	18,493	18,493	18,493	18,493	18,493	-	**203,423**	203,423	-
1300	Administrators' Salaries	44,487	44,487	44,487	44,487	44,487	44,487	44,487	44,487	44,487	44,487	44,487	44,487	-	**533,848**	533,848	-
		44,487	253,339	253,339	253,339	253,339	253,339	253,339	253,339	253,339	253,339	253,339	253,339	-	**2,831,220**	**2,831,220**	**-**
Classified Salaries																	
2100	Instructional Salaries	1,354	126,349	126,349	126,349	126,349	126,349	126,349	126,349	126,349	126,349	126,349	126,349	-	**1,391,190**	1,391,190	-
2400	Clerical and Office Staff Salaries	-	17,682	17,682	17,682	17,682	17,682	17,682	17,682	17,682	17,682	17,682	17,682	-	**194,507**	194,507	-
2900	Other Classified Salaries	-	45,258	45,258	45,258	45,258	45,258	45,258	45,258	45,258	45,258	45,258	45,258	-	**497,834**	497,834	-
		1,354	189,289	189,289	189,289	189,289	189,289	189,289	189,289	189,289	189,289	189,289	189,289	-	**2,083,530**	**2,083,530**	**-**
Benefits																	
3101	STRS	8,497	48,388	48,388	48,388	48,388	48,388	48,388	48,388	48,388	48,388	48,388	48,388	-	**540,763**	540,763	-
3301	OASDI	84	11,736	11,736	11,736	11,736	11,736	11,736	11,736	11,736	11,736	11,736	11,736	-	**129,179**	129,179	-
3311	Medicare	665	6,418	6,418	6,418	6,418	6,418	6,418	6,418	6,418	6,418	6,418	6,418	-	**71,264**	71,264	-
3401	Health and Welfare	63,042	63,042	63,042	63,042	63,042	63,042	63,042	63,042	63,042	63,042	63,042	63,042	-	**756,500**	756,500	-
3501	State Unemployment	2,548	2,548	2,548	2,548	2,548	2,548	12,740	10,192	5,096	2,548	2,548	2,548	-	**50,960**	50,960	-
3601	Workers' Compensation	642	6,197	6,197	6,197	6,197	6,197	6,197	6,197	6,197	6,197	6,197	6,197	-	**68,806**	68,806	-
		75,477	138,328	138,328	138,328	138,328	138,328	148,520	145,972	140,876	138,328	138,328	138,328	-	**1,617,472**	**1,617,472**	**-**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	2,558	2,558	2,558	2,558	-	-	-	-	-	-	-	-	**10,230**	10,230	-
4200	Books and Other Materials	4,740	4,740	4,740	4,740	4,740	-	-	-	-	-	-	-	-	**23,700**	23,700	-
4302	School Supplies	4,408	4,408	4,408	4,408	4,408	4,408	4,408	4,408	4,408	4,408	4,408	4,408	-	**52,900**	52,900	-
4305	Software	20,983	20,983	20,983	20,983	20,983	20,983	20,983	20,983	20,983	20,983	20,983	20,983	-	**251,796**	251,796	-
4310	Office Expense	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	-	**39,200**	39,200	-
4311	Business Meals	683	683	683	683	683	683	683	683	683	683	683	683	-	**8,200**	8,200	-
4312	School Fundraising	908	908	908	908	908	908	908	908	908	908	908	908	-	**10,900**	10,900	-
4400	Noncapitalized Equipment	-	36,330	36,330	36,330	36,330	36,330	-	-	-	-	-	-	-	**181,651**	181,651	-
4700	Food Services	-	13,899	13,899	13,899	13,899	13,899	13,899	13,899	13,899	13,899	13,899	13,899	-	**152,893**	152,893	-
		34,990	87,777	87,777	87,777	87,777	80,479	44,149	44,149	44,149	44,149	44,149	44,149	-	**731,469**	**731,469**	**-**
Subagreement Services																	
5101	Nursing	96	96	96	96	96	96	96	96	96	96	96	96	-	**1,150**	1,150	-
5102	Special Education	-	13,864	13,864	13,864	13,864	13,864	13,864	13,864	13,864	13,864	13,864	13,864	-	**152,500**	152,500	-
5103	Substitute Teacher	-	45	45	45	45	45	45	45	45	45	45	45	-	**500**	500	-
5104	Transportation	-	36	36	36	36	36	36	36	36	36	36	36	-	**400**	400	-
5105	Security	-	705	705	705	705	705	705	705	705	705	705	705	-	**7,750**	7,750	-
5106	Other Educational Consultants	-	-	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	-	**15,300**	15,300	-
		96	14,746	16,276	16,276	16,276	16,276	16,276	16,276	16,276	16,276	16,276	16,276	-	**177,600**	**177,600**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	-	400	400	400	400	400	400	400	400	400	400	400	-	**4,400**	4,400	-

FY26-27 Gilroy Prep School

Monthly Cash Flow/Forecast FY26-27

Revised 4/30/26

Actuals Through:

ADA = 571.52

		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.)
5400	Insurance	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	-	**55,200**	55,200	-
5501	Utilities	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	-	**17,100**	17,100	-
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	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	**13,000**	13,000	-
5901	Postage and Shipping	-	-	50	50	50	50	50	50	50	50	50	50	-	**500**	500	-
		7,108	7,508	10,056	10,056	10,056	10,056	10,056	10,056	10,056	10,056	10,056	10,056	-	**115,180**	**115,180**	**-**
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	-	**19,200**	19,200	-
5610	Repairs and Maintenance	8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	-	**98,700**	98,700	-
		9,825	9,825	9,825	9,825	9,825	9,825	9,825	9,825	9,825	9,825	9,825	9,825	-	**117,900**	**117,900**	**-**
Professional/Consulting Services																	
5801	IT	9,108	9,108	9,108	9,108	9,108	9,108	9,108	9,108	9,108	9,108	9,108	9,108	-	**109,300**	109,300	-
5803	Legal	258	258	258	258	258	258	258	258	258	258	258	258	-	**3,100**	3,100	-
5804	Professional Development	-	-	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	-	**17,300**	17,300	-
5805	General Consulting	-	-	710	710	710	710	710	710	710	710	710	710	-	**7,100**	7,100	-
5806	Special Activities/Field Trips	-	-	-	-	-	16,767	16,767	16,767	-	-	-	-	-	**50,300**	50,300	-
5807	Bank Charges	-	-	200	200	200	200	200	200	200	200	200	200	-	**2,000**	2,000	-
5809	Other taxes and fees	-	-	470	470	470	470	470	470	470	470	470	470	-	**4,700**	4,700	-
5810	Payroll Service Fee	325	325	325	325	325	325	325	325	325	325	325	325	-	**3,900**	3,900	-
5811	Management Fee	89,207	89,207	89,207	89,207	89,207	89,207	89,207	89,207	89,207	89,207	89,207	89,207	-	**1,070,486**	1,070,486	-
5812	District Oversight Fee	-	10,875	24,838	16,985	16,985	25,401	16,985	16,985	30,092	15,457	15,457	15,457	23,872	**229,390**	229,390	-
5814	SPED Encroachment	-	1,168	1,168	2,102	2,102	2,102	2,102	2,102	2,102	2,102	2,102	2,102	4,673	**25,929**	25,929	-
5815	Public Relations/Recruitment	-	-	30	30	30	30	30	30	30	30	30	30	-	**300**	300	-
		98,899	110,941	128,044	121,126	121,126	146,308	137,893	137,893	134,233	119,598	119,598	119,598	28,545	**1,523,805**	**1,523,805**	**-**
Depreciation																	
6900	Depreciation Expense	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	-	**34,400**	34,400	-
		2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	-	**34,400**	**34,400**	**-**
Interest																	
7438	Interest Expense	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,337	-	**100,000**	100,000	-
		8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,337	-	**100,000**	**100,000**	**-**
Total Expenses		**283,436**	**822,953**	**844,134**	**837,216**	**837,216**	**855,101**	**820,547**	**817,999**	**809,243**	**792,061**	**792,061**	**792,065**	**28,545**	**9,332,577**	**9,332,577**	**-**
Monthly Surplus (Deficit)		**(283,436)**	**(419,678)**	**51,052**	**39,404**	**(183,094)**	**175,700**	**102,466**	**(163,877)**	**281,755**	**80,016**	**(188,875)**	**(171,918)**	**1,261,161**	**580,678**	**580,678**	**-**
															6.22%		
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(283,436)	(419,678)	51,052	39,404	(183,094)	175,700	102,466	(163,877)	281,755	80,016	(188,875)	(171,918)	1,261,161	**580,678**		
Cash flows from operating activities																	
Depreciation/Amortization		2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	-	**34,400**		
Public Funding Receivables		488,069	-	409,571	-	-	25,646	94,872	-	-	-	-	-	(1,289,706)	**(271,549)**		
Grants and Contributions Rec.		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-	28,545	**28,545**		
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		207,500	(416,811)	463,489	42,271	(180,227)	204,212	200,204	(161,010)	284,622	82,883	(186,008)	(169,051)				
Cash, Beginning of Month		1,093,030	1,300,530	883,719	1,347,208	1,389,478	1,209,251	1,413,463	1,613,667	1,452,657	1,737,279	1,820,162	1,634,154				
Cash, End of Month		**1,300,530**	**883,719**	**1,347,208**	**1,389,478**	**1,209,251**	**1,413,463**	**1,613,667**	**1,452,657**	**1,737,279**	**1,820,162**	**1,634,154**	**1,465,103**				

