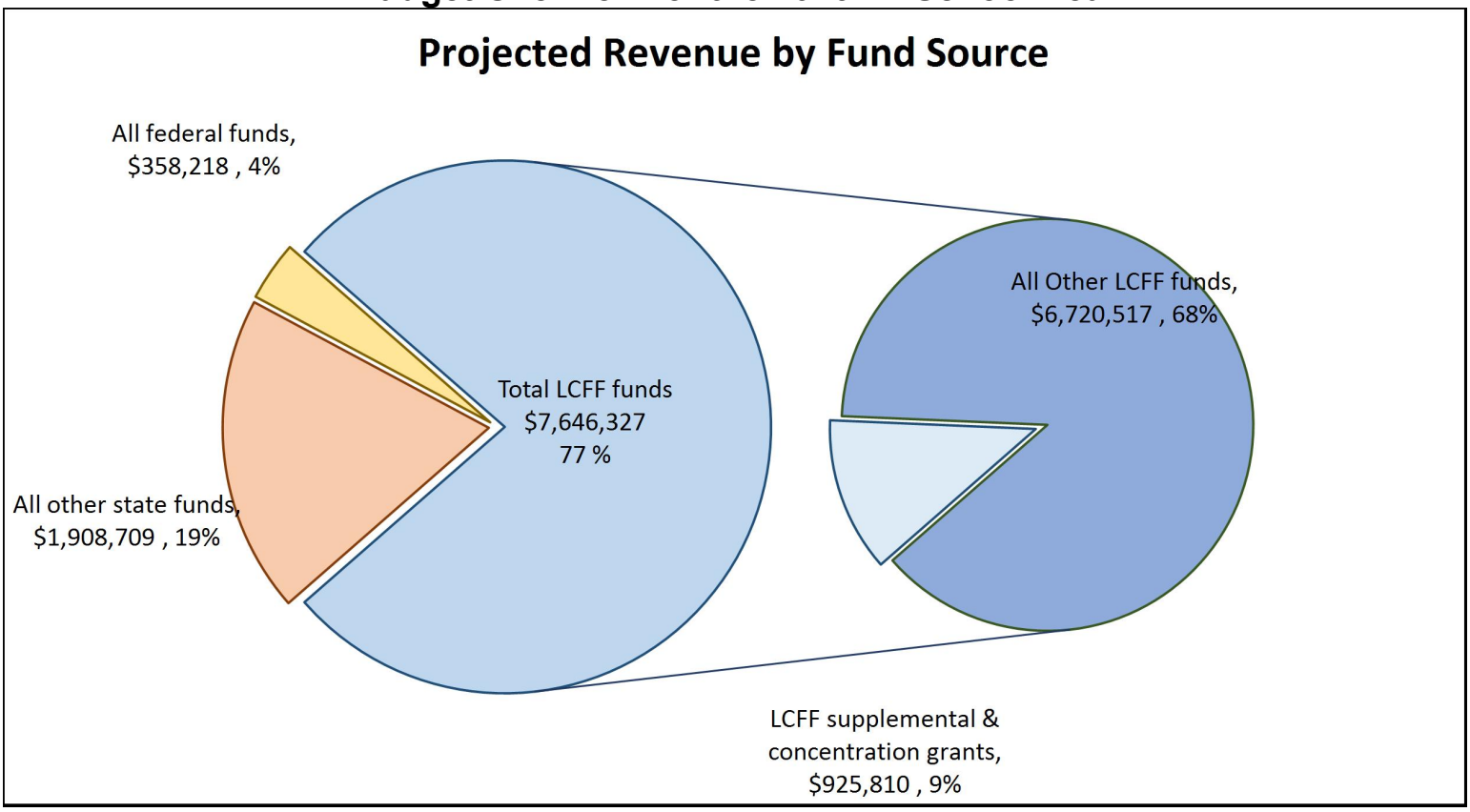
LCFF Budget Overview for Parents

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

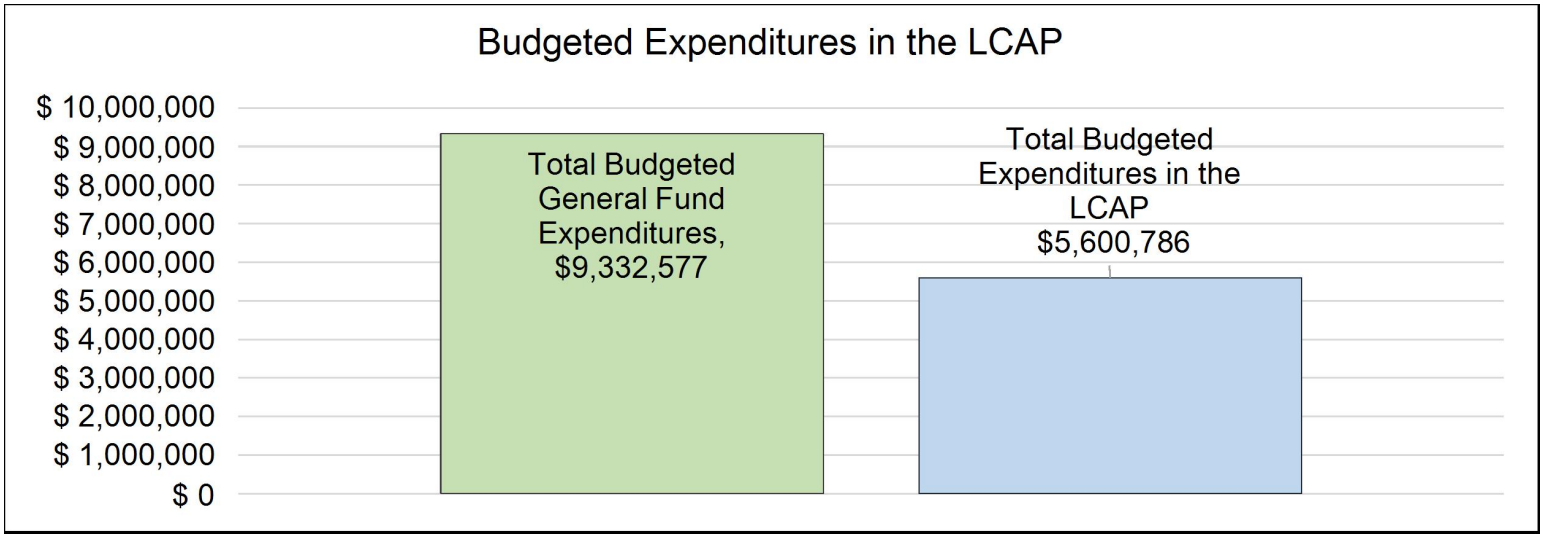


This chart shows the total general purpose revenue Gilroy Prep (a Navigator School) expects to receive in the coming year from all sources.

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:

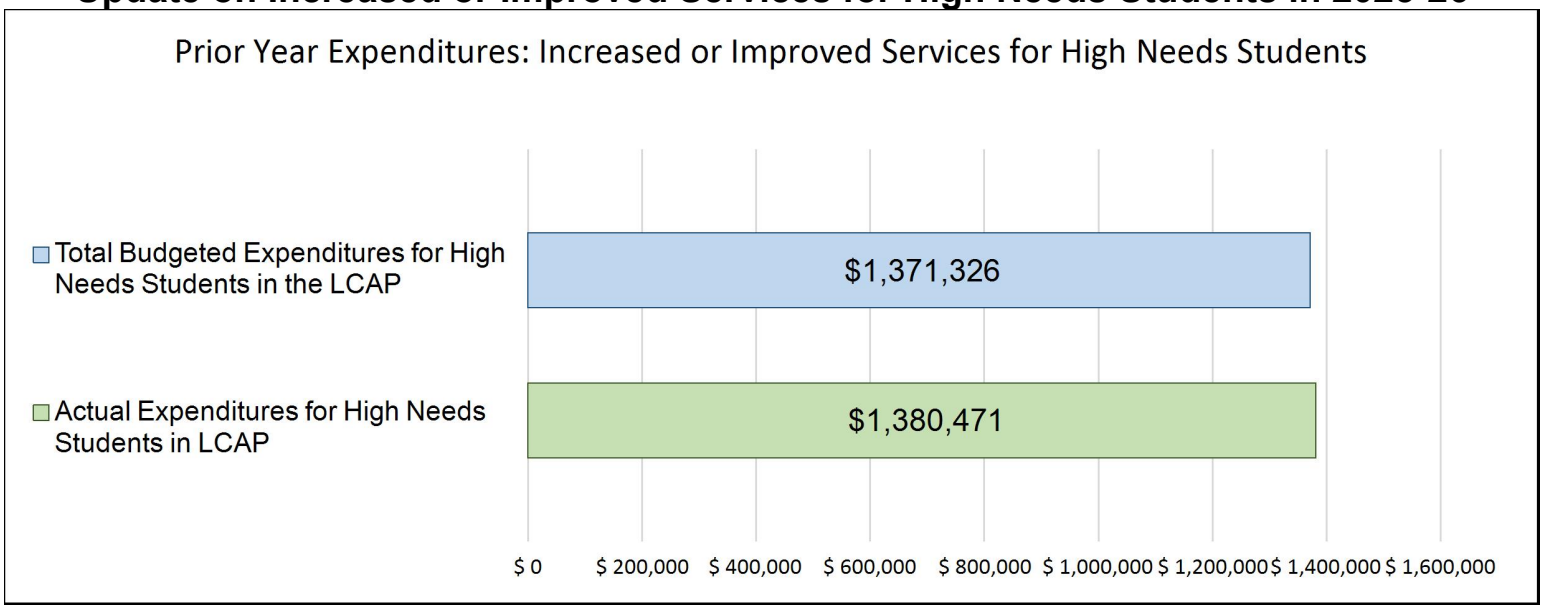
Operating expenses such as office supplies, insurance, 1% district oversite fee, legal, professional development, etc

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 2026 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, 2026. A staff survey was administered in February 2026, 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 2025 and January 2026, 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 2026, Parent Advisory Council meetings, including one in April 2026, and Community Schools Advisory Council meetings, including one in February 2026. 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 2026 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%

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

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	

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%

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

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%

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,

- 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.

