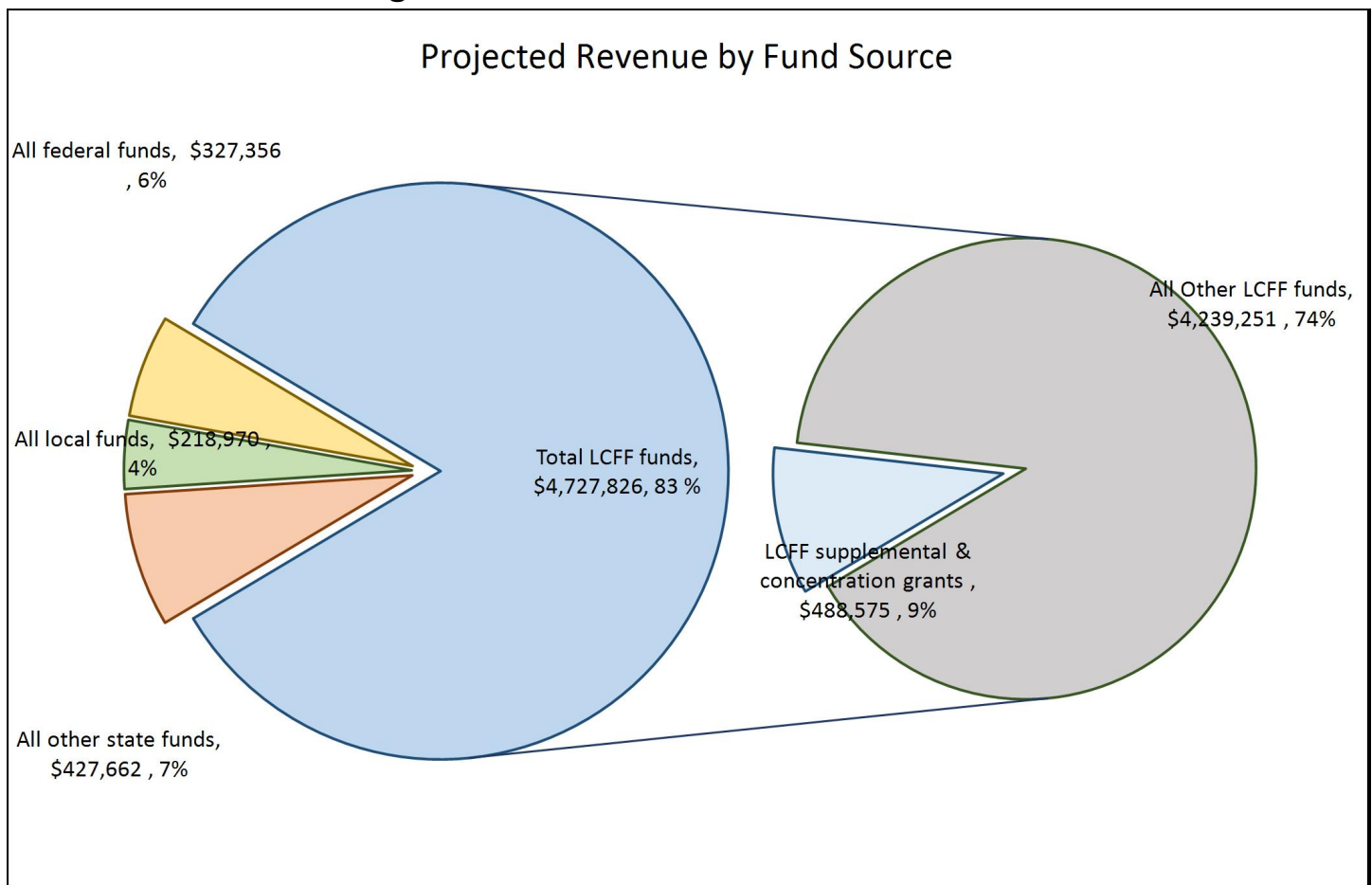# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gilroy Prep School

CDS Code: 43694840123760

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Ami Ortiz, Director of Business & Finance

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 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $327,356, 6%

