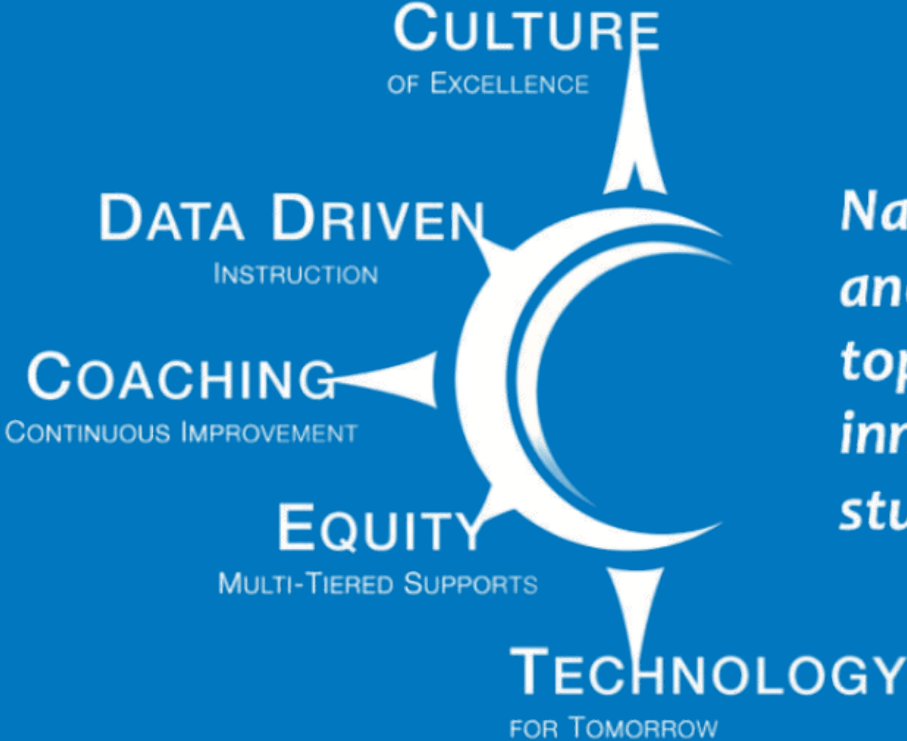




2024-25 Local Control Accountability Plan

June 17, 2024

Navigator Schools Mission

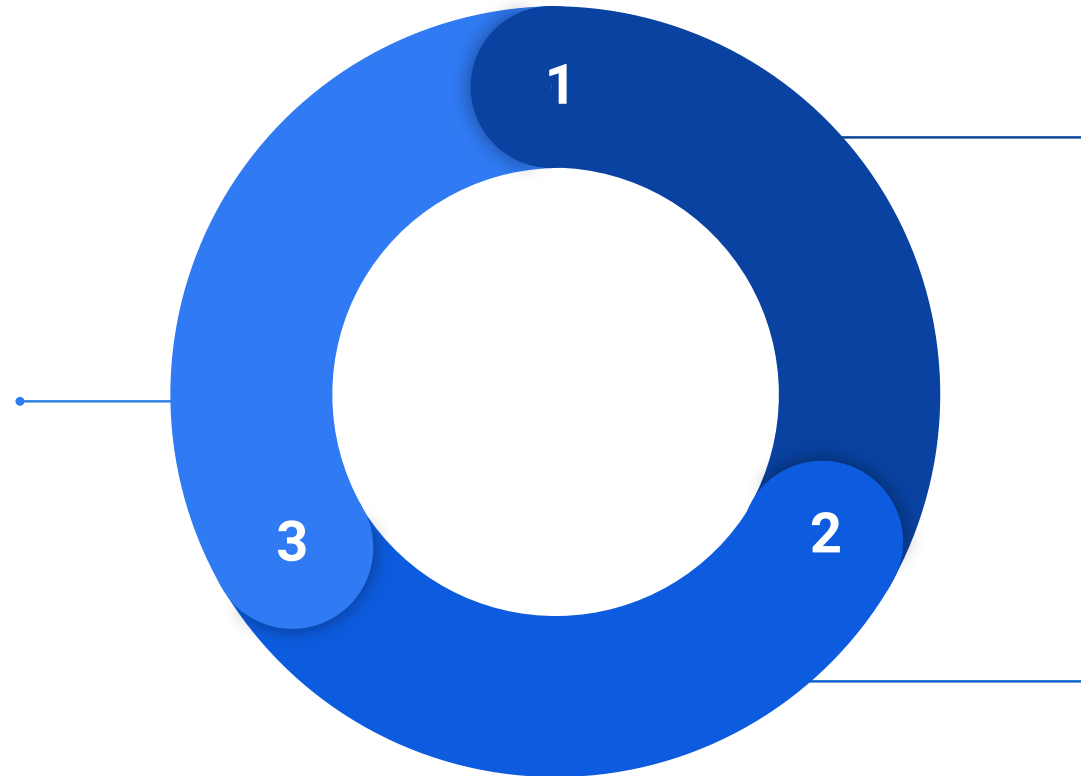


Navigator Schools equips students to become learners and leaders in high school, college, and beyond. We develop top-tier teams of educators who continuously improve and innovate schools that deliver phenomenal outcomes for all students, regardless of their circumstances.

Annual LCAP Process & Component Parts

This Year: Development of New 2024-2027 LCAP

Three-year LCAP cycle ended this year; thoughtful process (including compulsory activities) to create new Goals and Actions to be implemented and measure over the coming 3 years



Stakeholder Engagement

Collecting feedback and data throughout the year from Leadership, Staff, Parents, Students, and Other Stakeholders through surveys, internal meetings, town halls, and focus groups to inform school priorities and activities for the LCAP

Annual Update for Previous LCAP

Process to reflect and share out goals and actions, actual vs. budgeted costs, and outcomes; Objective is to learn from successes and challenges in order to improve for next year

LCAP Document Package

1. Budget Overview for Parents
2. 2023-24 Annual Update
3. 2024-25 LCAP, including
 - a. School Summary
 - b. Reflections on Prior Year
 - c. Goals, Actions, & Metrics
 - d. “Increased or Improved Services” for Unduplicated Students (using LCFF Supplemental & Concentration Grants)
 - e. 2024-25 “Action Tables” (Financial Details for LCAP Actions)
 - f. 2023-24 “Action Tables” (Comparison of Actual vs. Budgeted Expenses for LCAP Actions)

2023-24 LCAP: Goals & Actions

Goal 1: Create a Culture of Excellence

Goal 2: Data-Driven Instruction According to State Standards

Goal 3: Staff Coaching and Feedback

Goal 4: Multi-tiered System of Supports to Ensure Equitable Access

Goal 5: Use Cutting Edge Instructional Technology

2023-24 Reflections - Gilroy Prep

- Gilroy Prep, with its unwavering determination, has swiftly bounced back from the nationwide academic setback caused by the pandemic. In 2023, our ELA scores resumed their upward trajectory, with 70.5% of students achieving proficiency or above, a significant leap from 67% in 2022. Our students from low socioeconomic backgrounds faced tough COVID