FY26-27 Hayward Collegiate

Monthly Cash Flow/Forecast FY26-27

Revised 4/30/26

Actuals Through:

ADA = 248.16

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA = 248.16**	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	95,832	95,832	172,497	172,497	172,497	172,497	172,497	205,606	205,606	205,606	205,606	205,605	**2,082,175**	2,082,175	-
8012	Education Protection Account	-	-	12,408	-	-	12,408	-	-	12,408	-	-	-	12,408	**49,632**	49,632	-
8096	In Lieu of Property Taxes	-	66,680	133,360	88,907	88,907	88,907	88,907	88,907	187,584	93,792	93,792	93,792	93,792	**1,207,326**	1,207,326	-
		-	162,512	241,600	261,404	261,404	273,812	261,404	261,404	405,597	299,397	299,397	299,397	311,804	**3,339,133**	**3,339,133**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	33,740	**33,740**	33,740	-
8220	Federal Child Nutrition	-	-	-	2,972	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	11,294	**59,440**	59,440	-
8290	Title I, Part A - Basic Low Income	-	-	12,756	-	-	38,268	-	-	-	-	-	-	-	**51,024**	51,024	-
8291	Title II, Part A - Teacher Quality	-	-	1,773	-	-	5,318	-	-	-	-	-	-	-	**7,090**	7,090	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
		-	-	14,529	5,472	5,647	49,232	8,147	5,647	5,647	8,147	5,647	5,647	47,534	**161,294**	**161,294**	**-**
Other State Revenue																	
8311	State Special Education	-	15,305	15,305	27,549	27,549	27,549	27,549	27,549	32,836	32,836	32,836	32,836	32,836	**332,534**	332,534	-
8520	Child Nutrition	-	-	-	281	534	534	534	534	534	534	534	534	1,069	**5,626**	5,626	-
8545	School Facilities (SB740)	-	-	-	-	-	-	79,802	-	-	-	39,901	-	39,901	**159,603**	159,603	-
8550	Mandated Cost	-	-	-	-	-	4,799	-	-	-	-	-	-	-	**4,799**	4,799	-
8560	State Lottery	-	-	-	-	-	-	15,533	-	-	15,533	-	-	36,433	**67,500**	67,500	-
8599	Other State Revenue	-	807	807	111,790	1,452	1,452	111,790	1,452	1,452	111,790	1,452	1,452	111,790	**457,484**	457,484	-
		-	16,111	16,111	139,620	29,535	34,334	235,208	29,535	34,823	160,694	74,723	34,823	222,029	**1,027,546**	**1,027,546**	**-**
Other Local Revenue																	
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Revenue		**-**	**178,623**	**272,240**	**406,496**	**296,586**	**357,378**	**504,759**	**296,586**	**446,067**	**468,238**	**379,768**	**339,867**	**581,367**	**4,527,974**	**4,527,974**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	79,721	79,721	79,721	79,721	79,721	79,721	79,721	79,721	79,721	79,721	79,721	-	**876,930**	876,930	-
1175	Teachers' Extra Duty/Stipends	-	3,343	3,343	3,343	3,343	3,343	3,343	3,343	3,343	3,343	3,343	3,343	-	**36,773**	36,773	-
1200	Pupil Support Salaries	-	4,390	4,390	4,390	4,390	4,390	4,390	4,390	4,390	4,390	4,390	4,390	-	**48,287**	48,287	-
1300	Administrators' Salaries	11,743	11,743	11,743	11,743	11,743	11,743	11,743	11,743	11,743	11,743	11,743	11,743	-	**140,912**	140,912	-
		11,743	99,196	99,196	99,196	99,196	99,196	99,196	99,196	99,196	99,196	99,196	99,196	-	**1,102,902**	**1,102,902**	**-**
Classified Salaries																	
2100	Instructional Salaries	587	62,487	62,487	62,487	62,487	62,487	62,487	62,487	62,487	62,487	62,487	62,487	-	**687,944**	687,944	-
2400	Clerical and Office Staff Salaries	-	11,560	11,560	11,560	11,560	11,560	11,560	11,560	11,560	11,560	11,560	11,560	-	**127,162**	127,162	-
2900	Other Classified Salaries	-	33,655	33,655	33,655	33,655	33,655	33,655	33,655	33,655	33,655	33,655	33,655	-	**370,209**	370,209	-
		587	107,703	107,703	107,703	107,703	107,703	107,703	107,703	107,703	107,703	107,703	107,703	-	**1,185,316**	**1,185,316**	**-**
Benefits																	
3101	STRS	2,243	18,946	18,946	18,946	18,946	18,946	18,946	18,946	18,946	18,946	18,946	18,946	-	**210,654**	210,654	-
3301	OASDI	36	6,678	6,678	6,678	6,678	6,678	6,678	6,678	6,678	6,678	6,678	6,678	-	**73,490**	73,490	-
3311	Medicare	179	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	**33,179**	33,179	-
3401	Health and Welfare	24,792	24,792	24,792	24,792	24,792	24,792	24,792	24,792	24,792	24,792	24,792	24,792	-	**297,500**	297,500	-
3501	State Unemployment	1,316	1,316	1,316	1,316	1,316	1,316	6,579	5,263	2,632	1,316	1,316	1,316	-	**26,315**	26,315	-
3601	Workers' Compensation	173	2,897	2,897	2,897	2,897	2,897	2,897	2,897	2,897	2,897	2,897	2,897	-	**32,035**	32,035	-
		28,738	57,628	57,628	57,628	57,628	57,628	62,891	61,575	58,944	57,628	57,628	57,628	-	**673,173**	**673,173**	**-**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	2,583	2,583	2,583	2,583	-	-	-	-	-	-	-	-	**10,330**	10,330	-
4200	Books and Other Materials	4,580	4,580	4,580	4,580	4,580	-	-	-	-	-	-	-	-	**22,900**	22,900	-
4302	School Supplies	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	-	**52,800**	52,800	-
4305	Software	13,941	13,941	13,941	13,941	13,941	13,941	13,941	13,941	13,941	13,941	13,941	13,941	-	**167,293**	167,293	-
4310	Office Expense	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	-	**41,900**	41,900	-
4311	Business Meals	417	417	417	417	417	417	417	417	417	417	417	417	-	**5,000**	5,000	-
4400	Noncapitalized Equipment	-	698	698	698	698	698	-	-	-	-	-	-	-	**3,488**	3,488	-
4700	Food Services	-	5,915	5,915	5,915	5,915	5,915	5,915	5,915	5,915	5,915	5,915	5,915	-	**65,067**	65,067	-
		26,829	36,025	36,025	36,025	36,025	28,862	28,165	28,165	28,165	28,165	28,165	28,165	-	**368,777**	**368,777**	**-**
Subagreement Services																	
5101	Nursing	42	42	42	42	42	42	42	42	42	42	42	42	-	**500**	500	-
5102	Special Education	-	682	682	682	682	682	682	682	682	682	682	682	-	**7,500**	7,500	-
5105	Security	-	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	-	**12,600**	12,600	-
5106	Other Educational Consultants	-	-	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	-	**27,600**	27,600	-
		42	1,869	4,629	4,629	4,629	4,629	4,629	4,629	4,629	4,629	4,629	4,629	-	**48,200**	**48,200**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	-	909	909	909	909	909	909	909	909	909	909	909	-	**10,000**	10,000	-
5400	Insurance	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	-	**21,200**	21,200	-
5501	Utilities	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	-	**28,800**	28,800	-