All local funds, $218,970, 4%

All other state funds, $427,662, 7%

Total LCFF funds, $4,727,826, 83 %

All Other LCFF funds, $4,239,251, 74%

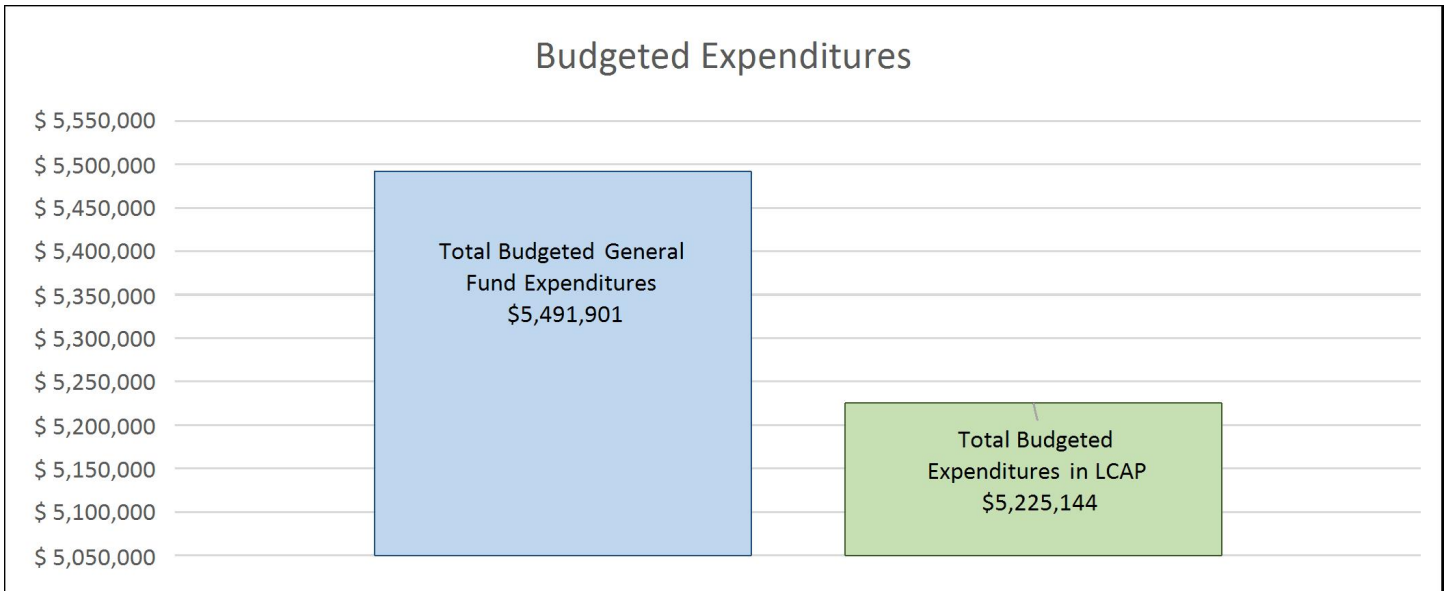LCFF supplemental & concentration grants, $488,575, 9%

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

The total revenue projected for Gilroy Prep School is $5,701,814, of which $4,727,826 is Local Control Funding Formula (LCFF), $427,662 is other state funds, $218,970 is local funds, and $327,356 is federal funds. Of the $4,727,826 in LCFF Funds, $488,575 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.

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$5,491,901

Total Budgeted Expenditures in LCAP
$5,225,144

This chart provides a quick summary of how much Gilroy Prep School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Gilroy Prep School plans to spend $5,491,901 for the 2019-20 school year. Of that amount, $5,225,144 is tied to actions/services in the LCAP and $266,757 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
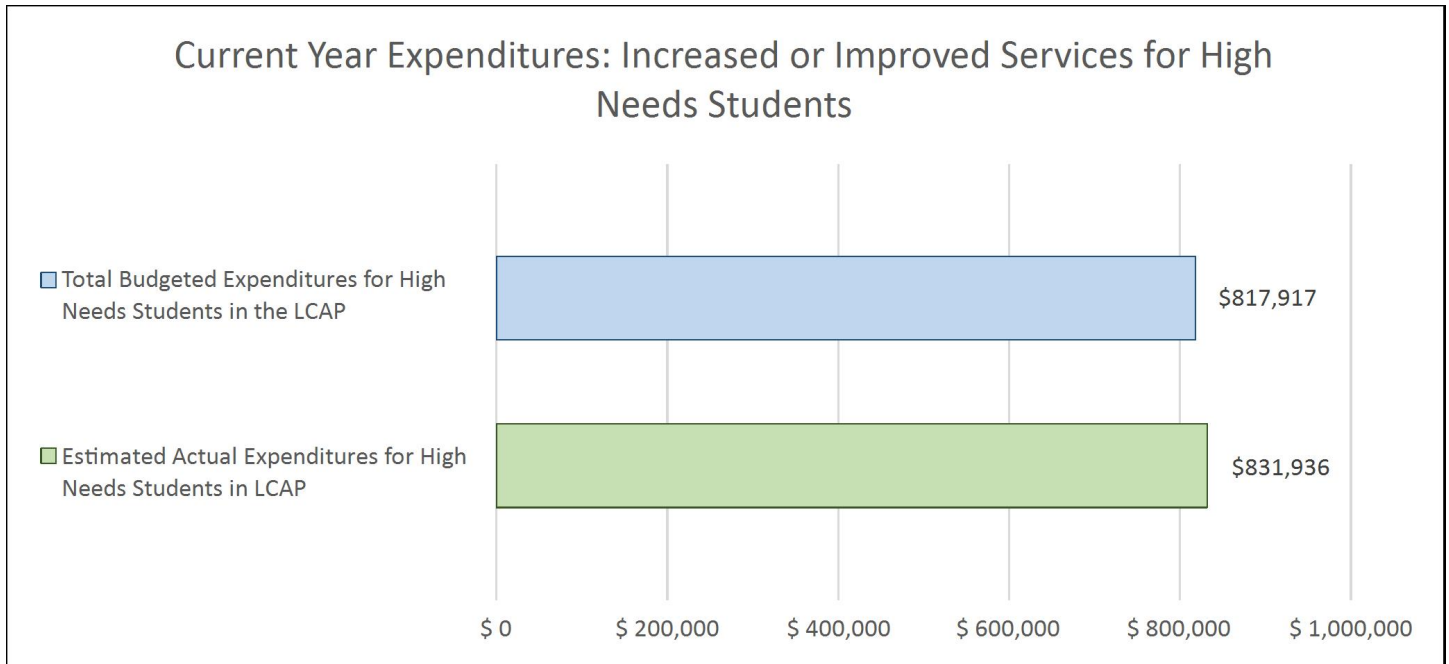
District oversight fee of 1%, consulting fees, legal fees, field trips, communications, professional development, liability insurance and payroll expenses

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Gilroy Prep School is projecting it will receive $488,575 based on the enrollment of foster youth, English learner, and low-income students. Gilroy Prep School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Gilroy Prep School plans to spend $807,953 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP — $817,917

