



Navigator Schools

Board Meeting

Date and Time

Tuesday June 19, 2018 at 6:00 PM PDT

Location

Hollister Prep School, 881 Line Street, Hollister, CA 95023

Teleconference location: Gilroy Prep School, 277 IOOF Avenue, Gilroy, CA 95020

Agenda

I. Opening Items

Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

The meeting is called to order with opening remarks.

C. Approve Minutes

Members will vote to approve minutes from the previous board meeting.

Approve minutes for Board Meeting on May 15, 2018

D. Public Comment on Items not Covered on the Regular Agenda

E. Consent Agenda

The board will vote on approving the following policies: Anti-Bullying, Student Directory, and Security Camera.

II. CEO

A. CEO Report

Kevin Sved will provide an update on the activities of the CEO and the Directors.

III. Finance

A. Finance Committee Report

Joyce Montgomery will provide an overview of the last Finance Committee meeting.

B. LCAP Approval

The board will vote on the approval of the 2018-19 LCAP for Gilroy Prep School and Hollister Prep School.

C. 2018-19 Budget Approval

The board will vote on the approval of the 2018-19 NS budget.

IV. Governance

A. Governance Committee Report

Caitrin Wright will provide an overview of the last Governance Committee meeting.

B. 2018-19 Calendar and Board Retreat

Members will discuss the proposed dates for 2018-19 board meetings and consider dates and times for the board retreat.

C. Election of Officers

The board will elect officers (board chair, treasurer, and secretary) for 2018-19.

V. Topical Items

Governance

A. 2018-19 Organizational Goals and Priorities

Kevin Sved will present a revised set of organizational priorities aligned to the mission of Navigator Schools.

B. Watsonville Prep Update

Kirsten Carr will provide an update on the Watsonville Prep School charter process.

C. Wonderful Prep: Revised Outreach Plan

The board will consider delegating authority to the CEO to enter a contractual agreement to provide professional development support to an external agency.

D. Public Announcement of Reasons for Closed Session

Caitrin Wright will announce the purpose of the closed session (CEO evaluation process).

E. Closed Session, Public Employment: CEO Evaluation

The board will meet in closed session to discuss the CEO evaluation.

F. Public Report of Action Taken in Closed Session

Caitrin Wright will report on actions taken in the closed session.

G. Possible Board Approval of Resolution Regarding Executive Compensation

Members will consider a possible resolution regarding executive compensation.

VI. Closing Items

A. Adjourn Meeting

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on May 15, 2018

APPROVED



Navigator Schools

Minutes

Board Meeting

Date and Time

Tuesday May 15, 2018 at 6:00 PM

Location

Gilroy Prep School, 277 I.O.O.F. Avenue, Gilroy, CA 90520

Directors Present

Alicia Gallegos Fambrini, Caitrin Wright, JP Anderson, John Flaherty, John Glover, Joyce Montgomery, Nora Crivello

Directors Absent

Fiaau Ohmann

Guests Present

Sean Martin

I. Opening Items**A. Record Attendance and Guests****B. Call the Meeting to Order**

Caitrin Wright called a meeting of the board of directors of Navigator Schools to order on Tuesday May 15, 2018 at 6:05 PM.

Caitrin highlighted the amount and importance of work being done by NS. She recognized and praised the commitment and sacrifice of NS staff, board members, and

parents. She highlighted the fact that Gilroy Prep was number one on the Innovate Public Schools report on ELA and Math performance.

C. Approve Minutes

Joyce Montgomery made a motion to approve minutes from the Board Meeting on 03-13-18 Board Meeting on 03-13-18.

Nora Crivello seconded the motion.

The board **VOTED** unanimously to approve the motion.

The minutes for March 13 were approved with the stipulation that two errors are fixed: Joyce Montgomery is marked as both a guest and as present (fix to guest); JP Anderson was mistakenly marked present when in fact he was absent.

Joyce Montgomery made a motion to approve the minutes from Special Board Meeting on 03-21-18.

Nora Crivello seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Public Comment on Items not Covered on the Regular Agenda

There were no public comments.

E. Consent Agenda

Joyce Montgomery made a motion to approve the consent agenda.

Caitrin Wright seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Standing Items

A. CEO Report

Kevin Sved, CEO, solicited questions and feedback from members based on updates contained in the meeting packet. Alicia inquired about site tours led by Kirsten Carr, Director of Community Outreach. She also wondered if areas of growth or struggle could be addressed explicitly in the update memos. Caitrin appreciated the usefulness of the memos and found them to be very helpful. Nora congratulated staff on the extraordinary amount of work being done at NS.

B. Finance Report

Joyce congratulated Ami Ortiz, Director of Business and Finance, for completing the report materials independently for the first time (more personnel were involved in the past). Caitrin encouraged new board members to ask questions both during and after the meeting concerning financial issues.

C. Draft LCAP Presentation

Ami introduced LCAP and explained the process. She reviewed LCAP goals and their alignment to NS Compass Points. Caitrin suggested reserving time in the future to discuss the final LCAP in relation to the CA School Dashboard.

D. 2018-19 Revised Preliminary Budget Presentation

Ami presented the preliminary budget for 2018-19. Board members commended the earlier release of this information and asked clarifying questions. Joyce shared a point regarding the update of CA budget adjustments for education and the positive impact these adjustments may have on school budgets. John Glover stressed the importance of long-term planning. Joyce suggested that we might form a study group for board members focusing on facilities. The Finance Committee might investigate this idea.

E. Governance Committee Report

The board discussed improving the cadence of meetings (which the new, proposed board calendar developed by the Governance Committee reflects).

F. Board Officer Nomination Process

Caitrin provided an overview of the nomination process.

G. Re-Election of Board Members with Expiring Terms

Three members of the board were up for re-election and all three have agreed to serve an additional term. These three members left the room while the remainder of the board voted. All three members were re-elected: Alicia Galegos-Fambrini, JP Anderson, and Nora Crivello. Following the vote, all board members returned to the room.

John Glover made a motion to vote on the approval of the re-election of three board members.

Joyce Montgomery seconded the motion.

The board **VOTED** unanimously to approve the motion.

H. Approve 2018-19 Board Calendar

Board members discussed the distribution of meetings, especially in relation to "the heart of the school year." Various important document and report due dates, in addition to SBAC result dates, were mentioned in relation to the calendar. The Governance Committee will continue to develop the counter to include exact dates for meetings. John Glover made a motion to approve the preliminary schedule for 2018-19 board meetings.

Nora Crivello seconded the motion.

The board **VOTED** unanimously to approve the motion.

I. Board On Track (BOT)

This item will be discussed at a future meeting due to implications regarding the BOT-based CEO evaluation process.

III. Topical Items

A. 2018-19 Organizational Goals and Priorities Presentation

Kevin reviewed three overarching goals for the organization. He gave a recap on priorities and answered questions from the board. The board discussed goals, priorities, differences and similarities between the terminology, and the status and extent of plans to support both concepts. The quantity of objectives was considered. Joyce shared the importance of alignment between LCAP, priorities, and budgets. John F. shared the importance of articulating the mission and aligning goals and priorities to it. James Dent spoke to Achievement First terminology and best practices. SEL, math, and leadership development were considered. The board discussed how we might optimize the tracking of progress toward goals and objectives, including key metrics and data.

