

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## ***Goals and Actions***

### ***Goal***

Goal #	Description
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.

## ***Measuring and Reporting Results***

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Surveys	70% of staff feel proud to tell people where they work and 70% would recommend working at Navigator to a good friend.	96% of staff feel proud to tell people where they work and 82% would recommend working at Navigator to a good friend.	96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.	91% of staff feel proud to tell people where they work and 72% would recommend working at Navigator to a good friend.	At least 96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.
KC:Parent Surveys	70% of parents feel their child is safe and supported on campus and 70% are satisfied with their child's academic results.	94% of parents feel their child is safe and supported on campus and 86% are satisfied with their child's academic results.	88% of parents feel their child is safe and supported on campus and 86% are satisfied with their 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.  (Annual Parent Survey, May 2024)	At least 88% of parents feel their child is safe and supported on campus and 86% are satisfied with their child's academic results.
Student Surveys	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 felt safe at school	57% feel proud to belong to GPS most or all of the time, 75.5% feel that adults at the school cared about them most or all of the time, and 76.5% agree that they felt safe at school	48% feel proud to belong to GPS most or all of the time, 63% feel that adults at the school cared about them most or all of the time, and 82% agree that they felt safe at school	66% feel proud to belong to GPS most or all of the time, 86% feel that adults at the school cared about them most or all of the time, and 92% agree that they felt safe at school	At least 48% feel proud to belong to GPS most or all of the time, 63% feel that adults at the school cared about them most or all of the time, and 82% agree that they felt safe at school
Suspension Rates	Less than 2%	0.01%	0.04%	1.60%	Less than 2%
Student Attendance Rates, as a measure of student engagement.	average of 96%	94%	92.69%	95.12%	96%
Chronic Absenteeism	less than 10%	17.4%	19.02%	13.50%	Less than 10%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences between the planned actions and implementation. We were able to successfully utilize the actions laid out in this goal to help create a culture of excellence within the school community.

- In action 1, GPS was able to successfully staff their leadership team and bi-lingual office staff who worked hard to maintain a positive school culture.
- In action 3, GPS leadership team was able to implement staff and student circles to build social emotional learning.
- In action 4, GPS was able to maintain a safe climate for students and staff by keeping the facilities in good repair, as shown on the latest Facilities Inspection Tool (FIT).
- In action 5, GPS received services from the Support Office and staff felt supported and proud to work at Navigator, as shown in our staff survey results (91% felt proud).

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.

All of the expenditures were within 10% of their planned budget with the exception of the expenses for Action 4. For Action 4, Provide Safe Environment for All, expenses are expected to come in approximately 13% lower than budgeted. This is largely due to supplies related to facility operations, which will come in \$40,000 less than anticipated (accounting for approximately half of the difference).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

When reflecting on the successful achievement of our metric targets, we see that many of our actions were implemented with substantial success, although we did not meet all targets completely. We therefore see these actions as partially effective.

- The goal for chronic absenteeism was less than 10% and we missed the goal with a rate of 13.5%, down from 19.2% the previous year. We will continue to work towards our target in the coming year by hiring an Attendance Specialist and by continued family outreach.
- The goal for average daily attendance was 96%, and this was also missed but by only less than 1%. The attendance rate was a substantial increase from the previous year when attendance was 92.7%. The attendance specialist will continue to work with leadership to ensure the rate continues to increase and chronic absenteeism decreases.
- The goal for the staff survey was 96% of staff feel proud to work at Navigator and 86% of staff would recommend Navigator to a friend. This goal was not met with 91% of staff who feel proud and 72% who would recommend Navigator to a friend. Leadership will continue to build a culture of excellence with team building activities and will continue with the Valor circles for SEL for staff.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While this precise goal and associated actions will not be repeated in the new LCAP, we will continue to foster a culture of excellence in our school as noted above by honing these actions and a focus on the associated metrics throughout both Goals 1 and 2 of the 2024-27 LCAP.