Estimated Actual Expenditures for High Needs Students in LCAP — $831,936

$0 $200,000 $400,000 $600,000 $800,000 $1,000,000

This chart compares what Gilroy Prep 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 School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Gilroy Prep School's LCAP budgeted $817,917 for planned actions to increase or improve services for high needs students. Gilroy Prep School estimates that it will actually spend $831,936 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LEA Name	Contact Name and Title	Email and Phone
Gilroy Prep School	Ami Ortiz Director of Business & Finance	aortiz@navigatorschools.org 831-217-4881

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Gilroy Prep School (GPS) serves a student body in grades kindergarten through grade 8. In the fall of 2018, GPS served 540 students with the following demographics: 49.8% socio-economically disadvantaged, 26% English language learners, 6.7% special education, .5% Migrant and 0% foster youth. GPS students are ethnically diverse: 64.4% Hispanic or Latino, 20.6% White, 6% Asian, 3.4% Filipino, 3.3% African-American, and 2.8% other. The US Census Bureau estimates the City of Gilroy with a population of 57,664 in 2017. The community has vibrant agribusiness and the town has also become home to commuters to Silicon Valley and San Jose.

GPS serves its students and community by providing high quality educational services. GPS students participate in the state testing system which uses tests developed and administered by the Smarter Balanced Assessment Consortium (SBAC). In spring 2018, 84% of GPS students scored proficient or advanced in English Language Arts and 70% scored proficient or advanced in Math, both significantly higher than state averages. GPS is managed by Navigator Schools (Navigator), which is a Charter Management Organization dedicated to providing high quality educational services to K-8 students in the Central Coast region of California. Navigator also operates Hollister Prep School and Watsonville Prep School.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Gilroy Prep School continued to deliver high quality educational services for all student groups as demonstrated by spring 2018 SBAC scores. This year's LCAP supports ongoing academic growth by continuing with a steady focus on strategies that have proven successful for Gilroy Prep: creating a culture of excellence, data driven instruction, coaching for continuous improvement,

multi-tiered system of support, and effective integration of technology to support blended learning and personalized learning. In 2017 suspension rates rated an orange on the California State Dashboard. With hard work, perseverance and a focus on multi-tiered system of supports (MTSS), 2018 Dashboard showed a reduction of suspensions with a rating of yellow. A key feature of the 2019-20 LCAP is to continue to implement strategies that lower the number of students being suspended and the overall number of suspension days. GPS will further reduce suspension rates by continuing to concentrate on MTSS and its implementation of Positive Behavior Support and Intervention.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Gilroy Prep School was in the orange for suspension rates in 2017. We have shown improvement in this area and are now in the yellow for 2018. In the 2018-19 school year Gilroy Prep made Social Emotional Learning (SEL) a priority. We hired a Multi-Tiered Systems of Support (MTSS) Coordinator whose priority is to create a school culture and environment that promotes SEL.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The greatest need based on the CA Dashboard is to continue to reduce the number of students being suspended as that is the only area in which GPS scored in yellow. To reduce the number of suspensions, GPS will continue to strengthen the implementation of Multi-tiered System Supports.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Students identified as english learners, low socioeconomically disadvantaged and those with disabilities are showing risk in the area of absenteeism. To address these performance gaps, Gilroy Prep School is including attendance rates into the school-wide dashboard that is analyzed regularly by school leaders and support office staff. Students at-risk for poor attendance will be targeted for intervention as part of the bimonthly multi-tiered system of supports (MTSS) team meeting led by the MTSS Coordinator. Interventions may include more frequent parent education meetings, use of PBIS to reinforce attendance, use of attendance contracts and restorative practices that include the creation of accountability partners for students, a list of carpool options for parents, and the use of a check in and check out strategy for students.

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

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported 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.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Staff Surveys - 75% of staff feel proud to tell people where they work and 75% would recommend working at Navigator to a good friend.	97% of staff feel proud to tell people where they work and 92% would recommend working at Navigator to a good friend.
Metric/Indicator Parent Surveys - Safe and supported: 75% or better Satisfied with academic results: 75% or better	Parent Surveys - • 83.3% felt their child is safe and supported on campus • 92.43% felt satisfied with their child's academic results
Metric/Indicator Student Surveys - Survey for grades 3-8 targets: • 75% felt proud to belong to GPS most or all of the time • 75% felt that adults at the school cared about them most or all of the time • 75% agreed that they felt safe at school	Student Surveys - Survey for grades 3-8: • 55% felt proud to belong to GPS most or all of the time • 64% felt that adults at the school cared about them most or all of the time • 65% agreed that they felt safe at school

Expected	Actual
Metric/Indicator Suspension Rates - Maintain baseline of less than 2%	Maintained baseline of less than 2% with an actual of .9%.
Metric/Indicator Student Attendance Rates, as a measure of student engagement - Maintain baseline of 96% of enrollment.	Maintained an average of 96.06 ADA

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff Gilroy Prep School with leadership team to lead development and maintenance of positive school culture and operate a school office with bilingual staff who provide a welcoming environment and support positive and proactive communication with the school community with communications in both English and Spanish.	Gilroy Prep School's leadership team consists of a Principal, VP of Operations, VP of Academics and an Instructional Support Coordinator. The front Office Manager and Office Assistant are bilingual and provide a welcoming environment. All communications are sent out in English and Spanish.	1000-Salaries 2000-Salaries 3000-Benefits 4000-Supplies 5000-Services $566,504	1000-Salaries 2000-Salaries 3000-Benefits 4000-Supplies 5000-Services $555,569