B. Dashboard Update

Sean Martin, Special Projects Coordinator, shared a presentation on Navi's development of data dashboards. He explained the roles of Illuminate (SIS) and Tableau (data visualization) in this process. He shared a vision of organizational culture in which educators are active researchers and producers of knowledge rather than passive consumers of static data reports. He also described Agile project-planning, specifically the concept of MVP (minimum viable product). The board viewed several new data reports created and shared in Tableau, including interactive visualizations of behavior incidents and weekly assessment data. Caitrin and John G. expressed interest in developing similar Tableau reports for the board to track organizational goals and achievement.

C. Update and Discussion on WPS Charter Process

Kirsten Carr shared photographs and reviewed expansion activities that have occurred since the last board meeting, including a summary of key speakers, follow-up efforts, actions on the part of supporters, and next steps. She stressed that all of these activities have been a team effort. The board asked questions about the upcoming district vote, speakers invited to the hearing, and CCSA. Caitrin thanked Kirsten for Kirsten's leadership throughout the expansion effort.

D. Partnerships: R.O. Hardin Report

James Dent, CAO, provided a review of Navigator's PD partnership with RO Hardin Elementary in 2016-17. He shared glows, grows, lessons learned, and insights relating to future partnership efforts. He also shared RO Hardin's positive achievement results associated with the time period of the partnership.

E. Partnerships: Providing Services to External Partners

Kevin elicited feedback from the board concerning the proposed provision of professional development services to an external educational agency. The board questioned the project on many levels and explored the alignment of the project to organizational goals and priorities. John G., John F., JP, and Caitrin shared memorable analogies as they considered the proposed partnership and its impact on NS. Alicia and Nora asked questions about the external agency, seeking geographic, demographic, and other types of information related to the site.

F. Public Announcement of Reasons for Closed Session

Caitrin announced the purpose of the closed session (CEO evaluation) and the board retired to a separate room.

G. Closed Session, Public Employment: CEO Evaluation

The closed session began at 8:57 pm and ended 9:38 pm.

H. Public Report of Action Taken in Closed Session

The Board Chair reported that no action was taken during the closed session.

IV. Closing Items

A. Adjourn Meeting

Joyce Montgomery made a motion to adjourn the meeting.

Alicia Gallegos Fambrini seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:40 PM.

Respectfully Submitted,
Sean Martin

Coversheet

Consent Agenda

Section: I. Opening Items
Item: E. Consent Agenda
Purpose: Vote
Submitted by:
Related Material: 1 Proposed Anti-Bullying Policy.pdf
2 Proposed Directory Policy.pdf
3 Proposed Security Cameras & Surveillance Policy.pdf

NAVIGATOR SCHOOLS HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

(Draft Policy 4/27/18)

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Navigator Schools prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, Navigator Schools will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Navigator Schools school staff that witness acts of discrimination, harassment, intimidation and bullying will take immediate steps to intervene when safe to do so.

Moreover, Navigator Schools will not condone or tolerate discrimination, sexual harassment, harassment, intimidation, or bullying of any type by any employee, independent contractor or other person with which Navigator Schools does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Navigator Schools will promptly and thoroughly investigate any complaint of such harassment and take appropriate corrective action, if warranted.

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Navigator Schools.

Navigator Schools is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee, and disciplinary action up to and including suspension and/or expulsion for students.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex

- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Navigator Schools.

**Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

Any employee or student who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal.

All other members of the school community, including students, parents/guardians, volunteers and visitors, are encouraged to report any act that may be a violation of this policy to the Principal, Executive Director or administrative designee.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Principal. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of discrimination, intimidation, harassment, and bullying or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this policy.

Navigator Schools acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Principal, Executive Director or administrative designee on a case-by-case basis.

Navigator Schools prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of discrimination violating this policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of Navigator Schools, the Principal or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Principal or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when she the investigation will be complete.

At the conclusion of the investigation, the Principal or administrative designee will meet with the complainant and, to the extent possible with respect to student confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Principal or administrative designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying are maintained in a secure location.

Right of Appeal

Should the reporting individual find the Principal's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Family Handbook. In addition, when harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also fill out a complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Consequences

Students who engage in discrimination, harassment, intimidation, or bullying will be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Suspension and Expulsion Policy outlined in this Handbook.

Release of Directory Information

Under the Families Education Rights Rights and Privacy Act (FERPA), Navigator Schools may disclose, without consent, information designated as “directory information”, such as student’s or parent’s name, address, and telephone number. According to California Ed Code “no information may be released to a private profit making entity other than employers, prospective employers, and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations.”

Navigator Schools must inform parents and eligible students to of their directory information policy and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Navigator Schools must notify parents and eligible students annually of their rights under FERPA, including their right to opt-out of release of directory information.

Navigator Schools has designated the following information as directory information:

- Parents’/guardians’ names
- Address
- Electronic mail address
- Phone number
- Dates of attendance
- Participation in officially recognized activities and sports
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

Federal Education Rights and Privacy ACT (FERPA) Directory Information Policy and “OPT-OUT” Notice

“Directory information”, which is defined as set forth below, may be released to requestors in limited circumstances by Navigator Schools, without additional notice to you, unless you timely “opt out” of such disclosures, in writing:

State and federal law allow directory information to be disclosed to any requestors, except those who intend to use the information for commercial purposes. However, Navigator School’s policy is to not release directory information to any requestor, for any purpose, without specific prior parent/guardian consent in each situation, EXCEPT we will release such information to requestors that engage in political advocacy, lobbying, or information dissemination related to California charter schools.

If you do not want Navigator Schools to disclose your contact and other directory information from your child’s records to such persons or entities without your prior written consent, you must notify us in writing within 30 days from the first day of the school year.

Navigator Schools has designated the following information as directory information:

- Parents’/guardians’ names
- Address
- Electronic mail address
- Phone number
- Dates of attendance
- Participation in officially recognized activities and sports
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

BACKGROUND:

<https://www2.ed.gov/policy/gen/guid/fpco/faq.html>

What is "Directory Information"?

FERPA defines "directory information" as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Typically, "directory information" includes information such as name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, and dates of attendance. A school may disclose "directory information" to third parties without consent if it has given public notice of the types of information which it has designated as "directory information," the parent's or eligible student's right to restrict the disclosure of such information, and the period of time within which a parent or eligible student has to notify the school in writing that he or she does not want any or all of those types of information designated as "directory information." The means of notification could include publication in various sources, including a newsletter, in a local newspaper, or in the student handbook. The school could also include the "directory information" notification as part of the general notification of rights under FERPA. The school does not have to notify a parent or eligible student individually. (34 CFR § 99.37.)

[TOP](#)

[http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=49073.](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=49073)

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=49061.&lawCode=EDC



Proposed Security Cameras and Surveillance Policy

Navigator Schools authorizes the use of video camera surveillance on Navigator Schools property to monitor the health, welfare, and safety of all staff, students and visitors to Navigator Schools property, and to help safeguard Navigator Schools facilities and equipment. Video cameras may be placed in locations deemed appropriate by designated school administrators.