FY26-27 Hayward Collegiate

Monthly Cash Flow/Forecast FY26-27

Revised 4/30/26

Actuals Through:

ADA = 248.16

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5502	Janitorial Services	658	658	658	658	658	658	658	658	658	658	658	658	-	**7,900**	7,900	-
5516	Miscellaneous Expense	-	-	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	-	**11,450**	11,450	-
5900	Communications	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	-	**14,900**	14,900	-
5901	Postage and Shipping	-	-	30	30	30	30	30	30	30	30	30	30	-	**300**	300	-
		6,067	6,976	8,151	8,151	8,151	8,151	8,151	8,151	8,151	8,151	8,151	8,151	-	**94,550**	**94,550**	**-**
Facilities, Repairs and Other Leases																	
5601	Rent	19,704	19,704	19,704	19,704	19,704	19,704	19,704	19,704	19,704	19,704	19,704	19,704	-	**236,449**	236,449	-
5602	Additional Rent	67	67	67	67	67	67	67	67	67	67	67	67	-	**800**	800	-
5603	Equipment Leases	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	**13,000**	13,000	-
5604	Other Leases	25	25	25	25	25	25	25	25	25	25	25	25	-	**300**	300	-
5610	Repairs and Maintenance	3,350	3,350	3,350	3,350	3,350	3,350	3,350	3,350	3,350	3,350	3,350	3,350	-	**40,200**	40,200	-
		24,229	24,229	24,229	24,229	24,229	24,229	24,229	24,229	24,229	24,229	24,229	24,229	-	**290,749**	**290,749**	**-**
Professional/Consulting Services																	
5801	IT	5,257	5,257	5,257	5,257	5,257	5,257	5,257	5,257	5,257	5,257	5,257	5,257	-	**63,087**	63,087	-
5803	Legal	83	83	83	83	83	83	83	83	83	83	83	83	-	**1,000**	1,000	-
5804	Professional Development	-	-	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	-	**11,700**	11,700	-
5805	General Consulting	-	-	540	540	540	540	540	540	540	540	540	540	-	**5,400**	5,400	-
5806	Special Activities/Field Trips	-	-	-	-	-	6,333	6,333	6,333	-	-	-	-	-	**19,000**	19,000	-
5809	Other taxes and fees	-	-	810	810	810	810	810	810	810	810	810	810	-	**8,100**	8,100	-
5810	Payroll Service Fee	158	158	158	158	158	158	158	158	158	158	158	158	-	**1,900**	1,900	-
5811	Management Fee	38,957	38,957	38,957	38,957	38,957	38,957	38,957	38,957	38,957	38,957	38,957	38,957	-	**467,479**	467,479	-
5812	District Oversight Fee	-	1,625	2,416	2,614	2,614	2,738	2,614	2,614	4,056	2,994	2,994	2,994	3,118	**33,391**	33,391	-
5814	SPED Encroachment	-	459	459	826	826	826	826	826	985	985	985	985	1,997	**10,988**	10,988	-
5815	Public Relations/Recruitment	-	-	20	20	20	20	20	20	20	20	20	20	-	**200**	200	-
		44,455	46,540	49,871	50,436	50,436	56,893	56,769	56,769	52,037	50,975	50,975	50,975	5,115	**622,245**	**622,245**	**-**
Depreciation																	
6900	Depreciation Expense	192	192	192	192	192	192	192	192	192	192	192	192	-	**2,300**	2,300	-
		192	192	192	192	192	192	192	192	192	192	192	192	-	**2,300**	**2,300**	**-**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**142,881**	**380,357**	**387,623**	**388,188**	**388,188**	**387,483**	**391,924**	**390,609**	**383,244**	**380,867**	**380,867**	**380,867**	**5,115**	**4,388,212**	**4,388,212**	**-**
Monthly Surplus (Deficit)		**(142,881)**	**(201,734)**	**(115,383)**	**18,308**	**(91,602)**	**(30,105)**	**112,834**	**(94,023)**	**62,822**	**87,372**	**(1,099)**	**(41,000)**	**576,252**	**139,762**	**139,762**	**-**
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(142,881)	(201,734)	(115,383)	18,308	(91,602)	(30,105)	112,834	(94,023)	62,822	87,372	(1,099)	(41,000)	576,252	**139,762**		
Cash flows from operating activities																	
Depreciation/Amortization		192	192	192	192	192	192	192	192	192	192	192	192	-	**2,300**		
Public Funding Receivables		453,798	-	275,302	-	118,632	27,692	37,334	-	-	-	-	-	(581,367)	**331,391**		
Grants and Contributions Rec.		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-	5,115	**5,115**		
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		311,109	(201,542)	160,111	18,500	27,222	(2,221)	150,360	(93,831)	63,014	87,563	(907)	(40,808)				
Cash, Beginning of Month		111,671	422,780	221,238	381,349	399,849	427,070	424,849	575,209	481,378	544,392	631,955	631,048				
Cash, End of Month		**422,780**	**221,238**	**381,349**	**399,849**	**427,070**	**424,849**	**575,209**	**481,378**	**544,392**	**631,955**	**631,048**	**590,240**				

FY26-27 Hollister Prep School

Monthly Cash Flow/Forecast FY26-27

Revised 4/30/26

Actuals Through:

ADA = 533.92

		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.)
Revenues																ADA = 533.92	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	253,785	253,785	456,813	456,813	456,813	456,813	456,813	449,433	449,433	449,433	449,433	449,433	**5,038,795**	5,038,795	-
8012	Education Protection Account	-	-	26,696	-	-	26,696	-	-	26,696	-	-	-	26,696	**106,784**	106,784	-
8096	In Lieu of Property Taxes	-	116,811	233,621	155,747	155,747	155,747	155,747	155,747	267,840	133,920	133,920	133,920	133,920	**1,932,689**	1,932,689	-
		-	370,595	514,102	612,560	612,560	639,256	612,560	612,560	743,969	583,353	583,353	583,353	610,049	**7,078,268**	**7,078,268**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	78,960	**78,960**	78,960	-
8290	Title I, Part A - Basic Low Income	-	-	24,539	-	-	73,618	-	-	-	-	-	-	-	**98,157**	98,157	-
8291	Title II, Part A - Teacher Quality	-	-	3,780	-	-	11,341	-	-	-	-	-	-	-	**15,121**	15,121	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	17,841	-	**17,841**	17,841	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
		-	-	28,320	2,500	-	84,959	2,500	-	-	2,500	-	17,841	81,460	**220,079**	**220,079**	**-**
Other State Revenue																	
8311	State Special Education	-	36,035	36,035	64,862	64,862	64,862	64,862	64,862	64,862	64,862	64,862	64,862	64,862	**720,692**	720,692	-
8545	School Facilities (SB740)	-	-	-	-	-	-	67,500	-	-	-	33,750	-	33,750	**135,000**	135,000	-
8550	Mandated Cost	-	-	-	-	-	15,728	-	-	-	-	-	-	-	**15,728**	15,728	-
8560	State Lottery	-	-	-	-	-	-	36,572	-	-	36,572	-	-	72,081	**145,226**	145,226	-
8599	Other State Revenue	-	1,735	1,735	217,916	3,123	3,123	217,916	3,123	3,123	217,916	3,123	3,123	217,916	**893,875**	893,875	-
		-	37,770	37,770	282,778	67,986	83,714	386,851	67,986	67,986	319,351	101,736	67,986	388,610	**1,910,522**	**1,910,522**	**-**
Other Local Revenue																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Revenue		**-**	**408,365**	**580,191**	**897,838**	**680,546**	**807,929**	**1,001,911**	**680,546**	**811,954**	**905,203**	**685,088**	**669,179**	**1,080,118**	**9,208,869**	**9,208,869**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	7,480	177,501	177,501	177,501	177,501	177,501	177,501	177,501	177,501	177,501	177,501	177,501	-	**1,959,993**	1,959,993	-
1175	Teachers' Extra Duty/Stipends	-	7,289	7,289	7,289	7,289	7,289	7,289	7,289	7,289	7,289	7,289	7,289	-	**80,177**	80,177	-
1200	Pupil Support Salaries	-	28,193	28,193	28,193	28,193	28,193	28,193	28,193	28,193	28,193	28,193	28,193	-	**310,121**	310,121	-
1300	Administrators' Salaries	28,441	28,441	28,441	28,441	28,441	28,441	28,441	28,441	28,441	28,441	28,441	28,441	-	**341,289**	341,289	-
		35,921	241,424	241,424	241,424	241,424	241,424	241,424	241,424	241,424	241,424	241,424	241,424	-	**2,691,580**	**2,691,580**	**-**
Classified Salaries																	
2100	Instructional Salaries	1,264	142,072	142,072	142,072	142,072	142,072	142,072	142,072	142,072	142,072	142,072	142,072	-	**1,564,058**	1,564,058	-
2200	Support Salaries	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	-	**35,855**	35,855	-
2400	Clerical and Office Staff Salaries	-	19,168	19,168	19,168	19,168	19,168	19,168	19,168	19,168	19,168	19,168	19,168	-	**210,844**	210,844	-
2900	Other Classified Salaries	-	35,285	35,285	35,285	35,285	35,285	35,285	35,285	35,285	35,285	35,285	35,285	-	**388,136**	388,136	-
		4,251	199,513	199,513	199,513	199,513	199,513	199,513	199,513	199,513	199,513	199,513	199,513	-	**2,198,894**	**2,198,894**	**-**
Benefits																	
3101	STRS	6,861	46,112	46,112	46,112	46,112	46,112	46,112	46,112	46,112	46,112	46,112	46,112	-	**514,092**	514,092	-
3301	OASDI	264	12,370	12,370	12,370	12,370	12,370	12,370	12,370	12,370	12,370	12,370	12,370	-	**136,331**	136,331	-
3311	Medicare	582	6,394	6,394	6,394	6,394	6,394	6,394	6,394	6,394	6,394	6,394	6,394	-	**70,912**	70,912	-
3401	Health and Welfare	50,292	50,292	50,292	50,292	50,292	50,292	50,292	50,292	50,292	50,292	50,292	50,292	-	**603,500**	603,500	-
3501	State Unemployment	2,518	2,518	2,518	2,518	2,518	2,518	12,591	10,073	5,037	2,518	2,518	2,518	-	**50,366**	50,366	-
3601	Workers' Compensation	562	6,173	6,173	6,173	6,173	6,173	6,173	6,173	6,173	6,173	6,173	6,173	-	**68,467**	68,467	-
		61,079	123,858	123,858	123,858	123,858	123,858	133,931	131,413	126,377	123,858	123,858	123,858	-	**1,443,667**	**1,443,667**	**-**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	1,850	1,850	1,850	1,850	-	-	-	-	-	-	-	-	**7,400**	7,400	-
4200	Books and Other Materials	4,480	4,480	4,480	4,480	4,480	-	-	-	-	-	-	-	-	**22,400**	22,400	-
4302	School Supplies	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	-	**43,900**	43,900	-
4305	Software	15,312	15,312	15,312	15,312	15,312	15,312	15,312	15,312	15,312	15,312	15,312	15,312	-	**183,743**	183,743	-
4310	Office Expense	5,608	5,608	5,608	5,608	5,608	5,608	5,608	5,608	5,608	5,608	5,608	5,608	-	**67,300**	67,300	-
4311	Business Meals	417	417	417	417	417	417	417	417	417	417	417	417	-	**5,000**	5,000	-
4400	Noncapitalized Equipment	-	36,266	36,266	36,266	36,266	36,266	-	-	-	-	-	-	-	**181,330**	181,330	-
4700	Food Services	-	3,364	3,364	3,364	3,364	3,364	3,364	3,364	3,364	3,364	3,364	3,364	-	**37,000**	37,000	-
		29,475	70,955	70,955	70,955	70,955	64,625	28,359	28,359	28,359	28,359	28,359	28,359	-	**548,072**	**548,072**	**-**
Subagreement Services																	
5101	Nursing	158	158	158	158	158	158	158	158	158	158	158	158	-	**1,900**	1,900	-
5102	Special Education	-	22,873	22,873	22,873	22,873	22,873	22,873	22,873	22,873	22,873	22,873	22,873	-	**251,600**	251,600	-
5104	Transportation	-	509	509	509	509	509	509	509	509	509	509	509	-	**5,600**	5,600	-
5105	Security	-	386	386	386	386	386	386	386	386	386	386	386	-	**4,250**	4,250	-
5106	Other Educational Consultants	-	-	1,390	1,390	1,390	1,390	1,390	1,390	1,390	1,390	1,390	1,390	-	**13,900**	13,900	-
		158	23,927	25,317	25,317	25,317	25,317	25,317	25,317	25,317	25,317	25,317	25,317	-	**277,250**	**277,250**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	-	445	445	445	445	445	445	445	445	445	445	445	-	**4,900**	4,900	-
5300	Dues & Memberships	117	117	117	117	117	117	117	117	117	117	117	117	-	**1,400**	1,400	-
5400	Insurance	4,158	4,158	4,158	4,158	4,158	4,158	4,158	4,158	4,158	4,158	4,158	4,158	-	**49,900**	49,900	-