challenges but are showing remarkable staying power in ELA (remaining at 54%), as seen in the chart below. Math has posed more challenges, with the percentage of students reaching proficiency or above dropping to 51.9% from 55.5%, and a similar trend seen for students from low socioeconomic backgrounds, who dropped from 38% to 31% in Math (as seen below). Although we still have a ways to go to reach pre-pandemic achievement levels and excel in all academic areas, we are outperforming similar surrounding schools, as also evidenced in the charts.
- During 2023-24, Gilroy Prep focused on accelerating math achievement by fully implementing a more rigorous curriculum, Illustrative Math, and increasing intervention time in math for all students.
- Another major impact of the pandemic was the difficulty of documenting students' socioeconomic status. Between 2019 and 2023, the school's percentage of socioeconomically disadvantaged students dropped artificially from 49.8% to 43.6%. During 2023-24, the percentage was documented to be 53.9%.
- Chronic Absenteeism, suspension rates and English Learner Progress were challenges during 2023. Gilroy Prep addressed these individually. By hiring a full-time staff person devoted to supporting and re-engaging chronically absent students, Gilroy Prep expects to see the chronic absenteeism rate drop from 23.9% in 2023 to below 12% in 2024. We will also continue to address this with Goal 2, Action 6 of this new LCAP. By increasing focus on mental health and interpersonal communications through Valor Circles (Goal 2, Action 3), the suspension rate is also expected to drop. English Learner progress has been impacted by a technical difference between how Gilroy Prep defines progress and state measures of progress. Gilroy Prep has maintained a higher bar for progress than the state. In 2024-25, Gilroy Prep will align its standards with the state to provide a more accurate picture of our students' progress. At the same time, through Goal 1, Action 5, Gilroy Prep has chosen to elevate Multilingual Learner success, through which GPS hopes to advance from red to blue status by using a new MLL curriculum, increasing professional developmental focus on MLL strategies, and affirming the maintenance and development of students' home language while improving English proficiency.