Navigator Schools notifies staff and students through student/parent and staff handbooks and signage that on-campus video and audio surveillance may occur on Navigator property.

Navigator may be required by law enforcement to provide access to recorded surveillance data. Procedures to preserve data related to an incident are as follows::

1. Video Surveillance Request Form is completed
2. Form is turned into site Ops leader (i.e VP of Ops, Manager of Ops, or Director of ITOM)
3. Form is submitted by site Ops leader to Director of ITOM
4. Director of ITOM or Designee accesses recorded video and downloads video for storage
5. Director of ITOM reviews Video Surveillance Request Form and incident with CEO of Navigator Schools or Designee to determine if request form is approved or denied.

A sample Video Surveillance Request Form is attached.



DRAFT: Request to View Security Camera Footage

- Requests must be made within 7 days of incident
- Approval or denial is given by the CEO or designee

First and Last Name: _____ Telephone Number: _____

E-mail: _____

You are:

- Navigator Employee
- Law Enforcement
- Other _____

Date of Incident: _____ Time of Incident: _____

Building or Location of Incident: _____

Description of Incident:

Signature: _____ Date: _____

Coversheet

CEO Report

Section: II. CEO
Item: A. CEO Report
Purpose: Discuss
Submitted by:
Related Material: CEO Update June 12, 2018.pdf



Date: June 12, 2018

To: Board of Directors

From: Kevin Sved, CEO

Re: CEO Update

A) Priority: Build on and codify the existing academic excellence in schools

1. We have successfully administered Smarter Balanced Assessment Consortium (SBAC) assessments as part of California's state testing program. SBAC assesses student mastery of the Common Core State Standards. Strong student participation continues at Navigator Schools, with 98.9% of Gilroy Prep students and 99.2% of Hollister Prep students completing the assessments. We anticipate being able to share results in late August or early September.
2. Planning processes continue to build clarity and detail for codifying the academic program in 2018-19. This will strengthen systems of support for teachers, improve onboarding capacity for new staff (including WPS), as well as better position Navigator to support other educators and schools by sharing our materials.
3. New Schools Venture Fund has expressed interest in having Navigator become a “model provider” to help impact many more schools and students with the Navigator Model. A key step in this process would be to continue to codify the curriculum and document instructional design at Navi schools. Attached is a white paper from the New Schools Venture Fund describing the initiative.

B) Priority: Create excellent, sustainable organizational health through strong systems, processes and procedures, and culture.

1. Staff retention rates at Navigator Schools continues to be very strong, as 93% of Navigator staff will be returning in 2018-19. At GPS, we have a retention rate of 84% for all staff and 100% for teachers. At HPS, we have a retention rate of 94% for all staff and 87% for teachers. At the Support Office, we have a 100% retention rate.
2. Increasing clarity on roles and responsibilities: During the 2017-2018 school year, discussions around refining job descriptions have resulted in changes that will bring clarity to roles, offer a leadership pathway for certain positions, and ultimately allow us to serve communities in a more effective manner.
 - a. **Instructional Support Coordinator** (a leadership pathway opportunity after SGI Coach)-Responsible for collaborating with the site leadership colleagues to ensure that all aspects of instruction are supported and successful. Primary duties: training, support, coordination, evaluation training and support of TnTs with classroom management.
 - b. **Finance/HR Technician** (a leadership pathway opportunity after Payroll & Accounting Clerk)-Responsible for supporting the Finance and Human Resources departments through specialized responsibilities and day-to-day functions. Primary duties: accounts payable, payroll, retirement and benefits plans, monitoring credential acquisition process.
 - c. **Middle School Blended Specialist** (new position due to an identified gap)-Responsible for supporting maximum student success in the area of blended learning. Primary duties:

oversee all blended learning blocks, run blended reports daily, input data in trackers, highlight trends and trouble spots, support classroom teachers, VP of Academics & Intervention, DACS.

- d. **AR/Library Specialist** (change to more appropriate title, previously SGI)-Responsible for facilitating all aspects of the school's Accelerated Reader and Library programs. Primary duties: provide a safe, scholarly library environment for students to read and quiz, motivate students around the love of reading, set, manage, and track student reading goals within the AR program, plan and implement goal attainment celebrations, communicate progress to teachers through reports and in-person collaboration.
 - e. **Maintenance Technician** (change in title, previously General Maintenance Worker)-Responsible for performing general maintenance and repairs on facility equipment and property structures, in addition to performing grounds maintenance. Primary duties: maintaining a clean, healthy and safe environment for students and staff by routinely performing functions such as minor building, HVAC, plumbing, electrical and painting repairs, preventative maintenance measures, grounds maintenance and repair.
3. Year-end staff and parent surveys are currently being completed. A summary will be provided during the June Board meeting, with more complete analysis provided during the subsequent Board meeting.

C) Priority: Lead a thoughtful growth initiative

1. Dr. Michael Watkins, Superintendent of Santa Cruz County Office of Education (SCCOE) and Mary Anne James, SCCOE Associate Superintendent of Educational Services, visited Hollister Prep. Both were able to witness effective teaching strategies and innovative instructional design combine to engage students in powerful learning that is a standard at Navigator Schools.
2. Please see attached update from Director of Community Outreach regarding Watsonville Prep.



At NewSchools Venture Fund, our investment strategy is based on a simple idea: Most of today's schools were designed for a different time and purpose, for the society and economy of the early 20th century. They matched up well enough with how we lived and worked then—preparing an elite few for higher education and the rest for the jobs available in their towns or regions. The world has changed dramatically since then, and our schools have struggled to keep up. **It's time to update our schools so they work better for today's students.**

The good news is that teams of educators all over the country are tackling this challenge in district and charter schools. We have learned a great deal by supporting many of them.

After three years of investments in the launch of innovative new schools and the redesign of existing ones, we are launching a new portfolio based on what we have learned. We are currently building a pipeline of early-stage organizations called "model providers," with intentions to invest in several promising teams over the next few years.

In the sections that follow, we highlight some of the lessons that led to this new portfolio, an initial set of attributes that help describe model providers, and some ideas about how they might create impact. Because we are eager to build a strong pipeline of opportunities, we hope you will connect with us if you think your organization or your idea are a match with what we are looking for.

LESSONS FROM OUR INNOVATIVE SCHOOLS INVESTMENTS

We are inspired by the teams of educators all over the country who are updating their visions for what students need to be successful now and in the future. In addition to our investments in 80 teams

creating new schools over the last three years, we worked with 20 districts and charter networks that are building a new vision for their existing schools. Our experiences with them deepened our understanding of how educators engage in this exciting but challenging work. We gained insights into the kinds of outcomes they prioritize, the design choices they are making, and the types of tools and resources they are searching for as they bring their plans to life.

The teams we supported have embraced an expanded definition of student success: They remain committed to ensuring students build a strong academic foundation, but they also are helping students develop other important mindsets, habits, and skills that correlate with success in young adulthood. And they are redesigning their schools in ways that support the shifts needed to achieve those outcomes. We see teams taking different paths to redesign. Some teams start with certain subjects or grade levels, while others work to shift their whole school to a new model within a year or two.