Goal #	Description
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.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC Math +3 from 2018-19 DFS	Not yet available	The baseline was not met due to learning loss from the pandemic	50.14% Met or Exceeded the standard for Math from the 22 - 23 CAASPP; most current state data available from the <a href="https://caaspp-elpac.ets.org">caaspp-elpac.ets.org</a> state website  DF +3 from California State Dashboard: 0.8 Points Below Standard	SBAC Math +3 from 2021-22 DFS

SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC ELA +3 from 2018-19 DFS	Not yet available	The baseline was not met due to learning loss from the pandemic	67.6% Met or Exceeded the standard for ELA from the 22 - 23 CAASPP; most current state data available from the <a href="http://caaspp-elpac.ets.org">caaspp-elpac.ets.org</a> state website  DF +3 from California State Dashboard: 37.9 Points Above Standard	SBAC ELA +3 from 2021-22 DFS
English Learner Progress	English Learner Progress metrics were changed this year. New baseline will be set with actuals from 2020-21 dashboard.	Not yet available	54.6% making progress towards English language proficiency	39.2% from the California Dashboard for 2023 the English Learner Progress	At least 54.6% making progress towards English language proficiency
SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC Science +3 from 2018-19 DFS	Not yet available	Not available yet	41.18% Met or Exceeded the standard for Science from the 22 - 23 CAASPP; most current state data available from the <a href="http://caaspp-elpac.ets.org">caaspp-elpac.ets.org</a> state website	SBAC Science +3 from 2021-22 DFS

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The goal was implemented as planned. Students received data-driven instruction from appropriately credentialed teachers and staff.

- In action 1, all teachers were appropriately assigned, trained and credentialed and used data-driven instruction.
- In action 2, Teachers in Training served as substitutes to provide our teachers time for coaching and collaboration with partner teachers.
- In action 3, Small Group Instructors provided small group instruction to students using data driven instruction at the appropriate level for the students.
- In action 4, English Learners were provided access to CCSS and ELD standards for instruction. Staff were provided professional development and increased planning time in order to implement ELD standards into instructional time.
- In action 6, all standards aligned instructional materials that were needed were purchased at the beginning of the school year.
- In action 7, physical education was provided to grades K through 8.
- In action 8, Grades K through 3 each had an additional Small Group Instructor leading small group learning to mitigate learning loss from the pandemic.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Actions 1-4 each cost within 10% of the originally planned budget. Action 5, Instructional materials, cost 17% lower than planned based on the need for fewer and less expensive materials for the planned instruction. Action 7, Physical Education, cost 18% less than planned based lower salary levels for newly hired staff members than originally planned. Action 8, Learning loss mitigation, cost 56% more than originally budgeted due to the hiring of an unbudgeted staff person to support that action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we did meet most of our metric targets, we are finding that learning loss due to the Pandemic is still relevant. The metrics available for this LCAP annual update reflect testing in 2022-23, though, so we cannot fully reflect on our actions during this school year. Nonetheless, we will continue to address learning loss so we can meet our SBAC metrics in the future.

- The goal for math, ELA and science SBAC was +3 percent from the 2018-19 SBAC scores. Based on the 2022-23 SBAC scores, we did not meet this goal, however our scores were still well above the state scores, with 54.14% of students being proficient in math, 67.6% proficient in ELA, and 41.18% proficient in Science.
- English Learner progress was down from the previous year, from 54.6% of students making progress to 39.2% making progress. An ELD coordinator is being hired to take the lead to ensure our English Learners are successful in school and in life.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue to staff all classrooms with properly credentialed teachers, Small Group Instructors, and Teachers in Training. We will focus on increasing our ELD progress rate with a robust set of activities in Goal 1, Action 5 of the 2024-27 LCAP.

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

### **Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Coaching Log/Meeting Records	Weekly coaching for teachers an average of 20 times a school year	Weekly coaching for teachers an average of 20 times a school year	Weekly coaching for teachers an average of 20 times a school year	Weekly coaching for teachers an average of 20 times a school year	Weekly coaching for teachers an average of 20 times a school year
Coaching Log/Meeting Records	Weekly coaching for small group instructors an average of 20 times a school year	Weekly coaching for small group instructors an average of 20 times a school year	Weekly coaching for small group instructors an average of 20 times a school year	Weekly coaching for small group instructors an average of 20 times a school year	Weekly coaching for small group instructors an average of 20 times a school year
Coaching Log/Meeting Records	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year

### **Goal Analysis**

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The Actions for this Goal were implemented as planned. School leadership staff prioritized their calendaring at the beginning of the school year to ensure weekly 30-minute academic coaching meetings for each instructional staff member. School leadership staff also prioritized calendaring of weekly staff observation times. All school leadership received professional development at the beginning of the year on Navigator’s coaching structure so that they were adequately prepared to lead academic coaching meetings.

- In Action 1, school leadership provided weekly coaching to all teachers, Teachers in Training and Small Group Instructors to continuously improve instruction for students and growth for staff.