- **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.

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:

- 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.

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.

- **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**

- 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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4/7/2026 7:09:38	Hollister Prep School	Agree/ De acuerdo
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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
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4/7/2026 9:43:58	Watsonville Prep Scho	Agree/ De acuerdo
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4/7/2026 10:26:29	Gilroy Prep School	Disagree/ En desacuerdo
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4/10/2026 10:11:04	Watsonville Prep Scho	Agree/ De acuerdo
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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
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4/10/2026 11:24:11	Watsonville Prep Scho	Agree/ De acuerdo
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4/10/2026 11:34:23	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
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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
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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
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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
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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
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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- a
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

uela

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.

ɔrporating such activities during school hours would better support students' overall developmeı

ecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

nd 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

ɨjorado. Academicamete todo está muy bien.

ɐ-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

ɨ by her teachers and Mr. Harrell. The support staff are also really great there from the crossing guards to Ms. A

ıstead 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.

dn'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.

, 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

ɟ 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

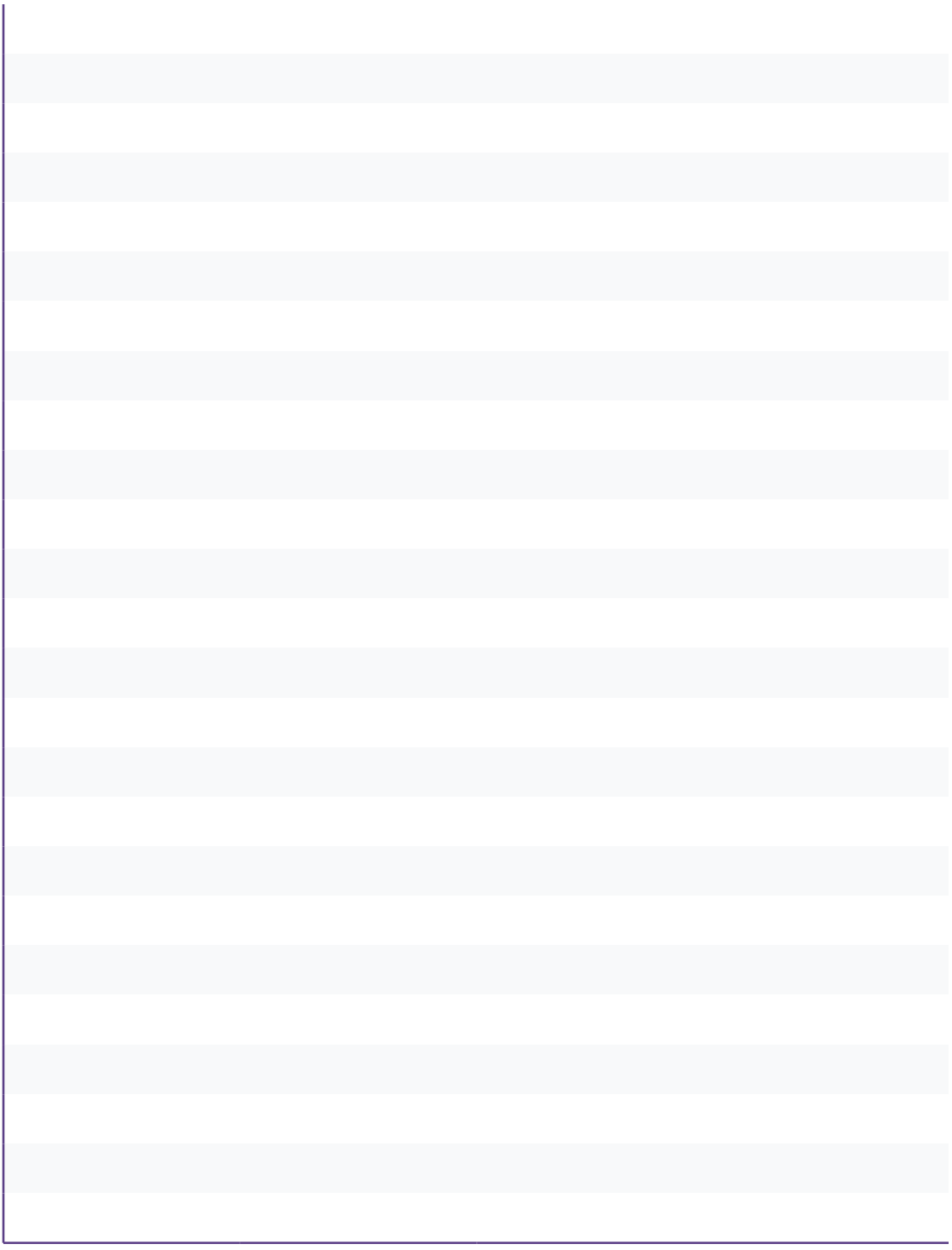
e it is an in-person school to have in-person connections. Please invest in in-person services.