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire an MTSS Coordinator at .50 FTE to strengthen implementation of positive behavior interventions and supports and social/emotional curriculum to promote and encourage positive behavior and help maintain a low suspension rate.	An MTSS Coordinator was hired at GPS at a .5 FTE. She has strengthened implementation of positive behavior interventions and supports and social/emotional curriculum to promote and encourage positive behavior, which has helped to maintain a low suspension rate.	1000-Salaries 3000-Benefits 4000-Supplies $59,305	1000-Salaries 3000-Benefits 4000-Supplies $51,389

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school leadership will hold regular monthly meetings (parent coffees, Parent Club, middle school planning, etc.) with parents so that parents have input into school decisions.	Gilroy Prep leadership holds a bi-lingual parent coffee once a month from August – June and also attend Parent Club meetings to ensure that parents have ample opportunity to give input into school decisions.	4000-Supplies $783	4000-Supplies $804

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a clean and safe environment, with facilities maintained and in good repair. Maintain a safe climate for students on our school grounds and in our parking lot by providing adequate yard duty staff to supervise students before and after school, and during recess and lunch.	The school grounds are maintained on a daily basis and all issues are dealt with quickly and efficiently so that the students and staff continue to have a safe learning environment. The parking lot is adequately staffed and yard duty staff is added if the need arises.	2000-Salaries 3000-Benefits 4000-Supplies 5000-Services $422,177	2000-Salaries 3000-Benefits 4000-Supplies 5000-Services $361,743

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize the services of the Navigator Schools Support Office to provide charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations, enabling site leadership to focus on instruction and culture.	Navigator Schools Support Office has 16.25 FTE and provides charter management for all three of the school sites. Services include support in governance, strategic planning, facilities, human resources, technology, operations, finance, communications, academics, and reporting so that	5000-Services $778,884	5000-$778,884 $778,884

| | site leadership can focus on instruction and culture. |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 5 of the actions were met in order to achieve the goal of Creating a Culture of Excellence within the school community (students, staff, and parents) to foster a positive school climate, promote a sense of belonging and nurture social, emotional, and academic growth.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

One of the greatest measures of a positive culture amongst adults is the teacher retention rates. GPS has had and continues to enjoy high teacher and administration retention. The actions implemented have had the desired result.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4 shows a material difference between budgeted expenditures and estimated actual expenditures. The reason for this material difference is the operations repair and maintenance has not been as high as we anticipated in the initial budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC Math (3-8) All 50.8/+3 EL 40.9/+3 SED 33.4/+3	SBAC Math (3-8) All 41.7/-9.10 EL 24/-16.90 SED 23.9/-9.50
Metric/Indicator SBAC ELA (3-8) All 76.3/+2 EL 65.8/+2 SED 58.6/+2	SBAC ELA (3-8) All 78.1/+1.8 EL 61.2/-4.6 SED 61.8/+3.20
Metric/Indicator English Learner Progress	English Learner Progress metrics were changed this year. New baseline will be set in 2019-20.

Expected	Actual
+1.0	
Metric/Indicator GPS has implemented Science & Social Studies Assessments and implemented the SBAC Science this year in 5th through 8th grade	SBAC scores this year will determine baseline for next year

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.	100% of teachers are appropriately assigned, trained, and credentialed. These credentialed teachers are using data driven strategies to provide all students quality, individualized instruction.	1000-Salaries 3000-Benefits $1,574,208	1000-Salaries 3000-Benefits $1,573,938

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers in Training will support teacher release time for coaching and professional development and serve as substitute teachers to maintain instructional continuity and help prevent lost learning time.	5 Teachers in Training (TnT) are employed at GPS to support teacher absences. They are used as substitute teachers when the classroom teachers are at professional development, coaching sessions or out sick. Having TnT's ready to step into the classroom at any given moment helps to maintaining continuity, as well as prevents lost learning time.	1000-Salaries 3000-Benefits $214,184	1000-Salaries 3000-Benefits $229,433

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.	There are 2 SGI's assigned to Kindergarten and 1 SGI assigned to each grade 1-8. Their role in the classroom is to lead small groups	2000-Salaries 3000-Benefits $448,581	2000-$234,720 3000-$46,944 $281,664

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.	This year the Support Office hired a dedicated Director of Curriculum & Instruction (DCI). The DCI will support GPS to enhance and modify curriculum and instruction to ensure English Learners, and all students, have access state standards. The DCI also ensures additional designated ELD time during the school day and was involved in training for staff which covered integrated and designated ELD.	1000-Salaries 2000-Salaries 3000-Benefits $36,816	See Goal 1, Action 5
		1000-Salaries 2000-Salaries 3000-Benefits LCFF $18,408	See Goal 1, Action 5

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a full-time Curriculum & Data Specialist at the Support Office to support curriculum documentation and improve use of data at the school site.	2018-19 is the second year the Support Office has been able to maintain a full-time Curriculum & Data Specialist who works directly with GPS to improve the use of data for the staff and students.	See Goal 1, Action 5	See Goal 1, Action 5

Action 6

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Purchase and utilize standards aligned instructional materials so that all students have access to appropriate curriculum in English Language Arts, Mathematics, Social Science, and Science.	Standards aligned instructional materials were purchased and are in use so that all students have access to appropriate curriculum in all subjects, including social studies and science.	4000-Supplies 5000-Services $39,929	4000-Supplies 5000-Services $41,908

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 6 actions were achieved to reach the goal of providing all students Data-Driven Instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Social Studies) from appropriately credentialed teachers and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Having appropriately credentialed teachers, TnT's and SGI's in the classrooms has helped to ensure Gilroy Prep meets our standard of providing all students with data-driven instruction using state standards. Adding the DCI to the Support Office this year has freed up leadership at the site to focus on instruction and coaching.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference between budgeted expenditures and estimated actual expenditures on action 3. The material difference is due to GPS going from 2 SGIs per grade to 1 SGI per grade. Action 4 also shows a material difference due to the Support Office hiring a DCI in place of a site employee.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