Whether teams frame their work as school redesign, school improvement, or reimagining learning, they require aligned tools and resources to support the shifts they desire to make. A few teams aspire to design and build everything from

scratch, but most look for effective approaches that have already been developed and proven to work in other schools with similar visions and goals. Based on what we've seen, we group these tools and resources into three categories:

- **Instructional resources:** curriculum, instructional materials, assignments, projects, assessments
- **Teacher supports:** professional development, grading rubrics, classroom management tools
- **Administrative tools:** implementation guides, sample student schedules, tech platform

Finding and assembling the right mix of tools and resources into a coherent solution can be a significant undertaking. Educators must ensure each resource they adopt is aligned with their desired outcomes and instructional approach, but it's also essential that all the components work well together. And when teams cannot find what they need, they are left to fill in gaps by either adapting existing resources or building new ones. Too often this hard work of search, discovery, creation and integration of this extensive collection of "stuff" falls to individual teachers, whose time and attention is already stretched to the limit.

However, we are beginning to see more schools and systems work with a partner that can provide a bundle of integrated instructional resources, teacher supports, and administrative tools. When aligned with a school's vision and goals, these bundles can provide a solid foundation for educators to build on as they implement their improvement or redesign plans. This reduces the time and cost of their efforts and can be an effective way to bring promising approaches to more students.

These partner organizations that provide integrated tools and resources along with implementation support are frequently called "model providers." While there remains a lot to figure out about this approach, including what to call it, we see tremendous promise. At this point, we are unclear whether this way of supporting

schools will be limited to a few players or if we are in the early stage of development of a vibrant segment with many organizations. As an early-stage investor, we are committed to backing several high potential teams who are interested in this path and learning alongside them about how the segment might develop in the next few years.

EARLY ATTRIBUTES OF MODEL PROVIDERS

Based on our observations and early work in this area, we have identified a few attributes that together describe a model provider. Because the segment is nascent, this list is certainly incomplete and will undoubtedly evolve over time. But for now, it is a useful guide for our pipeline building work. In our view, model providers:

- **Partner with schools and systems** to improve learning outcomes for a whole school or a meaningful portion, such as a full content area for a grade band (e.g. middle school math, K-8 social-emotional learning)
- **Offer a bundle of integrated tools and resources** designed to help schools reach those outcomes
- **Provide schools with implementation support**, either as a direct service or through trusted third-party partners
- **Set ambitious goals for student outcomes**, share responsibility for results and establish feedback loops to continuously improve the model

The pioneers in this space help illustrate how model providers might originate and the ways they might partner with schools. (It is important to note that not all these examples embrace the model provider label at this time. We are completely open to a better name for this type of organization.)

Summit Learning is arguably the leading example in this space, currently partnering with 320 district and charter schools that are implementing Summit's approach. The program evolved from Summit Public Schools, an 11-school charter

network that redesigned its model to expand and improve its results for students. They developed a mix of curated and original tools and resources that support commencement-level outcomes for academics and habits of mind, with a focus on helping students develop ownership of their learning. After years of hosting tours for teams of educators from around the country, they bundled the tools and resources they had developed for use in their own schools and now make them available to other schools and systems. They also provide implementation support and facilitate a community of practice among their school partners.

New Classrooms began as a program inside New York City public schools and later spun out as an independent nonprofit. Their approach bundles instructional software, lessons, and projects for middle school math from multiple sources and integrates them through a web-based platform. They offer schools a suite of instructional resources, teacher supports and administrative tools for a full middle school math program that helps personalize learning for students. New Classrooms provides substantial implementation support and measures its success by the learning growth of students in its partner schools.

Wildflower Schools started as a network of independent Montessori micro-schools, but recently evolved into a nonprofit that enables teachers to start shopfront schools based on Wildflower's principles. The organization provides a bundle of tools and resources that make it easier to get started and ongoing implementation and operational support to their decentralized ecosystem of schools.

These examples are not exhaustive, but they help illuminate the early attributes of model providers and some potential paths for entrepreneurs. We expect that many of the organizations in our pipeline will emerge from innovative charter and independent school networks or effective programs in districts.

We also imagine a path for organizations that currently offer comprehensive curriculum and instructional materials. By extending their services to include administrative tools and teacher supports and sharing responsibility for student outcomes, some of these players could conceivably evolve into model providers. Similarly, a platform provider that currently provides an administrative backbone to manage personalized or competency-based learning could assemble the additional instructional resources and teacher supports needed to provide a more comprehensive solution to schools.

And, as has been true throughout our 20 years as an investor in education entrepreneurs, we are certain we will meet high-potential teams with the vision and skills to create these types of organizations from scratch, building on what early innovators have learned and plowing new ground.

WHAT ARE WE LOOKING FOR?

We want to partner with early-stage organizations that embody or aspire to develop the attributes of model providers. We are eager to work with teams that want to have a positive impact on as many PreK-12 students as possible by working with schools who are reimagining the learning experience. Our specific focus is on model providers with two key features in addition to the attributes we described earlier.

First, we are interested in model providers that are committed to helping schools implement coherent, integrated approaches that consistently achieve great results for every student. They should be committed to equity, holding high expectations for all students and ensuring learning outcomes are not predictable by race, ethnicity, income or gender. Many aspects of the traditional approach to schooling can create barriers to students achieving ambitious goals, which is why we are interested in supporting innovative models that reimagine the learning experience so that it is more personalized, supportive and engaging for

students. We are open to approaches that are designed to be implemented across an entire school or a meaningful portion of a school, as described earlier.

Second, we want to support model providers with ambitions to support meaningful, lasting change in hundreds, perhaps thousands of schools. Educators across the country are working to redesign, reimagine, and improve their schools and they are looking for effective tools, resources and support. Model providers have the potential to be one effective way to address this growing demand, but we need more of them that aspire to grow rapidly to meet it. This requires a business model that can support scale and a pricing model that schools can afford. And based on what we have learned so far, while technology is not a replacement for good teachers, it is a key asset for model providers who want to partner with many schools and serve them effectively.

COULD THIS BE YOU?

Our work over the last few years leads us to think model providers could have real potential to support school improvement and redesign, as well as new school creation. We are interested in helping to develop, launch and strengthen many more of them. We intend to create a portfolio of early-stage model providers and invest in them to test their approaches, build out their offerings and connect with schools and systems around the country who are interested in partnerships.

This brings us to this request:

If what we have described as a model provider fits your organization, or you want to explore what it might take to become one, we want to hear from you. Please take a few minutes to confidentially share your idea with us, and we will use this as the starting point for a follow-up conversation. We look forward to hearing your idea!

Coversheet

Finance Committee Report

Section: III. Finance
Item: A. Finance Committee Report
Purpose: FYI
Submitted by:
Related Material: 2017-18 Financials.pdf
1 2018_06_05_finance_committee_minutes.pdf



2017-18 Financial Report Narrative
June 2018
Board of Directors Meeting

2017-18 Net Income

	<u>Current Projection</u>	<u>Orig Bd Rpt</u>
CMO	\$90K	\$42k
Gilroy Prep	\$239k	\$294k
Hollister Prep	<u>\$261k</u>	<u>\$235k</u>
Total	\$590k	\$571k

- CMO projected net income variance highlights
 - \$170k favorable variance from adding to the private fundraising total.
 - \$50k unfavorable variance from additional staff hired.
 - \$64k unfavorable variance from benefits and taxes being under budgeted.