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 impo
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 nií

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

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 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
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 to	No
ey 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	
upo 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	
s.	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

ɨ 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.

elf. This is not a long term solution to move them to another location that will soon be too crowded. Plus putting

ʒ 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.

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

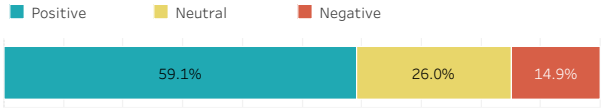
Outcomes (Intent to Return)

% Positive, Fall 2025

59%

Outcomes (Intent to Return) Summary

Fall 2025



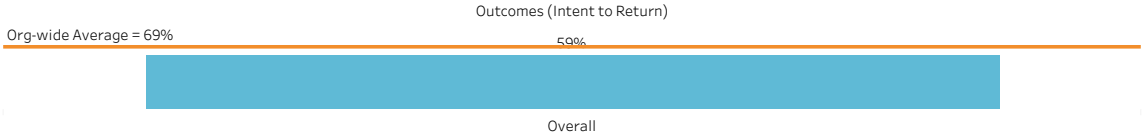
Difference from prior survey

-5%

Results Comparison (Fall 2025)

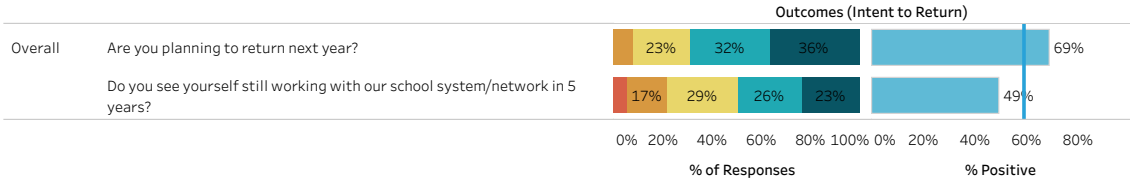
Disaggregate results by
Overall

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
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Intent to Return Factors
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Open-Ended Responses
Benchmarking
Information

Filter results by school
GPS

Filter results by topic
Outcomes (Satisfaction)

Filter results by window
Fall 2025

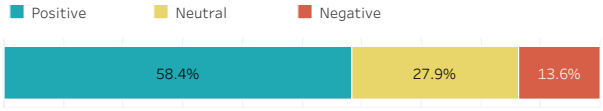
Outcomes (Satisfaction)

% Positive, Fall 2025

58%

Outcomes (Satisfaction) Summary

Fall 2025



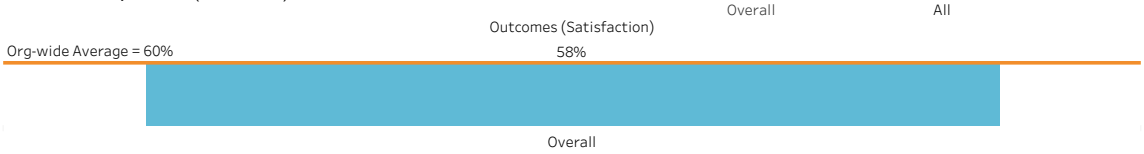
Difference from prior survey

-15%

Results Comparison (Fall 2025)

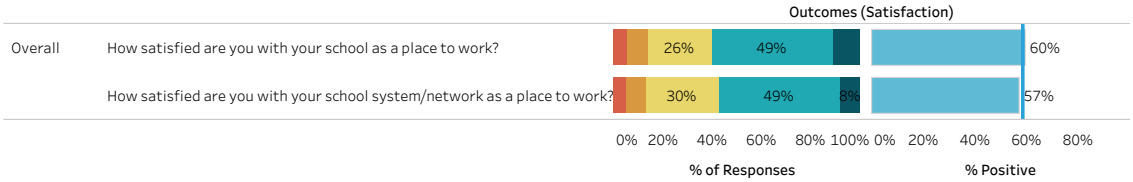
Disaggregate results by
Overall

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

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

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

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

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

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

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,

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,

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

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

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.