While there was no change in the goal, there was a change in action 4. We originally planned to use LCFF funds to support site personnel to enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. The actual action was for the CMO to hire a Director of Curriculum and Instruction who is paid with CMO management fees.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Weekly coaching for teachers an average of 30 times a school year	Teachers are on target to be coached on an average of 30 times during the school year.
Metric/Indicator Weekly coaching for small group instructors an average of 30 times a school year	Small Group Instructors are on target to be coached on an average of 30 times during the school year.
Metric/Indicator Weekly coaching for administrators an average of 30 times a school year	Administrators are on target to be coached an average of 30 times during the school year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Site leadership will provide weekly coaching to all teachers, teachers in training and small group instructors, and the Principal will provide weekly coaching to site leadership.	Site leadership provides weekly coaching to all teachers, teachers in training and small group instructors. The Principal provides weekly coaching to the site leadership team. The coaching comes in the forms of 1:1 data meetings, live coaching sessions, observational feedback or a professional development session.	See Goal 1, Action 1	See Goal 1, Action 1

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support Office personnel will provide weekly coaching to site staff: CAO will coach Principal, Director of IT and Operations will coach Site Technology Assistant, Director of Student Services will coach Resource Teacher.	The DCI coaches the Principals on a weekly basis. The Director of IT & Operations coaches the IT and Operations staff on a weekly basis. The Director of Student Services coaches the Resource teacher on a weekly basis. The CEO coaches the Directors on a weekly basis.	See Goal 1, Action 5	See Goal 1, Action 5

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire a Vice Principal in Training to strengthen the depth of academic coaches at Hollister Prep.	A Vice Principal In Training was hired to strengthen the depth of academic coaches.	1000-Salaries 3000-Benefits $7,000	1000-Salaries 3000-Benefits $7,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 3 actions were implemented to achieve the goal of providing weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Gilroy Prep feels that investing in the development of our educational staff yields the highest returns when it comes to student achievement. We have developed a unique and differentiated coaching model that provides weekly training and support to all educators and leaders around best teaching techniques for the classroom. Our coaching model can be defined a a weekly observation and feedback cycle that includes a combination of formal weekly walkthroughs, classroom observations, live coaching, collaborative peer coaching, and weekly feedback meetings. Each Wednesday teachers and coaches engage in the intellectual preparation needed to understand and deliver the Common Core Standards. Additionally, they do a deep dive into data and student work to identify misconceptions and design intervention plans.
The effectiveness of this coaching plan is evidenced through our positive student outcomes on nationally normed assessments such as the SBAC as well as exceptional performance on our weekly internal assessments. We are also able to measure the implementation of teaching techniques through a weekly school-wide walkthrough where we analyze classroom culture, lesson rigor and the use of data to drive instruction. Our measurement tool allows us to immediately identify any gaps in teaching practice and address these gaps quickly and effectively using our observation and feedback cycle.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 99% or better of Students with Exceptional Needs placed in inclusive environment	98% Students with Exceptional Needs are placed in an inclusive environment.
Metric/Indicator 99% or better of Students not meeting standards on SBAC who receive intervention support	100% of students not meeting standards are offered intervention support through extended day and extended year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an inclusive instructional setting for all students with appropriate "push-in" support	99.98% of students are provided with an inclusive setting with appropriate "push-in" support	1000-Salaries 2000-Salaries	1000-Salaries 2000-Salaries

provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	3000-Benefits
		
		  Special Education $319,023
			3000-Benefits
			
			  Special Education $409,785

		1000-Salaries
		2000-Salaries
		3000-Benefits
		
		  LCFF $63,804
			1000-Salaries
			2000-Salaries
			3000-Benefits
			
			  LCFF $121,234

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide regular intervention support for students who are not achieving at grade level.	There is regular intervention support for students who are not achieving at grade level. All students not achieving at grade level are offered extended day for intervention support. All students needs are being met by either in class or extended day.	See Goal 2, Action, 1 See Goal 2, Action 2	See Goal 2, Action, 1 See Goal 2, Action 2

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide summer school for students who are not achieving at grade level.	Extended school year is offered to all students not achieving at grade level by the end of the year. This extended school year is funded through Title I.	Title I funded	Title I funded

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide food service program that serves free and reduced-price breakfast and lunch for eligible students so that all students have	GPS provides a food service program that utilizes an outside contractor to provide well-nourished meals for all students,	2000-Salaries 3000-Benefits 4000-Supplies	2000-Salaries 3000-Benefits 4000-Supplies

| equitable opportunity to be well-nourished during school. | including free and reduced breakfast and lunch for eligible students. The cost of the food service program is supplemented with Federal Child Nutrition funds. | Special Education $192,992

2000-Salaries
3000-Benefits
4000-Supplies

LCFF $58,421 | Special Education $205,469

2000-Salaries
3000-Benefits
4000-Supplies

LCFF $70,898 |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, and assessment.	Gilroy Prep provides all specialist support for 100% identified needs. GPS provides student and family counseling, speech and language therapy, occupational therapy, and assessment. These services are provided on campus.	1000-Salaries 3000-Benefits 5000-Services Special Education $165,150	1000-Salaries 3000-Benefits 5000-Services Special Education $153,024
		1000-Salaries 3000-Benefits 5000-Services LCFF $75,969	1000-Salaries 3000-Benefits 5000-Services LCFF $70,391