- Gilroy Prep projected net income variance highlights
 - \$12k favorable variance in LCFF entitlement due to higher ADA than budgeted.
 - \$68k favorable variance from one-time mandated cost not budgeted.
 - \$100k favorable variance for elimination of contingency expenses due to the process that has begun to prioritize needs that were not budgeted for.
 - \$130k unfavorable variance in salaries from staffing needs for additional staff to meet the needs of SPED students and staff on leave.
 - \$25k unfavorable variance in benefits & taxes from the additional staff added.
 - \$79k unfavorable variance for Books & Supplies from anticipated technology expenses that were budgeted for the 2016-17 year but, due to late arrival of product, had to be recorded in 2017-18 and for technology needs for the additional staff not originally budgeted for.

- Hollister Prep projected net income variance highlights
 - \$9k favorable variance in LCFF entitlement due to higher ADA than budgeted.
 - \$51k favorable variance from one-time mandated cost not budgeted.
 - \$50k favorable variance for elimination of contingency expenses due to the process that has begun to prioritize needs that were not budgeted for.
 - \$85k unfavorable variance in salaries from staffing needs for additional Teachers in Training to meet staffing needs to cover multiple Teacher maternity leaves.

Navigator Schools
Balance Sheet Comparison

	Actual <u>6/30/2016</u>	Actual <u>6/30/2017</u>	Actual <u>4/30/2018</u>
Cash	1,884,454	2,008,555	1,510,565
Accounts Receivable	767,909	1,126,497	0
Prepaid Expense	72,379	209,415	37,843
Fixed Assets, net of depreciation	188,935	312,895	335,009
Total Assets	2,913,677	3,657,361	1,883,417
Accrued Liabilities	319,149	657,592	336,289
CDE Loan Payable	125,000	62,500	10,321
Total Liabilities	444,149	720,092	346,610
Beginning Fund Balance	1,790,843	2,469,528	2,937,269
Net Income	678,685	467,741	(1,400,462)
Ending Fund Balance	2,469,528	2,937,269	1,536,807
Total Liabilities & Fund Balance	2,913,677	3,657,361	1,883,417

Navigator Schools - 2017-18 Latest Projection Comparison to 2016-17 Actuals
As of April 2018

Income Statement - Combined <i>CMO/GPS/HPS</i>	2017-18 Original Budget	2017-18 Latest Projection	2016-17 Audited Actuals
Revenue	10,991,368	11,358,744	9,860,508
Expenses	10,420,391	10,767,979	9,392,768
Net Income - GAAP basis (audit)	570,977	590,765	467,740
Less Capital Outlay	(157,550)	(56,713)	(190,113)
Revenue less expenses & capital out	413,427	534,052	277,627

	<u>2017-18</u>	<u>2017-18</u>	<u>2016-17</u>
Beginning Fund Balance	3,136,443	2,937,268	2,469,528
Net Income - GAAP basis (audit)	570,977	590,765	467,740
Ending Fund Balance	<u>3,707,420</u>	<u>3,528,033</u>	<u>2,937,268</u>

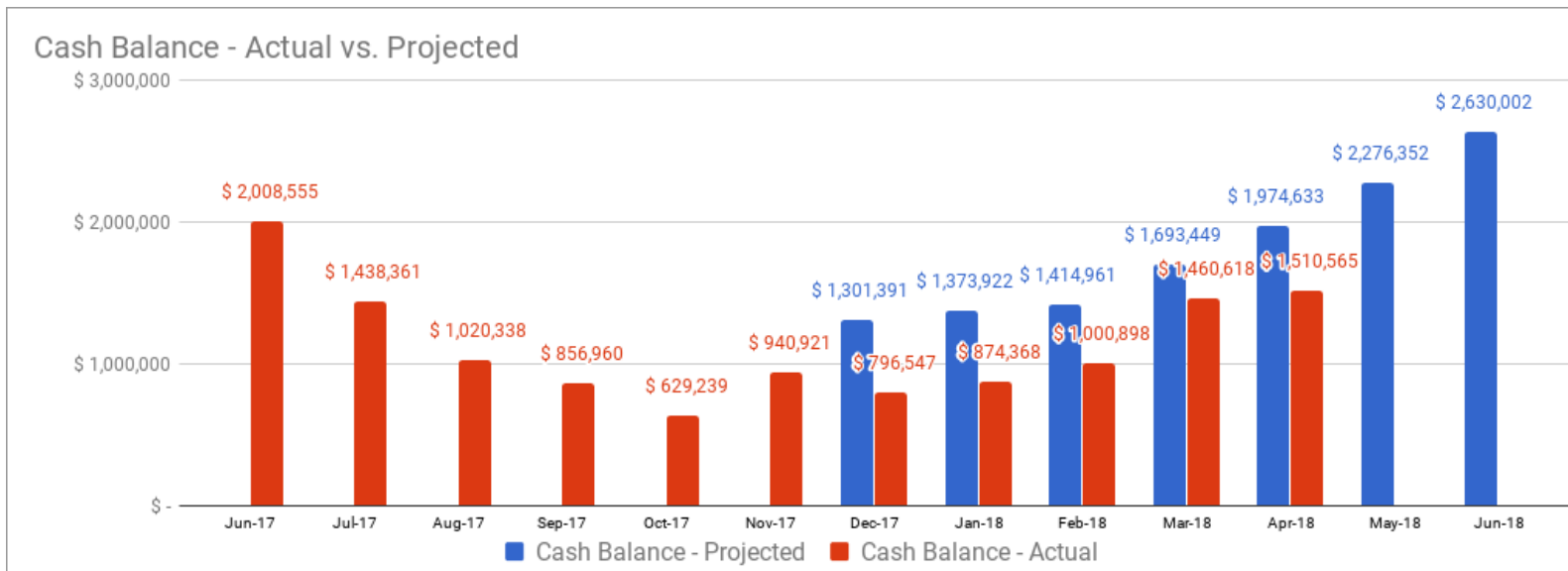
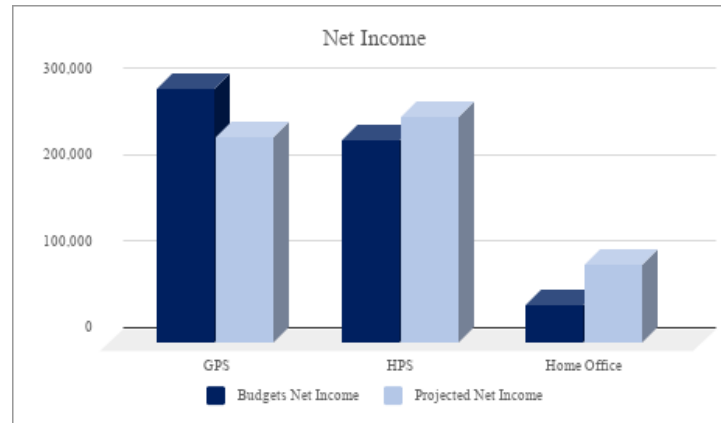
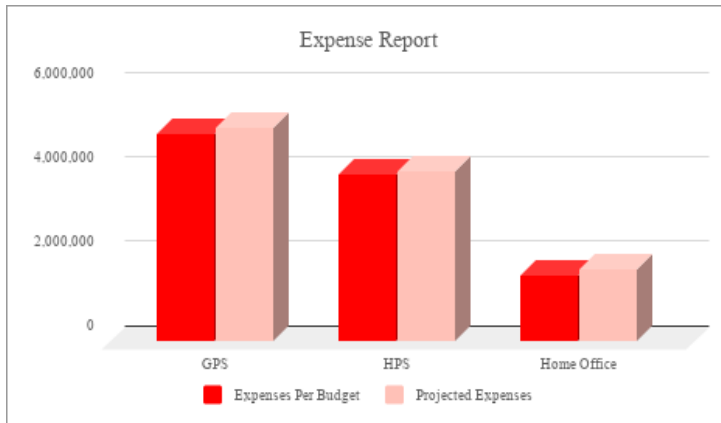
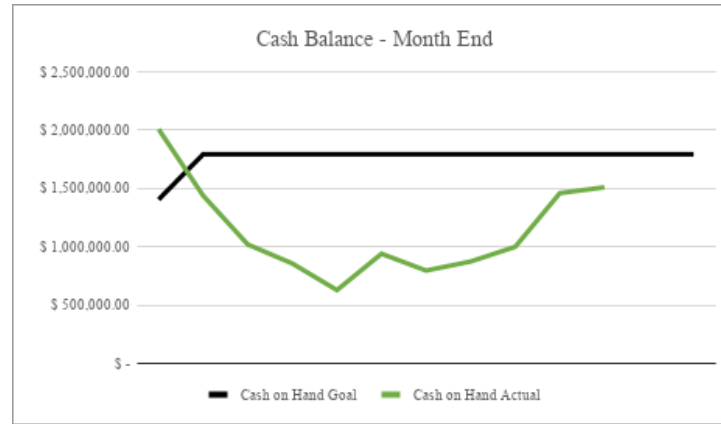
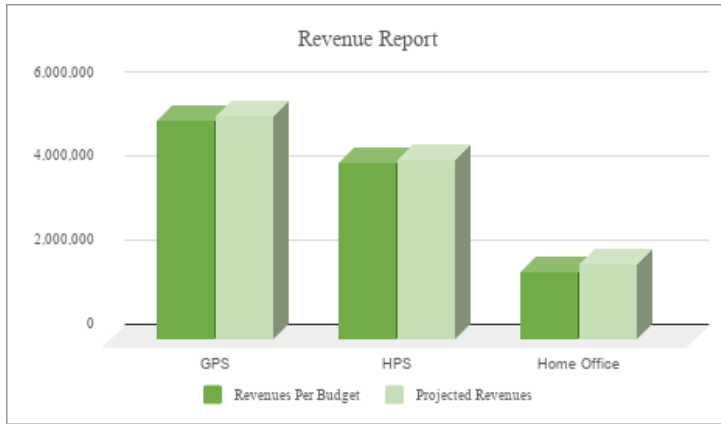
Revenues/Student *	9,939	10,300	10,254
Expenses/Student *	9,344	9,724	9,697
Fund Balance/Student at Year End	3,862	3,675	3,497

