
Mid-Year LCAP Update

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Background

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022.

Impact to the Budget Overview for Parents-GPS

When the Navigator Board of Directors adopted our LCAP and Budget the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:

| Item | As adopted in BOP | Amount per Budget Act |
|--|-------------------|-----------------------|
| Total LCFF Funds | \$4,940,034 | \$4,952,082 |
| LCFF Supplemental/ Concentration Grants | \$552,305 | \$490,345 |

Impact to the Budget Overview for Parents-HPS

When the Navigator Board of Directors adopted our LCAP and Budget on June XX, 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:

| Item | As adopted in BOP | Amount per Budget Act |
|--|-------------------|-----------------------|
| Total LCFF Funds | \$5,012,919 | \$4,975,648 |
| LCFF Supplemental/ Concentration Grants | \$712,766 | \$716,806 |

Impact to the Budget Overview for Parents-WPS

When the Navigator Board of Directors adopted our LCAP and Budget on June XX, 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:

| Item | As adopted in BOP | Amount per Budget Act |
|--|-------------------|-----------------------|
| Total LCFF Funds | \$3,516,776 | \$3,557,835 |
| LCFF Supplemental/ Concentration Grants | \$803,626 | \$868,500 |

Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

1. A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).
2. A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

3. A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.
4. A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation. [i.e., the ESSER III Plan]

Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

5. A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Prompt 1: Educational Partner Engagement for Budget Act funds:

Navigator Schools worked with its site leadership teams (includes site administration team, Student Services, and Directors] to review additional funds, discuss needs, including learning loss mitigation, and make recommendations for budget revisions. The Chief Academic Officer worked closely with the Director of Schools to review site requests and needs then brought those recommendations to the Directors & Chiefs teams. During this time of learning loss mitigation, need for additional mental health and SEL services, the Student Services team reviewed student data and staff concerns and requested additional professional development opportunities and staff resources. Surveys have and will continue to be given to all educational partners (staff, students, parents, and the Board of Directors) on the needs of our students and resources will be allocated accordingly.

Prompt 2: Use of additional Concentration Funding:

The concentration grant, add-on funding was used to hire additional staff to support our low-income, English learners, and other subgroups of students who are in need of additional, targeted, intensive support in reading, mathematics, and social emotional skills. Each campus hired three additional classified staff members and trained them to implement targeted, intensive reading and math interventions to small groups of students. Part of the funds were used to hire an additional counselor who was able to provide intensive, targeted small group instruction in social emotional skills and behavior.

Prompt 3: Educational Partner Engagement for One-Time Federal Funds:

Navigator Schools engaged all educational partners throughout the continuing COVID recovery efforts through all staff meetings, town halls, parent coffees, site leadership meetings, surveys, to name a few. Students have been assessed on learning loss suffered during the pandemic as well as the effects of distance learning on their social emotional health. Parents have been asked about how Navigator was meeting the needs of their students/families numerous times over the past 2 ½ years with action steps taken to respond to their concerns. Staff members have been surveyed through written and oral opportunities on the resources they need to equip students to be learners and leaders (our mission) during this time.

Prompt 4: Implementation of the ESSER III Expenditure

Plan:

To address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic, Navigator Schools implemented the following strategies:

Strategy 1:

- Expanded summer options
- After school intervention programs four days a week

Strategy 2:

- purchase of supplemental software and reading materials
- ten days of professional development for instructional staff
- increased live coaching in classrooms by leadership team

Strategy 3:

- hiring additional Student Services paraprofessionals
- hiring an additional counselor
- hiring Tier 3 staff to provide personalized instruction during class time as well as additional intervention activities

Strategy 4

- parents provided comprehensive information about community resources available to help them through the Navigator website, phone calls and text messages
- weekly student surveys implemented to help staff identify those students who are most at risk and in need of immediate assistance

Strategy 5

- staff receive regular trauma informed trainings
- staff implement SEL curriculum daily

Prompt 4: Implementation of the ESSER III Expenditure Plan:

As the above are being implemented during the 2021-2022 school year, data shows that the strategies that Navigator has chosen is showing academic and social emotional growth and improvements at all three of our school sites. Along with the successes, there are still challenges that remain. Student absences due to COVID positive results or exposures have caused gaps in student attendance which affect intervention and acceleration efforts. In addition, some of the social emotional and mental health challenges that resulted from COVID are situations that will take time to heal. Our trainings and additional mental health support staff have made a positive impact on our school community, but the greater impact that we are working towards will take time.