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 5 actions were implemented to achieve the goal of ensuring equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All students, with the exception of one, with IEPs were served within the general education setting and any students needing extra support to achieve at grade-level were provided additional support.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference on action 1 due to additional paraprofessionals needed to support special needs students with push in support.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made in the goal.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of Students with a 1:1 I-pad ratio	100% of Students with a 1:1 I-pad ratio
Metric/Indicator 100% of Students with access to adaptive applications to support personalized learning	100% of students have access to adaptive applications to support personalized learning
Metric/Indicator 98% Customer Satisfaction rates: IT job tickets resolved satisfactorily	99% of IT job tickets have been resolved satisfactorily
Metric/Indicator 98% Customers indicate job tickets completed in a reasonable time	99% of customers indicate job tickets completed in a reasonable time

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.	GPS has a full time Technology Support Technician with a 98% or higher customer satisfaction rating.	2000-Salaries 3000-Benefits $57,200	2000-Salaries 3000-Benefits $57,500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Effectively utilize Illuminate for student assessment and reporting. Utilize Tableau software to enhance data reports.	Most class assessments are created and taken through Illuminate. Illuminate is used to view student progress and make next steps. Utilizing Tableau was new this year and is used to create data reports that leadership and staff use for instructional and behavioral purposes.	5000-Services $10,912	5000-Services $8,283

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a 1:1 I-Pad ratio for all students.	All students are assigned an iPad for instructional purposes.	4000-Supplies $1,631	4000-Supplies $5,424

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To support staff effectiveness and efficiency, provide staff with up to date technology, including replacing outdated technology.	All staff is provided with up to date technology to support staff effectiveness and efficiency.	4000-Supplies $10,000	4000-Supplies $8,479

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain high speed internet wireless network with sufficient bandwidth.	All high-speed wireless connections have sufficient bandwidth to accommodate the use of technology in the classrooms providing at least 1MB/S per student.	5000-Services $16,460	5000-$15,856 $15,856

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 5 actions were implemented to achieve the goal of using cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of this implementation is evident as we exceeded each goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference in budget vs actual for action 3 due to Gilroy Prep replacing more outdated iPads then originally budgeted for.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to this goal.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

LEA staff met with parents and staff to review the LCAP goals and progress as well as giving them opportunities to view it online and provide written feedback.
Parent coffee: December 21, 2018
School Site Council: March 4, April 15 & 22 and May 6, 2019
GPS staff meeting: April 17, 2019

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

How did these consultations impact the LCAP for the upcoming year?

These consultations resulted in shaping the LCAP goals to reflect the five essential components of Navigator's Academic Model:
- Creating a Culture of Excellence
- Utilizing Data-Driven Instruction
- Coaching to support continuous improvement
- Equity with multi-tiered system of student supports
- Technology

Parent input encouraged a broader description for culture to include the parents.

Parent input identified specific state priorities that lined up with the essential components of Navigator's Academic Model.

Parents expressed satisfaction regarding the performance indicators shared on the CA Dashboard and expressed support for the added focus on positive behavior intervention supports as a way to help prevent student behavior that could lead to suspension.
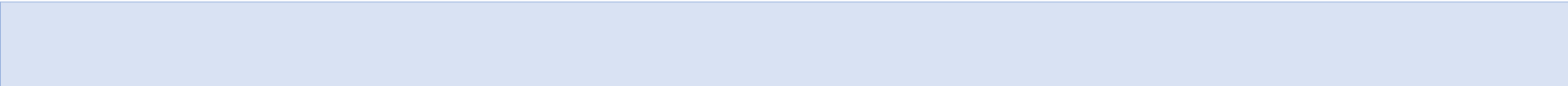
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Positive school culture is critical for providing a sense of belonging and nurturing social, emotional, and academic growth. We know that positive school culture supports student engagement and good student attendance. Healthy school culture encourages positive student behavior, lowering incidences that warrant suspension or expulsion. Parent engagement and involvement strengthens school culture. Developing a cohesive leadership team helps to drive positive school culture.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff Surveys	In June 2019, 97% of staff felt proud to tell people where they work and 92% would recommend working at Navigator to a good friend.	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Staff Surveys - 75% of staff feel proud to tell people where they work and 75% would recommend working at Navigator to a good friend.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Surveys	In June 2019, 83.3% of parents feel their child is safe and supported on campus and 92.43% are satisfied with their child's academic results.	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Parent Surveys - Safe and supported: 75% or better Satisfied with academic results: 75% or better
Student Surveys	Survey (grade 3-8) June 2019 • 55% felt proud to belong to GPS most or all of the time • 64% felt that adults at the school cared about them most or all of the time • 65% agreed that they felt safe at school	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Student Surveys - Survey for grades 3-8 targets: • 75% felt proud to belong to GPS most or all of the time • 75% felt that adults at the school cared about them most or all of the time • 75% agreed that they felt safe at school
Suspension Rates	Less than 2%	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Suspension Rates - Maintain baseline of less than 2%
Student Attendance Rates, as a measure of student engagement	average of 96%	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Student Attendance Rates, as a measure of student engagement - Maintain baseline of an average of 96% of enrollment.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Staff Gilroy Prep School with leadership team to lead development and maintenance of positive school culture and operate a school office with bilingual staff who provide a welcoming environment and support positive and proactive communication with the school community with communications in both English and Spanish.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$577,246.00
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	1000-Salaries 2000-Salaries 3000-Benefits 4000-Supplies 5000-Services

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Gilroy Prep School
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Maintain an MTSS Coordinator at .45 FTE to strengthen implementation of positive behavior interventions and supports and social/emotional curriculum to promote and encourage positive behavior and help maintain a low suspension rate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$49,263
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	1000-Salaries 3000-Benefits 4000-Student Incentives