FY26-27 Hollister Prep School

Monthly Cash Flow/Forecast FY26-27

Revised 4/30/26

Actuals Through:

ADA = 533.92

		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	11,658	11,658	11,658	11,658	11,658	11,658	11,658	11,658	11,658	11,658	11,658	11,658	-	**139,900**	139,900	-
5502	Janitorial Services	117	117	117	117	117	117	117	117	117	117	117	117	-	**1,400**	1,400	-
5516	Miscellaneous Expense	-	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	-	**12,000**	12,000	-
5900	Communications	967	967	967	967	967	967	967	967	967	967	967	967	-	**11,600**	11,600	-
5901	Postage and Shipping	-	-	70	70	70	70	70	70	70	70	70	70	-	**700**	700	-
		17,017	17,462	18,732	18,732	18,732	18,732	18,732	18,732	18,732	18,732	18,732	18,732	-	**221,800**	**221,800**	**-**
Facilities, Repairs and Other Leases																	
5601	Rent	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	**200,000**	200,000	-
5603	Equipment Leases	4,217	4,217	4,217	4,217	4,217	4,217	4,217	4,217	4,217	4,217	4,217	4,217	-	**50,600**	50,600	-
5610	Repairs and Maintenance	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	-	**19,800**	19,800	-
		22,533	22,533	22,533	22,533	22,533	22,533	22,533	22,533	22,533	22,533	22,533	22,533	-	**270,400**	**270,400**	**-**
Professional/Consulting Services																	
5801	IT	6,373	6,373	6,373	6,373	6,373	6,373	6,373	6,373	6,373	6,373	6,373	6,373	-	**76,472**	76,472	-
5804	Professional Development	-	-	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	-	**37,195**	37,195	-
5805	General Consulting	-	-	780	780	780	780	780	780	780	780	780	780	-	**7,800**	7,800	-
5806	Special Activities/Field Trips	-	-	-	-	-	16,733	16,733	16,733	-	-	-	-	-	**50,200**	50,200	-
5808	Printing	-	-	80	80	80	80	80	80	80	80	80	80	-	**800**	800	-
5809	Other taxes and fees	-	-	610	610	610	610	610	610	610	610	610	610	-	**6,100**	6,100	-
5810	Payroll Service Fee	300	300	300	300	300	300	300	300	300	300	300	300	-	**3,600**	3,600	-
5811	Management Fee	82,580	82,580	82,580	82,580	82,580	82,580	82,580	82,580	82,580	82,580	82,580	82,580	-	**990,958**	990,958	-
5812	District Oversight Fee	-	11,118	15,423	18,377	18,377	19,178	18,377	18,377	22,319	17,501	17,501	17,501	18,301	**212,348**	212,348	-
5814	SPED Encroachment	-	1,081	1,081	1,946	1,946	1,946	1,946	1,946	1,946	1,946	1,946	1,946	4,315	**23,990**	23,990	-
5815	Public Relations/Recruitment	-	-	10	10	10	10	10	10	10	10	10	10	-	**100**	100	-
		89,252	101,451	110,956	114,775	114,775	132,309	131,508	131,508	118,717	113,898	113,898	113,898	22,616	**1,409,562**	**1,409,562**	**-**
Depreciation																	
6900	Depreciation Expense	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	-	**25,300**	25,300	-
		2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	-	**25,300**	**25,300**	**-**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**261,796**	**803,231**	**815,396**	**819,215**	**819,215**	**830,419**	**803,425**	**800,907**	**783,079**	**775,742**	**775,742**	**775,742**	**22,616**	**9,086,525**	**9,086,525**	**-**
Monthly Surplus (Deficit)		**(261,796)**	**(394,866)**	**(235,205)**	**78,624**	**(138,669)**	**(22,490)**	**198,486**	**(120,361)**	**28,875**	**129,461**	**(90,654)**	**(106,563)**	**1,057,502**	**122,344**	**122,344**	**-**
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(261,796)	(394,866)	(235,205)	78,624	(138,669)	(22,490)	198,486	(120,361)	28,875	129,461	(90,654)	(106,563)	1,057,502	**122,344**		
Cash flows from operating activities																	
Depreciation/Amortization		2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	-	**25,300**		
Public Funding Receivables		1,046,815	-	571,518	-	-	67,939	69,103	-	-	-	-	-	(1,080,118)	**675,257**		
Grants and Contributions Rec.		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-	22,616	**22,616**		
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		787,128	(392,758)	338,422	80,732	(136,561)	47,557	269,697	(118,253)	30,984	131,569	(88,546)	(104,455)				
Cash, Beginning of Month		1,123,928	1,911,056	1,518,298	1,856,720	1,937,452	1,800,892	1,848,449	2,118,146	1,999,893	2,030,877	2,162,446	2,073,901				
Cash, End of Month		**1,911,056**	**1,518,298**	**1,856,720**	**1,937,452**	**1,800,892**	**1,848,449**	**2,118,146**	**1,999,893**	**2,030,877**	**2,162,446**	**2,073,901**	**1,969,446**				

FY26-27 Watsonville Prep School

Monthly Cash Flow/Forecast FY26-27

Revised 4/30/26

Actuals Through:

ADA = 548.96

		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.)
Revenues																ADA = 548.96	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	389,314	389,314	700,765	700,765	700,765	700,765	700,765	829,846	829,846	829,846	829,846	829,846	**8,431,684**	8,431,684	-
8012	Education Protection Account	-	-	27,448	-	-	27,448	-	-	27,448	-	-	-	27,448	**109,792**	109,792	-
8096	In Lieu of Property Taxes	-	7,612	15,223	10,149	10,149	10,149	10,149	10,149	21,266	10,633	10,633	10,633	10,633	**137,376**	137,376	-
		-	396,926	431,985	710,914	710,914	738,362	710,914	710,914	878,559	840,478	840,478	840,478	867,926	**8,678,852**	**8,678,852**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	75,180	**75,180**	75,180	-
8220	Federal Child Nutrition	-	-	-	9,796	18,613	18,613	18,613	18,613	18,613	18,613	18,613	18,613	37,225	**195,922**	195,922	-
8290	Title I, Part A - Basic Low Income	-	-	39,444	-	-	118,332	-	-	-	-	-	-	-	**157,776**	157,776	-
8291	Title II, Part A - Teacher Quality	-	-	4,836	-	-	14,507	-	-	-	-	-	-	-	**19,342**	19,342	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	27,980	-	**27,980**	27,980	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
		-	-	44,280	12,296	18,613	151,451	21,113	18,613	18,613	21,113	18,613	46,593	114,905	**486,200**	**486,200**	**-**
Other State Revenue																	
8311	State Special Education	-	33,965	33,965	61,137	61,137	61,137	61,137	61,137	72,398	72,398	72,398	72,398	72,398	**735,606**	735,606	-
8520	Child Nutrition	-	-	-	927	1,762	1,762	1,762	1,762	1,762	1,762	1,762	1,762	3,523	**18,545**	18,545	-
8545	School Facilities (SB740)	-	-	-	-	-	-	378,947	-	-	-	189,474	-	189,474	**757,894**	757,894	-
8550	Mandated Cost	-	-	-	-	-	14,458	-	-	-	-	-	-	-	**14,458**	14,458	-
8560	State Lottery	-	-	-	-	-	-	34,472	-	-	34,472	-	-	80,373	**149,317**	149,317	-
8599	Other State Revenue	-	1,784	1,784	355,562	3,211	3,211	355,562	3,211	3,211	355,562	3,211	3,211	355,562	**1,445,086**	1,445,086	-
		-	35,749	35,749	417,627	66,110	80,568	831,880	66,110	77,371	464,194	266,845	77,371	701,331	**3,120,906**	**3,120,906**	**-**
Other Local Revenue																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Revenue		**-**	**432,675**	**512,014**	**1,140,837**	**795,637**	**970,381**	**1,563,907**	**795,637**	**974,543**	**1,325,785**	**1,125,936**	**964,443**	**1,684,163**	**12,285,958**	**12,285,958**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	183,198	183,198	183,198	183,198	183,198	183,198	183,198	183,198	183,198	183,198	183,198	-	**2,015,173**	2,015,173	-
1175	Teachers' Extra Duty/Stipends	-	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	-	**70,000**	70,000	-
1200	Pupil Support Salaries	-	25,242	25,242	25,242	25,242	25,242	25,242	25,242	25,242	25,242	25,242	25,242	-	**277,664**	277,664	-
1300	Administrators' Salaries	33,140	33,140	33,140	33,140	33,140	33,140	33,140	33,140	33,140	33,140	33,140	33,140	-	**397,678**	397,678	-
		33,140	247,943	247,943	247,943	247,943	247,943	247,943	247,943	247,943	247,943	247,943	247,943	-	**2,760,516**	**2,760,516**	**-**
Classified Salaries																	
2100	Instructional Salaries	1,309	108,379	108,379	108,379	108,379	108,379	108,379	108,379	108,379	108,379	108,379	108,379	-	**1,193,476**	1,193,476	-
2400	Clerical and Office Staff Salaries	-	14,954	14,954	14,954	14,954	14,954	14,954	14,954	14,954	14,954	14,954	14,954	-	**164,489**	164,489	-
2900	Other Classified Salaries	-	70,665	70,665	70,665	70,665	70,665	70,665	70,665	70,665	70,665	70,665	70,665	-	**777,319**	777,319	-
		1,309	193,998	193,998	193,998	193,998	193,998	193,998	193,998	193,998	193,998	193,998	193,998	-	**2,135,284**	**2,135,284**	**-**
Benefits																	
3101	STRS	6,330	47,357	47,357	47,357	47,357	47,357	47,357	47,357	47,357	47,357	47,357	47,357	-	**527,259**	527,259	-
3301	OASDI	81	12,028	12,028	12,028	12,028	12,028	12,028	12,028	12,028	12,028	12,028	12,028	-	**132,388**	132,388	-
3311	Medicare	500	6,408	6,408	6,408	6,408	6,408	6,408	6,408	6,408	6,408	6,408	6,408	-	**70,989**	70,989	-
3401	Health and Welfare	58,792	58,792	58,792	58,792	58,792	58,792	58,792	58,792	58,792	58,792	58,792	58,792	-	**705,500**	705,500	-
3501	State Unemployment	2,434	2,434	2,434	2,434	2,434	2,434	12,169	9,735	4,868	2,434	2,434	2,434	-	**48,677**	48,677	-
3601	Workers' Compensation	482	6,187	6,187	6,187	6,187	6,187	6,187	6,187	6,187	6,187	6,187	6,187	-	**68,541**	68,541	-
		68,618	133,206	133,206	133,206	133,206	133,206	142,941	140,507	135,640	133,206	133,206	133,206	-	**1,553,353**	**1,553,353**	**-**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	2,283	2,283	2,283	2,283	-	-	-	-	-	-	-	-	**9,130**	9,130	-
4200	Books and Other Materials	4,000	4,000	4,000	4,000	4,000	-	-	-	-	-	-	-	-	**20,000**	20,000	-
4302	School Supplies	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	**20,000**	20,000	-
4305	Software	13,448	13,448	13,448	13,448	13,448	13,448	13,448	13,448	13,448	13,448	13,448	13,448	-	**161,379**	161,379	-
4310	Office Expense	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	-	**34,800**	34,800	-
4311	Business Meals	483	483	483	483	483	483	483	483	483	483	483	483	-	**5,800**	5,800	-
4400	Noncapitalized Equipment	-	16,367	16,367	16,367	16,367	16,367	-	-	-	-	-	-	-	**81,833**	81,833	-
4700	Food Services	-	19,497	19,497	19,497	19,497	19,497	19,497	19,497	19,497	19,497	19,497	19,497	-	**214,467**	214,467	-
		22,498	60,644	60,644	60,644	60,644	54,362	37,995	37,995	37,995	37,995	37,995	37,995	-	**547,409**	**547,409**	**-**
Subagreement Services																	
5101	Nursing	39	39	39	39	39	39	39	39	39	39	39	39	-	**469**	469	-
5102	Special Education	-	10,364	10,364	10,364	10,364	10,364	10,364	10,364	10,364	10,364	10,364	10,364	-	**114,000**	114,000	-
5104	Transportation	-	745	745	745	745	745	745	745	745	745	745	745	-	**8,200**	8,200	-
5105	Security	-	745	745	745	745	745	745	745	745	745	745	745	-	**8,200**	8,200	-
5106	Other Educational Consultants	-	-	25,280	25,280	25,280	25,280	25,280	25,280	25,280	25,280	25,280	25,280	-	**252,800**	252,800	-
		39	11,894	37,174	37,174	37,174	37,174	37,174	37,174	37,174	37,174	37,174	37,174	-	**383,669**	**383,669**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	-	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	-	**11,900**	11,900	-
5300	Dues & Memberships	8	8	8	8	8	8	8	8	8	8	8	8	-	**100**	100	-
5400	Insurance	4,108	4,108	4,108	4,108	4,108	4,108	4,108	4,108	4,108	4,108	4,108	4,108	-	**49,300**	49,300	-
5501	Utilities	18,508	18,508	18,508	18,508	18,508	18,508	18,508	18,508	18,508	18,508	18,508	18,508	-	**222,100**	222,100	-
5516	Miscellaneous Expense	-	-	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	-	**15,700**	15,700	-

FY26-27 Watsonville Prep School

Monthly Cash Flow/Forecast FY26-27

Revised 4/30/26

Actuals Through:

ADA = 548.96

		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.)
5900	Communications	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	-	**16,500**	16,500	-
5901	Postage and Shipping	-	-	120	120	120	120	120	120	120	120	120	120	-	**1,200**	1,200	-
		24,000	25,082	26,772	26,772	26,772	26,772	26,772	26,772	26,772	26,772	26,772	26,772	-	**316,800**	**316,800**	-
Facilities, Repairs and Other Leases																	
5601	Rent	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	-	**1,816,950**	1,816,950	-
5602	Additional Rent	825	825	825	825	825	825	825	825	825	825	825	825	-	**9,900**	9,900	-
5603	Equipment Leases	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	-	**24,500**	24,500	-
5610	Repairs and Maintenance	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	-	**60,400**	60,400	-
		159,312	159,312	159,312	159,312	159,312	159,312	159,312	159,312	159,312	159,312	159,312	159,312	-	**1,911,750**	**1,911,750**	-
Professional/Consulting Services																	
5801	IT	9,434	9,434	9,434	9,434	9,434	9,434	9,434	9,434	9,434	9,434	9,434	9,434	-	**113,205**	113,205	-
5803	Legal	525	525	525	525	525	525	525	525	525	525	525	525	-	**6,300**	6,300	-
5804	Professional Development	-	-	4,380	4,380	4,380	4,380	4,380	4,380	4,380	4,380	4,380	4,380	-	**43,800**	43,800	-
5805	General Consulting	-	-	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	-	**21,000**	21,000	-
5806	Special Activities/Field Trips	-	-	-	-	-	17,013	17,013	17,013	-	-	-	-	-	**51,040**	51,040	-
5807	Bank Charges	-	-	30	30	30	30	30	30	30	30	30	30	-	**300**	300	-
5808	Printing	-	-	170	170	170	170	170	170	170	170	170	170	-	**1,700**	1,700	-
5809	Other taxes and fees	-	-	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	-	**11,700**	11,700	-
5810	Payroll Service Fee	317	317	317	317	317	317	317	317	317	317	317	317	-	**3,800**	3,800	-
5811	Management Fee	101,253	101,253	101,253	101,253	101,253	101,253	101,253	101,253	101,253	101,253	101,253	101,253	-	**1,215,039**	1,215,039	-
5812	District Oversight Fee	-	3,969	4,320	7,109	7,109	7,384	7,109	7,109	8,786	8,405	8,405	8,405	8,679	**86,789**	86,789	-
5814	SPED Encroachment	-	1,019	1,019	1,834	1,834	1,834	1,834	1,834	2,172	2,172	2,172	2,172	4,427	**24,324**	24,324	-
5815	Public Relations/Recruitment	-	-	80	80	80	80	80	80	80	80	80	80	-	**800**	800	-
		111,529	116,517	124,797	128,402	128,402	145,690	145,415	145,415	130,416	130,035	130,035	130,035	13,107	**1,579,796**	**1,579,796**	-
Depreciation																	
6900	Depreciation Expense	858	858	858	858	858	858	858	858	858	858	858	858	-	**10,300**	10,300	-
		858	858	858	858	858	858	858	858	858	858	858	858	-	**10,300**	**10,300**	-
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	105,000	-	**105,000**	105,000	-
		-	-	-	-	-	-	-	-	-	-	-	105,000	-	**105,000**	**105,000**	-
Total Expenses		**421,304**	**949,454**	**984,705**	**988,309**	**988,309**	**999,315**	**992,409**	**989,975**	**970,108**	**967,294**	**967,294**	**1,072,294**	**13,107**	**11,303,877**	**11,303,877**	-
Monthly Surplus (Deficit)		**(421,304)**	**(516,779)**	**(472,691)**	**152,528**	**(192,672)**	**(28,934)**	**571,498**	**(194,338)**	**4,435**	**358,492**	**158,642**	**(107,851)**	**1,671,056**	**982,081**	**982,081**	-
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(421,304)	(516,779)	(472,691)	152,528	(192,672)	(28,934)	571,498	(194,338)	4,435	358,492	158,642	(107,851)	1,671,056	**982,081**		
Cash flows from operating activities																	
Depreciation/Amortization		858	858	858	858	858	858	858	858	858	858	858	858	-	**10,300**		
Public Funding Receivables		1,081,056	-	859,913	-	137,214	70,082	49,946	-	-	-	-	-	(1,684,163)	**514,048**		
Grants and Contributions Rec.		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-	13,107	**13,107**		
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		660,611	(515,921)	388,081	153,386	(54,600)	42,006	622,303	(193,480)	5,293	359,350	159,501	(106,993)				
Cash, Beginning of Month		(210,190)	450,421	(65,501)	322,580	475,966	421,366	463,372	1,085,675	892,195	897,488	1,256,838	1,416,339				
Cash, End of Month		**450,421**	**(65,501)**	**322,580**	**475,966**	**421,366**	**463,372**	**1,085,675**	**892,195**	**897,488**	**1,256,838**	**1,416,339**	**1,309,346**				

FY26-27 Orange County Prep Petition Budget

Monthly Cash Flow/Forecast FY26-27

Revised 4/30/26

Actuals Through:

ADA = 65.80

		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.)
Revenues																ADA = 65.80	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	-	-	276,897	-	-	134,707	-	67,353	67,353	67,353	67,353	67,352	**748,369**	748,369	-
8012	Education Protection Account	-	-	3,290	-	-	3,290	-	-	3,290	-	-	-	3,290	**13,160**	13,160	-
8096	In Lieu of Property Taxes	-	-	-	102,464	31,527	31,527	31,527	31,527	55,173	27,586	27,586	27,586	27,586	**394,092**	394,092	-
		-	-	3,290	379,361	31,527	34,817	166,234	31,527	125,816	94,940	94,940	94,940	98,229	**1,155,621**	**1,155,621**	**-**
Federal Revenue																	
8220	Federal Child Nutrition	-	-	-	1,333	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	5,066	**26,664**	26,664	-
8296	Other Federal Revenue	-	-	-	107,812	-	-	107,812	-	-	107,812	-	-	107,812	**431,248**	431,248	-
		-	-	-	109,145	2,533	2,533	110,345	2,533	2,533	110,345	2,533	2,533	112,878	**457,912**	**457,912**	**-**
Other State Revenue																	
8311	State Special Education	-	-	-	-	-	-	-	-	17,634	17,634	17,634	17,634	17,634	**88,172**	88,172	-
8520	Child Nutrition	-	-	-	126	240	240	240	240	240	240	240	240	480	**2,524**	2,524	-
8545	School Facilities (SB740)	-	-	-	-	-	-	45,422	-	-	-	22,711	-	22,711	**90,843**	90,843	-
8560	State Lottery	-	-	-	-	-	-	-	-	-	-	-	-	17,898	**17,898**	17,898	-
8599	Other State Revenue	-	214	214	385	385	385	385	385	385	385	385	385	385	**4,277**	4,277	-
		-	214	214	511	625	625	46,046	625	18,259	18,259	40,970	18,259	59,107	**203,714**	**203,714**	**-**
Other Local Revenue																	
8690	Other Local Revenue	-	-	-	-	-	500,000	-	-	-	-	-	200,000	-	**700,000**	700,000	-
		-	-	-	-	-	500,000	-	-	-	-	-	200,000	-	**700,000**	**700,000**	**-**
Total Revenue		**-**	**214**	**3,504**	**489,017**	**34,685**	**537,975**	**322,626**	**34,685**	**146,608**	**223,544**	**138,443**	**315,732**	**270,214**	**2,517,247**	**2,517,247**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	19,219	19,219	19,219	19,219	19,219	19,219	19,219	19,219	19,219	19,219	19,219	-	**211,406**	211,406	-
1200	Pupil Support Salaries	-	15,984	15,984	15,984	15,984	15,984	15,984	15,984	15,984	15,984	15,984	15,984	-	**175,823**	175,823	-
1300	Administrators' Salaries	22,349	22,349	22,349	22,349	22,349	22,349	22,349	22,349	22,349	22,349	22,349	22,349	-	**268,190**	268,190	-
		22,349	57,552	57,552	57,552	57,552	57,552	57,552	57,552	57,552	57,552	57,552	57,552	-	**655,420**	**655,420**	**-**
Classified Salaries																	
2100	Instructional Salaries	-	7,483	7,483	7,483	7,483	7,483	7,483	7,483	7,483	7,483	7,483	7,483	-	**82,314**	82,314	-
2200	Support Salaries	-	14,150	14,150	14,150	14,150	14,150	14,150	14,150	14,150	14,150	14,150	14,150	-	**155,648**	155,648	-
2400	Clerical and Office Staff Salaries	10,049	10,049	10,049	10,049	10,049	10,049	10,049	10,049	10,049	10,049	10,049	10,049	-	**120,584**	120,584	-
2900	Other Classified Salaries	-	760	760	760	760	760	760	760	760	760	760	760	-	**8,362**	8,362	-
		10,049	32,442	32,442	32,442	32,442	32,442	32,442	32,442	32,442	32,442	32,442	32,442	-	**366,908**	**366,908**	**-**
Benefits																	
3101	STRS	4,269	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	-	**125,185**	125,185	-
3301	OASDI	623	2,011	2,011	2,011	2,011	2,011	2,011	2,011	2,011	2,011	2,011	2,011	-	**22,748**	22,748	-
3311	Medicare	470	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,305	-	**14,824**	14,824	-
3401	Health and Welfare	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	-	**97,500**	97,500	-
3501	State Unemployment	412	412	412	412	412	412	2,059	1,647	823	412	412	412	-	**8,235**	8,235	-
3601	Workers' Compensation	454	1,260	1,260	1,260	1,260	1,260	1,260	1,260	1,260	1,260	1,260	1,260	-	**14,313**	14,313	-
3901	Other Benefits	324	900	900	900	900	900	900	900	900	900	900	900	-	**10,223**	10,223	-
		14,676	25,005	25,005	25,005	25,005	25,005	26,652	26,240	25,417	25,005	25,005	25,005	-	**293,028**	**293,028**	**-**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	2,970	2,970	2,970	2,970	-	-	-	-	-	-	-	-	**11,879**	11,879	-
4200	Books and Other Materials	35	35	35	35	35	-	-	-	-	-	-	-	-	**175**	175	-
4302	School Supplies	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	-	**19,126**	19,126	-
4310	Office Expense	864	864	864	864	864	864	864	864	864	864	864	864	-	**10,366**	10,366	-
4311	Business Meals	214	214	214	214	214	214	214	214	214	214	214	214	-	**2,569**	2,569	-
4400	Noncapitalized Equipment	-	5,000	5,000	5,000	5,000	5,000	-	-	-	-	-	-	-	**25,000**	25,000	-
4700	Food Services	-	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	-	**29,188**	29,188	-
		2,707	13,330	13,330	13,330	13,330	10,325	5,325	5,325	5,325	5,325	5,325	5,325	-	**98,303**	**98,303**	**-**
Subagreement Services																	
5101	Nursing	113	113	113	113	113	113	113	113	113	113	113	113	-	**1,350**	1,350	-
5102	Special Education	-	433	433	433	433	433	433	433	433	433	433	433	-	**4,761**	4,761	-
5104	Transportation	-	897	897	897	897	897	897	897	897	897	897	897	-	**9,870**	9,870	-
5106	Other Educational Consultants	-	-	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	-	**14,374**	14,374	-
		113	1,443	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	-	**30,355**	**30,355**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	-	285	285	285	285	285	285	285	285	285	285	285	-	**3,138**	3,138	-
5300	Dues & Memberships	169	169	169	169	169	169	169	169	169	169	169	169	-	**2,023**	2,023	-
5400	Insurance	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	-	**12,114**	12,114	-
5501	Utilities	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151	-	**13,807**	13,807	-
5502	Janitorial Services	316	316	316	316	316	316	316	316	316	316	316	316	-	**3,787**	3,787	-
5516	Miscellaneous Expense	-	-	500	500	500	500	500	500	500	500	500	500	-	**5,000**	5,000	-
5900	Communications	447	447	447	447	447	447	447	447	447	447	447	447	-	**5,364**	5,364	-