* Revenues and Expenses per student do not include CMO Management Fee Revenue/Expense because that is an intercompany charge.

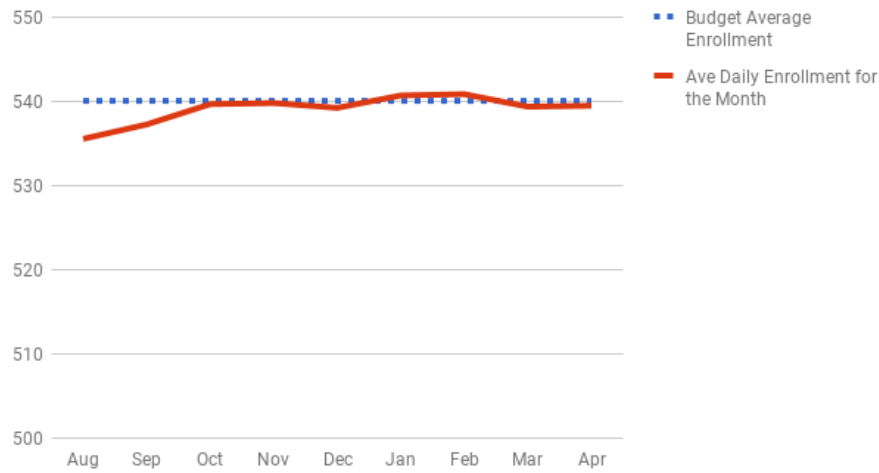
Navigator Schools - 2017-18 Budget vs. Projection
As of April 2018