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep School will purchase curriculum, provide professional development and implement restorative justice practices throughout the school. We will also purchase Panorama, a student climate survey tool, to track the effectiveness of the implementation of restorative justice.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$6,890
Source			LCFF
Budget Reference	Hollister Prep is a charter school; years 1&2 are not applicable	Hollister Prep is a charter school; years 1&2 are not applicable	4000-Supplies 5000-Services

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&2 are not applicable

2018-19 Actions/Services

Gilroy Prep is a charter school; years 1&2 are not applicable

2019-20 Actions/Services

Provide a clean and safe environment, with facilities maintained and in good repair. Maintain a safe climate for students on our school grounds and in our parking lot by providing adequate yard duty staff to supervise students before and after school, and during recess and lunch.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$468,014
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	2000-Salaries 3000-Benefits 4000-Supplies 5000-Services

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Utilize the services of the Navigator Schools Support Office to provide charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations, enabling site leadership to focus on instruction and culture.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$756,452
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	5000-Services

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Gilroy Prep School, Grades 6-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep School will add a 1FTE staff person focused on specialized support for middle school coaching and academics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$99,900
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	1000-Salaries 3000-Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

SBAC Math scores indicate that more than 25% of students are not proficient in mathematics. There is a need to define a clear scope and sequence for Next Gen Science Standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Math (3-8) The change calculation of distance from standard (DFS) will increase from prior year	+3 from 2018-19 DFS	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Will maintain or exceed baseline of +3
SBAC ELA (3-8) The change calculation of distance from	+3 from 2018-19 DFS	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Will maintain or exceed baseline of +3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
standard (DFS) will increase from prior year				
English Learner Progress	English Learner Progress metrics were changed this year. New baseline will be set with the actuals from 2018-19 dashboard.	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	English Learner Progress metrics were changed this year. New baseline will be set with the actuals from 2018-19 dashboard.
Science & Social Studies Assessments will be added when determined by CDE	SBAC scores in 2018-19 will determine baseline for 2019-20	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	SBAC scores in 2018-19 will determine baseline for 2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$1,430,895
Source		LCFF	LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable 1000-Salaries 3000-Benefits	1000-Salaries 3000-Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Teachers in Training will support teacher release time for coaching and professional development and serve as substitute teachers to maintain instructional continuity and help prevent lost learning time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$257,243
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	1000-Salaries 3000-Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$367,413
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	2000-Salaries 3000-Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	Specific Schools: Gilroy Prep School [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	Limited to Unduplicated Student Group(s)	Specific Schools: Hollister Prep School
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	See Goal 1, Action 5

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Maintain a full-time Curriculum & Data Specialist at the Support Office to support curriculum documentation and improve use of data at the school site.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	See Goal 1, Action 5

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Purchase and utilize standards aligned instructional materials so that all students have access to appropriate curriculum in English Language Arts, Mathematics, Social Science, and Science.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$110,379
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	4000-Supplies 5000-Services

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep School will continue to implement standards bases physical education and instruction in grades K-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$98,633
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	2000-Salaries 3000-Benefits 4000-Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
         Priority 2: State Standards (Conditions of Learning)
         Priority 4: Pupil Achievement (Pupil Outcomes)
         Priority 5: Pupil Engagement (Engagement)
         Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Gilroy Prep students have consistently performed well on SBAC and other assessments. An essential element to the success of Gilroy Prep has been the high-quality teaching in all classrooms, and key to high quality teaching is weekly coaching. This has been an important part of Gilroy Prep's success.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Coaching Log/Meeting Records	Weekly coaching for teachers an average of 20 times a school year	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Maintain or exceed baseline
Coaching Log/Meeting Records	Weekly coaching for small group instructors an average of 20 times a school year	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Maintain or exceed baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Coaching Log/Meeting Records	Weekly coaching for administrators an average of 20 times a school year	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Maintain or exceed baseline

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Site leadership will provide weekly coaching to all teachers, teachers in training and small group instructors, and principal will provide weekly coaching to site leadership.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	See Goal 1, Action 1

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| **Location(s):** |
| (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |

All	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Support Office personnel will provide weekly coaching to site staff: CAO will coach Principal, Director of IT and Operations will coach Site Technology Assistant, Director of Student Services will coach Resource Teacher.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	See Goal 1, Action 5

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

All students need equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports. Students with IEP's are not performing as well as all students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
99% of all Students will be placed in inclusive environment	99%	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	99% or better
99% of Students not meeting standards on SBAC who receive intervention support	99%	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	99% or better

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&2 are not applicable

2018-19 Actions/Services

Gilroy Prep is a charter school; years 1&2 are not applicable

2019-20 Actions/Services

Provide an inclusive instructional setting for all students with appropriate "push-in" support provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$292,684
Source			Special Education
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	1000-Salaries 2000-Salaries 3000-Benefits
Amount			$137,568
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	1000-Salaries 2000-Salaries 3000-Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep School will hire a Behavior Support Facilitator at .4 FTE to provide regular intervention support for students who are not achieving at grade level and/or demonstrates needs in behavior or social skills. They will also provide intervention for tier 2 and tier 3 students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$55,080
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	1000-Salaries 3000-Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All [Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Gilroy Prep School [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners
Foster Youth
Low Income
[Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Provide summer school for students who are not achieving at grade level.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$32,000
Source			Title I
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Students to be Served selection here] | Specific Schools: Gilroy Prep School
[Add Location(s) selection here] |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&2 are not applicable

2018-19 Actions/Services

Gilroy Prep is a charter school; years 1&2 are not applicable

2019-20 Actions/Services

Provide food service program that serves free and reduced-price breakfast and lunch for eligible students so that all students have equitable opportunity to be well-nourished during school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$137,079
Source			Other
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	2000-Salaries 3000-Benefits 4000-Supplies