Prompt 5: Using fiscal resources consistent with LCAP:

LCAP, Goal 4, Action 3

Additional instructional time, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics.

LCAP, Goal 4, Action 6 and Goal 2, Action 8

Additional staffing and coaching In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day.

Navigator hired learning loss para-professionals that will work with individual or small groups of students who are currently performing one or more years behind expected grade level proficiency in the areas of reading and math.

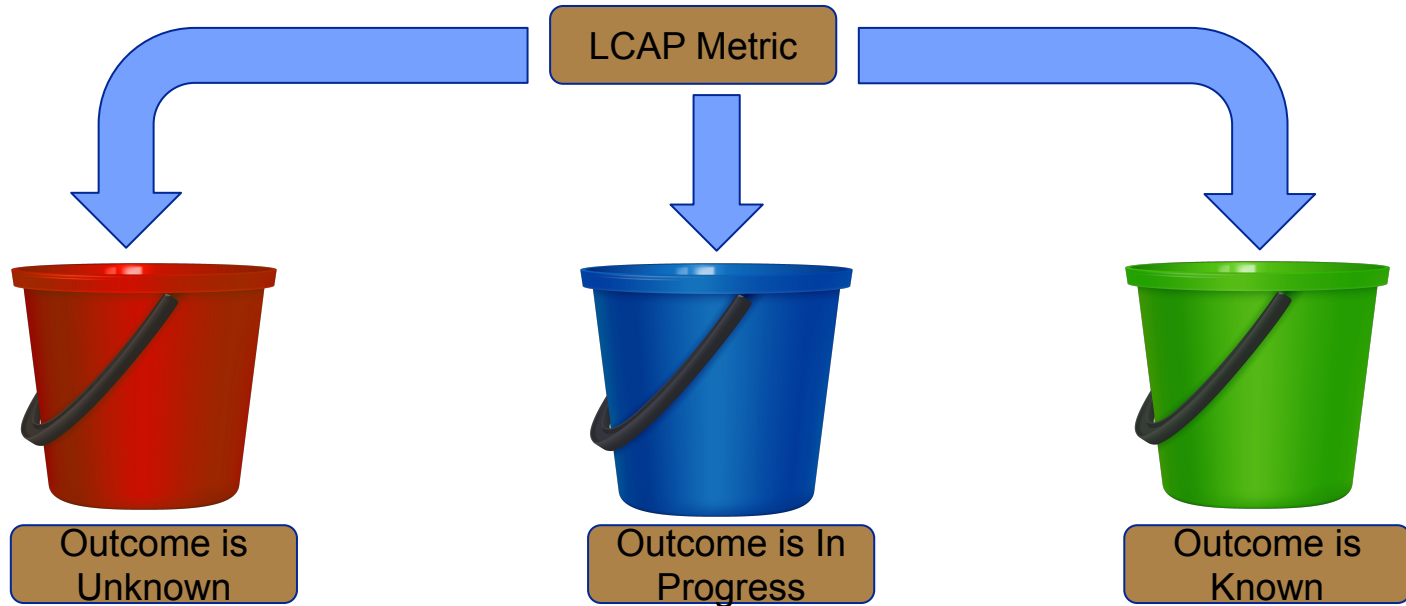
Additional Assessment

Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.

Additional Curriculum Options

Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.

Mid-year Update: LCAP Metrics



At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

LCAP Goal 1

Create a Culture of Excellence within the school community (students, staff, and parents) to foster a positive school climate, promote a sense of belonging and nurture social, emotional, and academic growth.