FY26-27 Orange County Prep Petition Budget

Monthly Cash Flow/Forecast FY26-27

Revised 4/30/26

Actuals Through:

ADA = 65.80

		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.)
5901	Postage and Shipping	-	-	53	53	53	53	53	53	53	53	53	53	-	**533**	533	-
		3,091	3,377	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	-	**45,767**	**45,767**	-
Facilities, Repairs and Other Leases																	
5601	Rent	64,526	64,526	64,526	64,526	64,526	64,526	64,526	64,526	64,526	64,526	64,526	64,526	-	**774,306**	774,306	-
5602	Additional Rent	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	-	**33,228**	33,228	-
5603	Equipment Leases	533	533	533	533	533	533	533	533	533	533	533	533	-	**6,398**	6,398	-
5604	Other Leases	45	45	45	45	45	45	45	45	45	45	45	45	-	**539**	539	-
5610	Repairs and Maintenance	100	100	100	100	100	100	100	100	100	100	100	100	-	**1,200**	1,200	-
		67,973	67,973	67,973	67,973	67,973	67,973	67,973	67,973	67,973	67,973	67,973	67,973	-	**815,671**	**815,671**	-
Professional/Consulting Services																	
5801	IT	20,789	20,789	20,789	20,789	20,789	20,789	20,789	20,789	20,789	20,789	20,789	20,789	-	**249,462**	249,462	-
5804	Professional Development	-	-	375	375	375	375	375	375	375	375	375	375	-	**3,753**	3,753	-
5806	Special Activities/Field Trips	-	-	-	-	-	2,709	2,709	2,709	-	-	-	-	-	**8,128**	8,128	-
5808	Printing	-	-	260	260	260	260	260	260	260	260	260	260	-	**2,598**	2,598	-
5809	Other taxes and fees	-	-	185	185	185	185	185	185	185	185	185	185	-	**1,854**	1,854	-
5811	Management Fee	13,482	13,482	13,482	13,482	13,482	13,482	13,482	13,482	13,482	13,482	13,482	13,482	-	**161,787**	161,787	-
5812	District Oversight Fee	-	-	33	3,794	315	348	1,662	315	1,258	949	949	949	982	**11,556**	11,556	-
5814	SPED Encroachment	-	-	-	-	-	-	-	-	970	970	970	970	970	**4,849**	4,849	-
		34,271	34,271	35,124	38,885	35,407	38,149	39,463	38,116	37,319	37,011	37,011	37,011	1,952	**443,987**	**443,987**	-
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**155,228**	**235,391**	**238,235**	**241,996**	**238,518**	**238,255**	**236,216**	**234,458**	**232,838**	**232,117**	**232,117**	**232,117**	**1,952**	**2,749,439**	**2,749,439**	-
Monthly Surplus (Deficit)		**(155,228)**	**(235,178)**	**(234,732)**	**247,021**	**(203,833)**	**299,720**	**86,409**	**(199,772)**	**(86,229)**	**(8,573)**	**(93,674)**	**83,615**	**268,262**	**(232,191)**	**(232,191)**	-
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(155,228)	(235,178)	(234,732)	247,021	(203,833)	299,720	86,409	(199,772)	(86,229)	(8,573)	(93,674)	83,615	268,262	**(232,191)**		
	Cash flows from operating activities																
	Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(270,214)	**(270,214)**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	1,952	**1,952**		
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Cash flows from investing activities																
	Purchases of Prop. And Equip.	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)	-	-	-	-	-	-	-	**(150,000)**		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Cash flows from financing activities																
	Proceeds from Line of Credit	350,000	550,000	550,000	-	500,000	-	-	350,000	100,000	-	-	-	-	**2,400,000**		
	Payments on Line of Credit	-	-	-	(900,000)	-	-	(1,050,000)	-	-	(100,000)	-	-	-	**(2,050,000)**		
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash		169,772	289,822	290,268	(677,979)	271,167	274,720	(963,591)	150,228	13,771	(108,573)	(93,674)	83,615				
Cash, Beginning of Month		-	169,772	459,595	749,863	71,884	343,052	617,772	(345,819)	(195,592)	(181,821)	(290,394)	(384,068)				
Cash, End of Month		**169,772**	**459,595**	**749,863**	**71,884**	**343,052**	**617,772**	**(345,819)**	**(195,592)**	**(181,821)**	**(290,394)**	**(384,068)**	**(300,454)**				