- In Action 2, the Director of Schools provided weekly coaching to Principal, and the Director of Student Services provided weekly coaching to Special Education Resource Teachers.

Additionally, Navigator prioritized in-the-moment coaching for all staff members, as well as group coaching when there was a common need, as we have found both strategies to be best practices in meeting their larger goal of supporting continuous improvement for teaching and student learning. These additional actions will continue in the coming years.

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 explicit costs associated with this Goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The coaching actions at the school site were effective in reaching the metric targets.

-The goal of weekly coaching for all staff was achieved, with 100% of staff being coached weekly with an average of 20 time during the school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue to provide weekly coaching to all staff at Navigator, as it is one of our main priorities in continually improving. This is reflected in Action 7 of Goal 1 for the 2024-27 LCAP.

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

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of All Students placed in inclusive environment	99%	100%	100%	100%	100%
% of Students not meeting standards who receive intervention support	99%	100%	100%	100%	100%

**Goal Analysis**

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in the planned goals and actions. We were able to continue with our MTSS team of leadership, counselors, educational specialists and a school psychologist. The special education team ensured that all students in need of services were provided specialized services.

- In Action 1, with support from the Director of Student Services and the Resource Teacher, Special Education Paraprofessionals provided an inclusive instructional setting by providing appropriate "push in" support in the classrooms. At times, a 1:1 ratio was needed and provided by the Special Education Paraprofessional.
- In Action 2, a .20 FTE School Psychologist was maintained and provided intervention support for students not achieving at grade level. Although a .40 FTE was stated in the action, there were additional school counselors hired to complement the Psychologist in addressing student need.
- In Action 3, Summer School has not happened yet for 2023-24, however it is planned for four weeks from June to July.
- In Action 4, students were provided food service for breakfast, lunch and snacks at no cost to them. The food service staff made sure that all students had an equitable opportunity to enjoy nourishing food.
- In Action 5, through staffing and independent contractors, students were able to receive speech therapy, occupational therapy, and counseling, providing specialized support for identified needs. An attendance specialist was hired to decrease chronic absenteeism and provide family outreach.

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.

Additional funds were needed for staffing associated with this goal. Across Action 1, 2, and 5, spending on staff exceeded the original plan by \$169,000 due to additional student needs beyond what was anticipated in the budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We were effective in the specific actions and were able to exceed our goal of 99% inclusivity for our special education students.

-100% of students were placed in an inclusive environment.

-100% of students who were not at grade level received intervention support

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue to provide specialized services to all students and exceed our goal of 99% inclusivity for our special education students and exceed the goal of 99% for intervention.

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

### ***Measuring and Reporting Results***

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Students with a 1:1 I-pad ratio	100%	100%	100%	100%	100%
% of Students with access to adaptive applications to support personalized learning	100%	100%	100%	100%	100%
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%	93%	94%	96%	At least 94%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no changes to the planned actions and goals. The full time site administrator for IT was able to support staff and students with their technology needs.

- In Action 1, a full time IT Admin was present on site to provide staff and students with IT support.
- In Action 2, Illuminate was used for student assessment and reporting for data driven student support. Tableau software was utilized to enhance data reporting so that staff could easily identify student needs.
- In Action 3, all students were provided a 1:1 iPad device used for blended learning applications.
- In Action 4, all staff was provided up-to-date technology for lesson planning, instruction and, when necessary, meetings.
- In Action 5, high speed internet was provided throughout the campus to accommodate the use of technology for learning.

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.

Some costs of planned actions varied from the original budget. For Action 2, Assessment costs were budgeted as \$14,890 but are now expected to cost \$4,870. This is due to the assessment tool costing less than anticipated. For Action 4, the action was budgeted at \$5,547 and final anticipated cost is \$6,534 - this is due to an additional purchase of staff technology that was not in the budget. Finally, Action 5 will cost \$8,630, versus the originally budgeted \$18,500 due to support from the federal E-Rate program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions we implemented were effective, and we were able to maintain a 1:1 iPad ratio for students.

- The metric target was 100% of students having an iPad; this target was met.
- The metric target was 100% of students having access to adaptive applications to support personalized learning; this target was met
- The metric target was 93% customer satisfaction (IT job tickets resolved satisfactorily); this target was exceeded with a satisfaction rating of 96%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue to have a technology focus for our students and staff.

**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.**

Instructions

*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](mailto:LCFF@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

**Goals and Actions**

**Goal(s)**

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

**Goal Analysis**

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
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