Summary Level

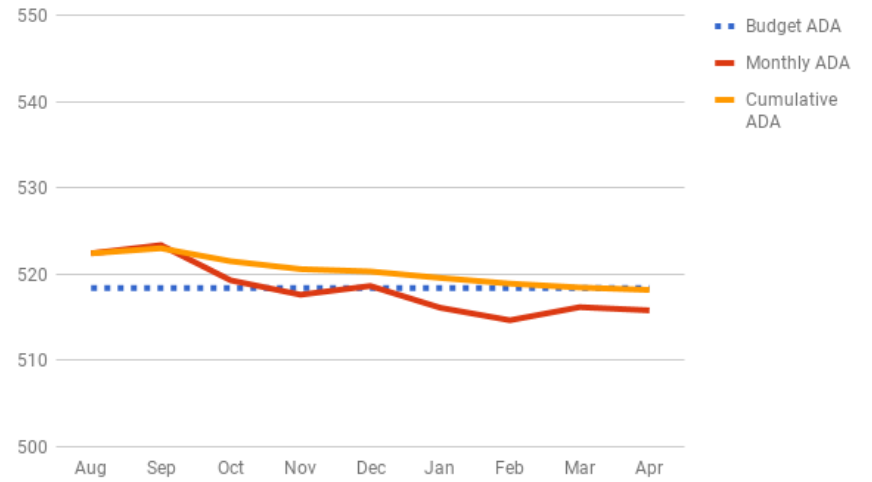
	Total 2017-18 Original Budget	Total 2017-18 Actuals April 2018	Total 2017-18 Current Projection	GPS 2017-18 Original Budget	GPS 2017-18 Actuals April 2018	GPS 2017-18 Current Projection	HPS 2017-18 Original Budget	HPS 2017-18 Actuals April 2018	HPS 2017-18 Current Projection	CMO 2017-18 Original Budget	CMO 2017-18 Actuals April 2018	CMO 2017-18 Current Projection
<i>Enrollment Projection</i>	960	960	960	540	540	540	420	420	420			
REVENUE:												
LCFF Revenue	8,055,232	4,947,291	8,076,513	4,377,511	2,900,827	4,389,510	3,677,721	2,046,464	3,687,003	0	0	0
Federal Revenue	403,203	211,817	438,823	270,757	182,247	302,050	132,446	29,570	136,773	0	0	0
Other State Revenue	771,475	604,057	883,045	441,906	336,298	478,150	329,569	267,759	404,895	0	0	0
Donations & Grants	156,885	307,491	319,885	16,885	6,296	16,885	10,000	1,195	3,000	130,000	300,000	300,000
Other Revenue	154,631	121,034	170,068	104,744	79,035	111,986	49,887	41,689	57,772	0	310	310
CMO Management Fees	1,449,942	18,000	1,470,410							1,449,942	18,000	1,470,410
REVENUE	10,991,368	6,209,690	11,358,744	5,211,803	3,504,703	5,298,581	4,199,623	2,386,677	4,289,443	1,579,942	318,310	1,770,720
EXPENDITURES:												
Salaries	5,166,066	4,419,181	5,363,590	2,301,008	1,993,258	2,357,258	1,831,375	1,528,300	1,925,734	1,033,683	897,623	1,080,598
Benefits & Taxes	1,368,284	1,245,488	1,536,627	639,244	620,119	743,997	529,291	410,800	529,291	199,749	214,569	263,339
Books & Supplies	829,728	867,085	939,363	485,740	523,181	564,157	290,216	273,204	302,780	53,772	70,700	72,426
Services & Other Operating Expense	1,380,571	1,037,958	1,443,682	553,777	384,939	588,653	576,515	421,314	591,133	250,279	231,705	263,896
CMO Management Fees	1,449,942	18,000	1,432,717	787,952	0	770,795	661,990	18,000	661,922			
Contingency Expenses	150,000	0	0	100,000	0	0	50,000	0	0	0	0	0
Capital Outlay	157,550	21,713	56,713	101,025	21,713	46,713	56,525	0	10,000	0	0	0
EXPENDITURES	10,502,141	7,609,425	10,772,692	4,968,746	3,543,210	5,071,573	3,995,912	2,651,618	4,020,860	1,537,483	1,414,597	1,680,259
REVENUE LESS EXPENDITURES	489,227	(1,399,735)	586,052	243,057	(38,507)	227,008	203,711	(264,941)	268,583	42,459	(1,096,287)	90,461
GAAP Adjustments:												
Revenue Less Expenditures	489,227	(1,399,735)	586,052	243,057	(38,507)	227,008	203,711	(264,941)	268,583	42,459	(1,096,287)	90,461
Add back Capita Outlay to Net income	157,550	21,713	56,713	101,025	21,713	46,713	56,525	0	10,000	0	0	0
Subtract Depreciation Expense	(75,800)	(75,800)	(52,000)	(50,362)	(50,362)	(35,000)	(25,438)	(25,438)	(17,000)	0	0	0
Net Income - GAAP Basis 2017-18	570,977	(1,453,822)	590,765	293,720	(67,156)	238,721	234,798	(290,379)	261,583	42,459	(1,096,287)	90,461
Beginning Net Assets @ 6/30/17 (latest projecti	3,136,443		2,937,269	1,642,303		1,478,654	1,324,788		1,306,504	169,352		152,111
Net Income - GAAP Basis 2017-18	570,977		590,765	293,720		238,721	234,798		261,583	42,459		90,461
Ending Net Assets @ 6/30/18	3,707,420		3,528,034	1,936,023		1,717,375	1,559,586		1,568,087	211,811		242,572



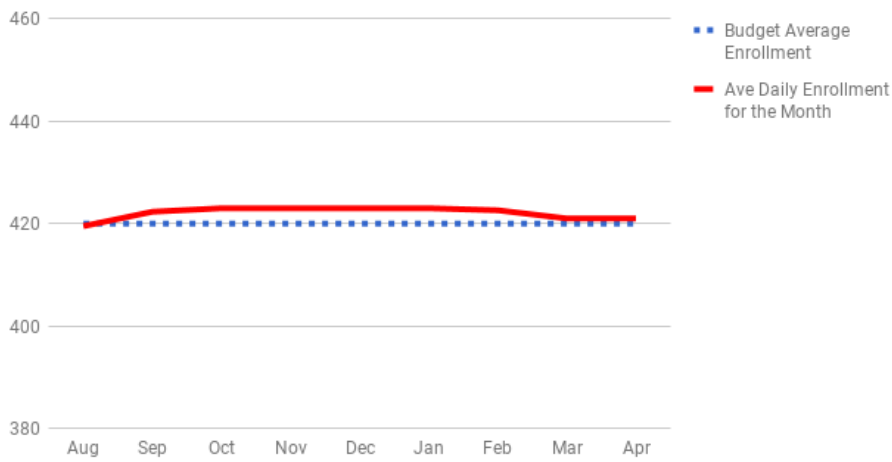
GPS Enrollment



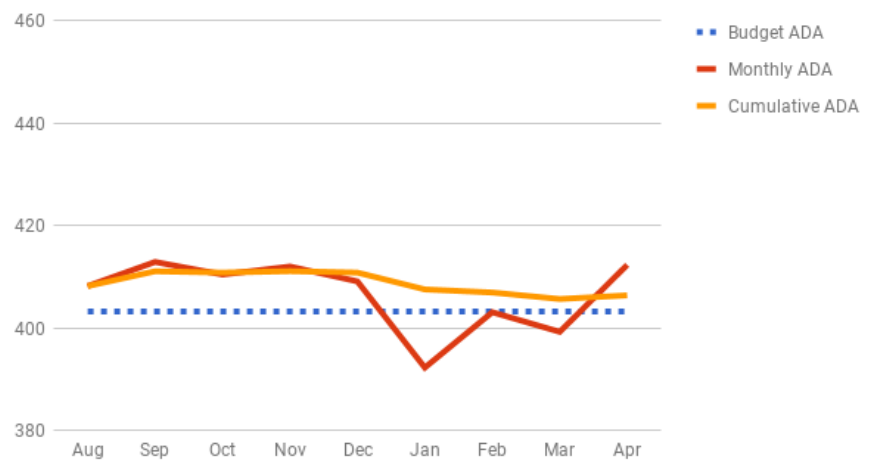
GPS ADA



HPS Enrollment



HPS ADA



Navigator Schools - Financial Data

<u>Attendance and Enrollment Data</u>	<u>Total</u>	<u>GPS</u>	<u>HPS</u>
2017-18 ADA - Approved Budget	921.6	518.4	403.2
2017-18 ADA thru 4/30/18	924.5	518.2	406.4
2017-18 ADA % thru 4/30/18	96.2%	96.1%	96.2%
2017-18 Enrollment - Approved Budget	960.0	540.0	420.0
2017-18 Ave Enrollment thru 4/30/18	961.3	539.1	422.2
Enrollment as of 4/30/18	961.0	540.0	421.0

	<u>Actual</u>	<u>Goal</u>
Cash balance as of 4/30/18	1,510,565	1,508,700
Annual Budgeted Expenditures (not including CMO Mgmt Fees)	9,052,199	9,052,199
Number of Months Cash on Hand	2.00	2.00