2023-24 Reflections Hayward Collegiate

- With its unwavering determination, Hayward Collegiate has swiftly bounced back from the nationwide academic setback caused by the pandemic. In 2023, our ELA scores resumed their upward trajectory, with 68% of students achieving proficiency or above, a significant leap from 52.2% in 2022. The percentage of students reaching proficiency or above in Math also jumped, rising from 64% to 68%. In addition, our students from low socioeconomic backgrounds showed remarkable growth in both ELA (from 65% to 70%) and Math (also from 65% to 70%), as we you can see in the charts below. Because Hayward Collegiate did not have grade levels eligible for testing before the pandemic, these trajectories comprise our documented track record. We significantly outperform similar surrounding schools by two to three times, as also evidenced in the charts below (focusing specifically on comparing students from equivalent demographic backgrounds).
- Hayward Collegiate also excels in non-academic areas. Hayward Collegiate's campus is peaceful and engaging despite the post-pandemic stresses, with suspension rates in the blue category. While the state did not assign a color category for English Learner Progress to the school, 62.1% of students made progress, compared with the state average of 48.7%. The state categorized Hayward Collegiate's Chronic Absenteeism in the orange level despite the school's 9.9% rate being significantly lower than the state average of 24.3%. To avoid any concerns for our parent or stakeholder community in this area, we will be targeting an improved Chronic Absenteeism rate going forward through Goal 2, Action 6 of this new LCAP.
- A major impact of the pandemic was the difficulty in documenting students' socioeconomic status. The school's percentage of socioeconomically disadvantaged students dropped artificially from 70.8% to 48.7% between 2020 and 2023. During 2023-24, the percentage was documented to be 65% (similar to the surrounding neighborhood).

2023-24 Reflections Hollister Prep

- Hollister Prep, with its unwavering determination, has swiftly bounced back from the nationwide academic setback caused by the pandemic. In 2023, our ELA scores resumed their upward trajectory, with 69.2% of students achieving proficiency or above, a significant leap from 66.3% in 2022. Our students from low socioeconomic backgrounds faced tough COVID challenges but they showed remarkable growth in both ELA (from 61% to 64%) and Math (from 45% to 47%). Math has posed more challenges, with the percentage of students reaching proficiency or above dropping to 50.2% from 54.4%. Although we still have a way to go to reach pre-pandemic achievement levels, we are outperforming similar surrounding schools by two to three times, as evidenced in the charts below.
- During 2023-24, Hollister Prep focused on accelerating math achievement by fully implementing a more rigorous curriculum, Illustrative Math, and increasing intervention time in math for all students.
- Another major impact of the pandemic was the difficulty of documenting students' socioeconomic status. The school's percentage of socioeconomically disadvantaged students dropped artificially from 54.6% to 52.3% between 2019 and 2023. During 2023-24, the percentage was documented to be 62.9%.
- Chronic Absenteeism, suspension rates, and English Learner Progress were challenges during 2023. Hollister Prep addressed these individually. By hiring a full-time staff person devoted to supporting and re-engaging chronically absent students, Hollister Prep expects to see the chronic absenteeism rate drop from 23.9% in 2023 to below 12% in 2024. We will also continue to address this with Goal 2, Action 6 of this new LCAP. By increasing focus on mental health and interpersonal communications through Valor Circles (Goal 2, Action 3), the suspension rate is also expected to drop. English Learner progress has been impacted by a technical difference between how Hollister Prep defines progress and state measures of progress. HPS has maintained a higher bar for progress than the state. In 2024-25, HPS will align its standards with the state to provide a more accurate picture of our students' progress. At the same time, in Goal 1, Action 5, Hollister Prep has chosen to elevate Multilingual Learner success, through which HPS hopes to advance from red to blue status by using a new MLL curriculum, increasing professional developmental focus on MLL strategies, and affirming the maintenance and development of students' home language while improving English proficiency.

