

# 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.	80% feel proud. 66% would recommend.	At least 96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.
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.	91% of parents feel their child is safe and supported on campus and 93% are satisfied with their 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.	At least 91% of parents feel their child is safe and supported on campus and 93% are satisfied with their child's academic results.
Student Surveys	70% feel proud to belong to WPS 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 WPS 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	91% of parents feel their child is safe and supported on campus and 93% are satisfied with their child's academic results.	82% feel proud to belong to WPS most or all of the time, 92% feel that adults at the school cared about them most or all of the time, and 84% agree that they felt safe at school	At least 91% of parents feel their child is safe and supported on campus and 93% are satisfied with their child's academic results.
Suspension Rates	Less than 2%	Less than 2%	0.03%	1%	Less than 2%
Student Attendance Rates, as a measure of student engagement.	94% ADA	94.9% ADA	92.67%	92.72%	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 substantive differences between planned actions and actual implementation. We were able to successfully utilize the various actions we included in our LCAP to help create a culture of excellence within the school community.

- In Action 1, WPS was able to successfully staff their leadership team and bi-lingual office staff, all of whom worked hard to maintain a positive school culture.
- In Action 2, WPS staffed 1.75 FTE school Counselors, a small increase from the 1.3 FTE in the original LCAP due to an increased need.
- In Action 3, WPS leadership team was able to implement staff and student circles to build social emotional learning.
- In Action 4, WPS 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, WPS received services from the Support Office and most of the staff felt supported and proud to work at Navigator, as shown in our staff survey results (80% 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.

There were some material differences between planned expenditures and estimated actual expenditures:

- For Action 1, there was a bit more than 10% savings versus planned expenditures based on a Vice Principal being out on leave for a portion of the year.
- For Action 2, the Estimated Actual Expenditures were \$181,969, while the Budgeted Expenditures were \$129,144. This is an increase of 41%. This is due to staffing our school counselors to 1.75 FTE rather than the originally planned 1.3 FTE, based on student need.
- For Action 3, Estimated Actual Expenditures are approximately what was originally planned.
- For Action 4, Estimated Actual Expenditures were 15% higher than budgeted (~\$67,000) due to 1.0 FTE campus safety lead being hired.
- For Action 5, Estimated Actual Expenditures are approximately what was originally planned.

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 average daily attendance was 94%, and this goal was missed by 1.28% but the attendance rate was a slightly higher than the previous year when attendance was 92.67%. The attendance specialist will continue to work with leadership to ensure the rate continues to increase and chronic absenteeism decreases.

-The goal for staff satisfaction was 96% feel proud to work at Navigator and 86% of staff would recommend Navigator to a friend. This goal was not met with 80% who felt proud to work at Navigator and 66% 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.

We will continue to foster a culture of excellence in our school by learning from the 23-24 goals & actions for our plan for 2024-2027. Specifically, we are targeting academic excellence in Goal 1 of the upcoming LCAP, with a variety of actions associated with additional metrics to push towards improvement over the next 3 years.

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 in Mathematics Distance from Standard (DFS) for all students and all subgroups will increase annually by +3	SBAC Math +3 from prior year DFS	Not available	This metric was not met due to learning loss from the pandemic	33.71% 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: 35 Points Below Standard	SBAC Math +3 from 2022-23 DFS

SBAC scores in English language arts Distance from Standard (DFS) for all students and all subgroups will increase annually by +3	SBAC ELA +3 from prior year DFS	Not available	This metric was not met due to learning loss from the pandemic	38.41% 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: 32 Points Below Standard	SBAC ELA +3 from 2022-23 DFS
SBAC scores in Science Distance from Standard (DFS) for all students and all subgroups will increase annually by +3	SBAC Science +3 from prior year DFS	Not available	Not available	28.81% 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
NWEA assessment	Fall Assessment Data		NWEA is no longer used	NWEA is no longer used	SBAC Math and ELA scores are +3 from 2021-22 DFS
Navigator will use NWEA MAP to assess students in ELA and Math.	Students will take this assessment three times a year- fall, winter, and spring.		Students now take the STAR test 5 times a year	STAR Early Literacy % of Mastery: 42% STAR Reading % of Mastery: 33% STAR Math % of Mastery: 55%  (Source: STAR End of U3)	Student take STAR test 5 times a 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 of this Goal were 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 5, Grades K through 3 each had an additional small group instructor instructing small groups to mitigate learning loss from the pandemic.
- In Action 6, all standards aligned instructional materials that were needed were purchased at the beginning of the school year.