Amount			$61,628
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	2000-Salaries 3000-Benefits 4000-Supplies

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students with Disabilities	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, and assessment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$71,250
Source			Special Education
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	1000-Salaries 3000-Benefits 5000-Services
Amount			$95,341
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	1000-Salaries 3000-Benefits 5000-Services

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Gilroy Prep students have consistently performed well on SBAC and other assessments and have high rates of attendance and student engagement. An essential element to the success of Gilroy Prep has been utilization of technology to support student engagement and provide personalized learning at the students targeted instructional level for a portion of the day with high quality instructional technology. This has been an important part of Gilroy Prep's success and supporting and providing cutting edge technology if Gilroy Prep is going to continue effectively serving students and maintaining the high-quality educational outcomes.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Students with a 1:1 I-pad ratio	100%	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	100%
% of Students with access to adaptive	100%	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
applications to support personalized learning				
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	93% or better
% Customers indicate job tickets completed in a reasonable time	93%	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	93% or better

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$59,250
Source		LCFF	LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable 2000-Salaries 3000-Benefits	2000-Salaries 3000-Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Effectively utilize Illuminate for student assessment and reporting. Utilize Tableau software to enhance data reports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$17,250
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	5000-Services

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Maintain a 1:1 I-Pad ratio for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$12,808
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	4000-Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	To support staff effectiveness and efficiency, provide staff with up to date

		technology, including replacing outdated technology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$10,880
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	4000-Supplies

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Schools: Gilroy Prep School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	Maintain high speed internet wireless network with sufficient bandwidth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$20,000
Source			LCFF
Budget Reference	Gilroy Prep is a charter school; years 1&2 are not applicable	Gilroy Prep is a charter school; years 1&2 are not applicable	5000-Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

$488,575

Percentage to Increase or Improve Services

11.53%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

From page 7 in instructions that follow: For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.

Since unduplicated students compose 55% of Gilroy Prep's student body, Gilroy Prep has developed its programs and services in a manner in which they are principally directed to and effective in meeting its goals for unduplicated pupils. This is evidenced by the high student performance of unduplicated students. EL students and Socioeconomically disadvantaged students are scoring in the same band as all students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

$

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

$

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

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

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the 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).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A.   Pupil suspension rates;
  B.   Pupil expulsion rates; and
  C.   Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A.   S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B.   Programs and services developed and provided to unduplicated pupils; and
  C.   Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A.   Working with the county child welfare agency to minimize changes in school placement
  B.   Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C.   Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D.   Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A.   Local priority goals; and
  B.   Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

    (a) "Chronic absenteeism rate" shall be calculated as follows:

        (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

        (A) enrolled less than 31 days

        (B) enrolled at least 31 days but did not attend at least one day

        (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

            (i) are enrolled in a Non-Public School

            (ii) receive instruction through a home or hospital instructional setting

            (iii) are attending a community college full-time.

        (2) The number of students who meet the enrollment requirements.

        (3) Divide (1) by (2).

    (b) "High school dropout rate" shall be calculated as follows:

        (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

    (c) "High school graduation rate" shall be calculated as follows:

        (1) For a 4-Year Cohort Graduation Rate:

        (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

        (B) The total number of students in the cohort.

        (C) Divide (1) by (2).

        (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

        (A) The number of students who either graduated as grade 11 students or who earned any of the following:

        (i) a regular high school diploma

        (ii) a High School Equivalency Certificate

        (iii) an adult education diploma

        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

        (B) The number of students in the DASS graduation cohort.

        (C) Divide (1) by (2).

    (d) "Suspension rate" shall be calculated as follows:

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

    (e) "Expulsion rate" shall be calculated as follows:

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	5,138,341.00	5,008,675.00	0.00	0.00	5,225,146.00	5,225,146.00
	4,244,574.00	3,977,874.00	0.00	0.00	0.00	0.00
LCFF	216,602.00	262,523.00	0.00	0.00	4,692,133.00	4,692,133.00
Other	0.00	0.00	0.00	0.00	137,079.00	137,079.00
Special Education	677,165.00	768,278.00	0.00	0.00	363,934.00	363,934.00
Title I	0.00	0.00	0.00	0.00	32,000.00	32,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	5,138,341.00	5,008,675.00	0.00	0.00	5,225,146.00	5,225,146.00
	5,138,341.00	5,008,675.00	0.00	0.00	5,225,146.00	5,225,146.00

* Totals based on expenditure amounts in goal and annual update sections.

Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	5,138,341.00	5,008,675.00	0.00	0.00	5,225,146.00	5,225,146.00
		4,244,574.00	3,977,874.00	0.00	0.00	0.00	0.00
	LCFF	216,602.00	262,523.00	0.00	0.00	4,692,133.00	4,692,133.00
	Other	0.00	0.00	0.00	0.00	137,079.00	137,079.00
	Special Education	677,165.00	768,278.00	0.00	0.00	363,934.00	363,934.00
	Title I	0.00	0.00	0.00	0.00	32,000.00	32,000.00

Total Expenditures by Object Type and Funding Source

* Totals based on expenditure amounts in goal and annual update sections.

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Goal						
Goal 1	1,827,653.00	1,748,389.00	0.00	0.00	1,957,765.00	1,957,765.00
Goal 2	2,332,126.00	2,126,943.00	0.00	0.00	2,264,563.00	2,264,563.00
Goal 3	7,000.00	7,000.00	0.00	0.00	0.00	0.00
Goal 4	875,359.00	1,030,801.00	0.00	0.00	882,630.00	882,630.00
Goal 5	96,203.00	95,542.00	0.00	0.00	120,188.00	120,188.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					