LCAP Goal 1 - Metrics

| Metric | 2020-21 Baseline | 2021-22 Mid-Year Update | Status |
|-----------------------|--|--|--------------------|
| <i>Staff Surveys</i> | 70% of staff feel proud to tell people where they work and 70% would recommend working at Navigator to a good friend. | Not available | <i>In progress</i> |
| <i>Parent Surveys</i> | 70% of parents feel their child is safe and supported on campus and 70% are satisfied with their child's academic results. | 91% feel their child is safe and supported at school 86% are satisfied with the academic progress of their student 95% would recommend Navigator to friends and family | <i>In progress</i> |

LCAP Goal 1 - Metrics

| Metric | 2020-21 Baseline | 2021-22 Mid-Year Update | Status |
|---|---|--|--------------------|
| <i>Student Surveys</i> | 70% feel proud to belong to GPS most or all of the time, 70% feel that adults at the school cared about them most or all of the time, and 70% agree that they feel safe at school | Not yet available | <i>In progress</i> |
| <i>Suspension Rates</i> | Less than 2% | Less than 2% at each site | <i>In Progress</i> |
| <i>Student Attendance Rates, as a measure of student engagement</i> | GPS and HPS average of 96% WPS average of 94% | As of December 31, 2021 GPS 95.63 HPS 95.02 WPS 93.97 | <i>In Progress</i> |

LCAP Goal 2

All students will receive Data-Driven Instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Social Studies) from appropriately credentialed teachers and staff.

LCAP Goal 2 - Metrics

| Metric | 2020-21 Baseline | 2021-22 Mid-Year Update | Status |
|---|---------------------------|--------------------------------|---------------|
| SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE | SBAC Math +3 from 2018-19 | Not Available | In progress |
| SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE | SBAC ELA +3 from 2018-19 | Not Available | In progress |

LCAP Goal 2 - Metrics

| Metric | 2020-21 Baseline | 2021-22 Mid-Year Update | Status |
|---|--|--------------------------------|---------------|
| English Learner Progress | New baseline will be set with the actuals from 2020-21 dashboard | Not Available | In progress |
| SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE | SBAC Science +3 from 2018-19 Distance from Standard (DFS) | Not Available | In progress |

LCAP Goal 3

Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.

LCAP Goal 3 - Metrics

| Metric | 2020-21 Baseline | 2021-22 Mid-Year Update | Status |
|------------------------------|--|--|---------------|
| Coaching Log/Meeting Records | Weekly coaching for teachers an average of 20 times a school year | On track to have an average of 20 times this year at each site | In progress |
| Coaching Log/Meeting Records | Weekly coaching for small group instructors an average of 20 times a school year | On track to have an average of 20 times this year at each site | In progress |
| Coaching Log/Meeting Records | Weekly coaching for administrators an average of 20 times a school year | On track to have an average of 20 times this year at each site | In progress |

LCAP Goal 4

Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.

LCAP Goal 4 - Metrics

| Metric | 2020-21 Baseline | 2021-22 Mid-Year Update | Status |
|--|-------------------------|--------------------------------|---------------|
| % of All Students with placed in inclusive environment | 99% | 100% | In progress |
| % of Students not meeting standards on SBAC who receive intervention support | 99% | Not Available | In progress |

LCAP Goal 5

Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

LCAP Goal 5 - Metrics

| Metric | 2020-21 Baseline | 2021-22 Mid-Year Update | Status |
|---|-------------------------|--------------------------------|---------------|
| % of Students with a 1:1 I-pad ratio | 100% | 100% | In progress |
| % of Students with access to adaptive applications to support personalized learning | 100% | 100% | In progress |
| % Customer Satisfaction rates: IT job tickets resolved satisfactorily | 93% | Not available | In progress |
| % Customers indicate job tickets completed in a reasonable time | 93% | Not available | In progress |

Questions?