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 some material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- For Action 1, there was an increased cost of 13% or \$177,000 due to an increase in teacher salaries, determined necessary to compete for instructional staff with other local options.
- For Action 2, the Estimated Actual Expenditures were \$227,119, while the Budgeted Expenditures were \$281,570. These savings were due to vacant positions throughout the year.
- For Action 3, Estimated Actual Expenditures are approximately 34% above planned expenses, due to the ability to add staff in this area (costing an additional \$134,000).
- For Action 4, there were no explicit costs in the plan or actual expenditures.
- For Action 5, Estimated Actual Expenditures were 24% less than the Budgeted Expenditures (~\$27,000) due to staffing vacancies.
- For Action 6, Estimated Actual Expenditures were approximately the same as Budgeted Expenditures.

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 goals, we are finding the learning loss due to the Pandemic is still prevalent. We will continue to address learning loss so we can meet our SBAC metrics in the future. The results of the 23-24 SBAC are not yet available, however we do have 22-23 data.

- NWEA Assessments were not used this year. Instead, students took the SBAC and the goal for math, ELA and science SBAC was +3 percent from the 2021-22 SBAC scores. While we did not meet this goal, our scores were still higher than the state scores with 33.71% of students being proficient in math, 38.41% proficient in ELA, and 28.81% proficient in Science.
- The goal that students would take the STAR test 5 times this year was met.

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 improving our ELD progress rate by implementing five activities outlined in Goal 1, Action 5 of our new 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 the 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. Navigator will also continue to prioritize in-the-moment coaching for all staff members, as well as group coaching when there is a common need, as we have found both strategies to be best practices in meeting the larger goal of supporting continuous improvement for teaching and student learning.

-The target metric was a success for 100% of staff, reaching an average across all staff of at least 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 are offered 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 was provided by the Special Education Paraprofessional.
- In Action 2, a .20 FTE School Psychologist was maintained and provided intervention support for students who needed it. Although a .35 FTE was the target, there were additional school counselors hired in order to compensate for the lower Psychologist FTE.
- In Action 3, Summer school has not happened for 2023-24 yet, however summer school 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 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, receiving 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.

There were some material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- For Action 1, there was an increased cost of 27% or \$162,000 due to an increase in identified student need.
- For Action 2, the Estimated Actual Expenditures were \$35,662, while the Budgeted Expenditures were \$45,360. These savings were due to lower FTE for the Psychologist than originally planned, although counselors were hired to fill in additional need.
- For Action 3, Estimated Actual Expenditures were approximately the same at Budgeted Expenditures.
- For Action 4, Estimated Actual Expenditures were approximately the same at Budgeted Expenditures.
- For Action 5, Estimated Actual Expenditures were 47% less than the Budgeted Expenditures (~\$106,000) due to lower costs for services from some service providers (services provided, but full cost not charged to school).

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, as targeted in Goal 1, Action 4 of the new 2024-27 LCAP.

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 the 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.

There were some material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- For Action 1, there was an 11% cost savings (~\$8,600) due to hiring and compensation outcomes. All services were provided as planned.
- For Action 2, the assessment software cost less than anticipated, for a savings of ~\$10,000 or 67%.

- For Action 3, Estimated Actual Expenditures were approximately the same as Budgeted Expenditures.
- For Action 4, additional staff technology that was not budgeted was purchased this year, costing ~\$2,000 (18%) more than budgeted.
- For Action 5, high-speed internet was largely paid for through the Federal e-Rate program, which was not originally in the budget. This resulted in a savings of \$17,700 or 71%.

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 goal was 100% of students having an iPad; this goal was met.

-The goal was 100% of students having access to adaptive applications to support personalized learning; this goal was met

-The goal was 93% customer satisfaction (IT job tickets resolved satisfactorily). This goal 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, although given the success of this goal and the full integration of technology excellence into the school, it will not be included in the Goals and Actions of the 2024-27 LCAP.

**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.

- o 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.
  - o 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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