2023-24 LCAP: Metric Outcomes Highlights & Challenges Across Schools

Watsonville Prep

- Watsonville Prep, with its unwavering determination, has swiftly bounced back from the nationwide academic setback caused by the pandemic. In 2023, our ELA scores resumed their upward trajectory, with 38.1% of students achieving proficiency or above, an increase from 37% in 2022. Our students from low socioeconomic backgrounds showed remarkable growth in ELA, from 35% to 37%, as seen in the chart below. Math posed challenges, with the percentage of students reaching proficiency or above dropping from 38% to 34%, and students with low socioeconomic backgrounds dropping from 36% to 34% year-over-year (as seen below). However, we are outperforming similar students in surrounding schools by two to three times, as evidenced in the charts below.
- During 2023-24, Watsonville Prep focused on accelerating math achievement by fully implementing a more rigorous curriculum, Illustrative Math, and increasing intervention time in math for all students.
- A major impact of the pandemic was the difficulty of documenting students' socioeconomic status. The school's percentage of socioeconomically disadvantaged students was artificially low in 2023, at 71.5%. During 2023-24, the percentage was documented to be 85.6%.
- Chronic Absenteeism, suspension rates, and English Learner progress were average during 2023, but because these are such important areas that can potentially impact overall academic and social-emotional success, Watsonville Prep is addressing these issues individually. By hiring a full-time staff person devoted to supporting and re-engaging chronically absent students, Watsonville Prep expects to see the chronic absenteeism rate drop from 24.6% in 2023 to below 20% in 2024. We will continue to employ specific strategies in this area, as laid out in Goal 2, Action 6 of the new LCAP. The suspension rate fell below one-third of the state average (1% versus 3.5%) by increasing focus on mental health and interpersonal communications through Valor Circles, and we will continue to focus on social-emotional learning in Goal 2, Action 3 of the 2024-27 LCAP. English Learner progress has been impacted by a technical difference between how Watsonville Prep defines progress and state measures of progress. Watsonville Prep has maintained a higher bar for progress than the state. Nevertheless, 53.3% of Watsonville Prep's English learners made progress towards proficiency, as compared with 48.7% statewide. In 2024-25, Watsonville Prep will align its standards with the state to provide a more accurate picture of our students' progress. At the same time, Watsonville Prep has chosen to elevate Multilingual Learner success in the 2024-27 LCAP through Goal 1, Action 5. During this new 3-year period, Watsonville Prep's goal is to advance from yellow to blue status by selecting a new MLL curriculum, increasing professional developmental focus on MLL strategies, and affirming the maintenance and development of students' home language while improving English proficiency.

New Goals & Actions for 2024-27 LCAP

Goal 1: Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.

1. Standards Aligned Personalized Instruction
2. Interventions
3. Teacher Hiring & Credentialing
4. Supports for Students with Disabilities
5. English Learner Instruction
6. Professional Development
7. Teacher Coaching and Supervision

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.

1. Family Engagement in School Policies and Decision-Making
2. Community Engagement
3. Social-Emotional Learning
4. Student Activities
5. Facilities Maintenance and Health & Safety
6. Chronic Absenteeism

New Metrics for 2024-27 LCAP

Goal 1: Academic Excellence

1. CAASPP - English Language Arts (ELA)
2. CAASPP - Math
3. CAST - Science
4. English Learner Progress & Reclassification
5. Access to Curriculum - ELA
6. Access to Curriculum - ELD
7. Access to Curriculum - Math
8. Access to Curriculum - Science
9. Access to Curriculum - Social Studies
10. Enrolled in Broad Course of Study
11. Teacher Credentials
12. Hiring Process Fidelity
13. Up-to-Date Curriculum Materials
14. Valuable Professional Development
15. Teacher Coaching Frequency

Goal 2: Culture & Climate

1. Parent Feedback on Family Support
2. Student Feedback on Safety & Belonging
3. Suspension Rate
4. Expulsion Rate
5. Average Daily Attendance
6. Chronic Absence Rate
7. Middle School Dropout Rate
8. Facility Ratings
9. Parent Feedback on Child Safety & Academic Achievement
10. Parent Feedback on Engagement

2024-25 Supplemental & Concentration Grants

School	Supplemental Funds (in LCFF)	Concentration Funds (in LCFF)	Total S&C Funding
Gilroy Prep	\$655,706	\$0	\$655,706
Hayward Collegiate	\$334,595	\$133,849	\$468,444
Hollister Prep	\$635,787	\$73,900	\$709,687
Watsonville Prep	\$914,283	\$939,911	\$1,854,194

Actions focused on Unduplicated Student Outcomes

1.2

Interventions

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.

1.5

English Learner Instruction

English learners require additional language support to achieve at similar levels to students where English is the primary language in the home.

1.7

Teacher Coaching & Supervision

Instructional and administrative staff face unique challenges in their work with low income learners, English learners and foster youth. Additional training will support increased success.

2.3

Social-emotional Learning

Low-income, English Learners, and Foster Youth have various experiences and trauma that must be addressed with an SEL focus to ensure they can thrive in school



Questions

Thank you!



Navigator Schools

Charting a new course in education