DRAFT



Navigator Schools

Minutes

Finance Committee

Date and Time

Tuesday June 5, 2018 at 3:00 PM

Location

Navigator Schools, 650 San Benito St., Suite 230, Hollister, CA 95023

Teleconference Locations

- 827 Broadway, Suite 300, Oakland, CA 94607
- 83 Great Oaks Blvd, San Jose, CA 95119
- 303 Twin Dolphin Drive, Suite 600, Redwood City, CA 94065

Teleconference Instructions

- PC, Mac, or iOS: <https://navigatorschools.zoom.us/j/425213843>
- Telephone: US: +1 646 876 9923 or +1 669 900 6833 or +1 408 638 0968
- Meeting ID: 425 213 843

Committee Members Present

C. Wright, J. Montgomery (remote), N. Crivello (remote)

Committee Members Absent

None

Guests Present

A. Ortiz, K. Sved (remote), S. Martin

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

J. Montgomery called a meeting of the Finance committee of Navigator Schools to order on Tuesday Jun 5, 2018 @ 3:04 PM at Navigator Schools, 650 San Benito St., Suite 230, Hollister, CA 95023.

C. Approve Minutes

N. Crivello made a motion to approve minutes from the Finance Committee on 05-03-18.

C. Wright seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

J. Montgomery Aye

C. Wright Aye

N. Crivello Aye

II. Finance

A. Financial Report 2017-18

Ami presented the report, pointing out and explaining variances. Joyce asked clarifying questions about budget dates relating to salaries (hourly and salaried, July through June). Kevin added additional explanations. Caitrin asked a question about the CDE loan (payoff schedule). Kevin explained the details. Joyce inquired about figures on the balance sheet and Ami explained how we enter accounts receivable. Joyce suggested that we add page numbers to future reports. She also suggested that a certain column be added to a report and Ami confirmed that it will be added in the future. Joyce discussed P2 dates and related attendance rates connected to ADA. She has noticed a curve (attendance rate) at one site. Nora asked if 96% is a customary target for ADA. Other members provided feedback on this matter, including strategies applied to promote attendance at NS.

B. LCAP 2018

Ami solicited questions and concerns about the LCAP. She answered questions from members, including procedures for charter schools compared to non-charters relating to the LCAP. Caitrin asked about baselines actuals on staff surveys. Ami and Kevin provided explanations. Joyce considered the alignment between LCAP and NS charter documents. She also mentioned certification and assignment of teachers in the charter school realm (and related terminology in the LCAP). Joyce pointed out that we will need to track data relating to coaching sessions (as currently mentioned on LCAP draft). Kevin and Joyce discussed the EL reclassification policy at NS, including key criteria, as related to the LCAP.

C. Budget 2018-19

Ami presented the budget and explained key procedures. She shared a PowerPoint presentation (to be shared at a future board meeting) and solicited feedback. Committee members discussed the slides and asked several questions, including questions about budgeting for WPS. Ami's presentation ended with a slide featuring future goals and next steps.

III. Other Business

A. Facilities Update

Kevin Sved, CEO, provided an update on facilities. He mentioned a long-term HPS strategy as a priority for next year (relating to the HPS middle school and an

agreement with HSD). In the case of WPS, Kevin mentioned the need for upcoming feasibility studies for the main site that we are currently considering. Joyce provided input regarding funding and the contracting of architects.

B. Support Services for External Agencies

Kevin provided a brief update regarding the possibility of offering professional development services to external agencies.

IV. Closing Items

A. Adjourn Meeting

J. Montgomery made a motion to adjourn the meeting.

N. Crivello seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

N. Crivello Aye

C. Wright Aye

J. Montgomery Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:58 PM.

Respectfully Submitted,
S. Martin

Coversheet

LCAP Approval

Section: III. Finance
Item: B. LCAP Approval
Purpose: Vote
Submitted by:
Related Material: 0 LCAP Memo.pdf
4 2018-19 HPS LCAP Summary.pdf
3 2018-19 HPS LCAP.pdf
2 2018-19 GPS LCAP Summary.pdf
1 2018-19 GPS LCAP.pdf



Date: June 11, 2018

To: Board of Directors

From: Kevin Sved, CEO

Re: Recommendation to Approve 2018-19 Local Control Accountability Plans for Gilroy Prep School and for Hollister Prep School

Recommendation

It is recommended the Board approve 2018-19 Local Control Accountability Plans for Gilroy Prep School and Hollister Prep School.

Background

The Local Control and Accountability Plan (LCAP) 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 by the California Department of Education. Charter schools 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.

A requirement in developing the 2018-19 Local Control Accountability Plan (LCAP) is to address school results as captured in the new California School Dashboard. (<https://www.caschooldashboard.org/>) The site features reports on multiple measures of school success, including test scores, English learner progress, and suspension rates. Using a color-coded system, the Dashboard makes it easier to see areas of strength (blue or green), areas of challenge (red or orange), and areas in between (yellow).

The LCAPs that have been developed for Gilroy Prep School and Hollister Prep School include detailed information regarding the schools' performance on the California School Dashboard and goals for the next year. LCAP development was led by Ami Ortiz, Director of Business and Finance. Kirsten Carr, Director of Community Outreach, led the stakeholder input processes for the LCAPs. Attached are LCAP Summary Budgets and the full LCAP for both Gilroy Prep School and Hollister Prep School.

The LCAP goals are below and align to Navigator's five compass points:

1. Create a culture of excellence within the school community to foster a positive school climate, promote a sense of belonging and nurture social, emotional, & academic growth.
2. All students will receive data-driven instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other CA State Standards.
3. Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.
4. Ensure equitable access to curriculum, programs, and pathways for student success.
5. Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

Each of the required state priorities and any related metrics are included in the LCAP under these five goal areas. Please feel free to contact Ami Ortiz or me if you have any questions.

Attachments

1. Gilroy Prep School Local Control Accountability Plan and Summary
2. Hollister Prep School Local Control Accountability Plan and Summary

	HPS	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies & Materials	5000 Services & Other Operating	Total		
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.								
Action 1	Staff Gilroy Prep School with servant 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. <i>(office supplies, 5% copy lease)</i>	260,000	137,084	118,417	13,500	1,340	530,341		
Action 2	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.	40,000		14,000	1,800		55,800		
Action 3	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.				693		693		
Action 4	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. <i>(Operations- Supplies, Ops-Services R&M; Security; Dist Facility Fees; Utilities, yard duty staff, ground main staff)</i>		96,894	24,224	11,000	281,678	413,796		
Action 5	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.					743,046	743,046		
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 highly appropriately credentialed teachers and staff.								
Action 1	Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.	860,836		301,293			1,162,129		

Action 2	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.	185,535		64,937				250,472	
Action 3	Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.		285,296	71,324				356,620	
Action 4	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.	10,337	3,563	4,509				18,408	Title III - \$18,408/LC FF \$18,408
Action 5	Maintain a full-time Curriculum & Data Specialist at the Support Office at to support curriculum documentation and improve use of data at the school site.	Goal 1, Action 5							
Action 6	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. (Books; Classroom Supp; Teacher/Paras Supp; Instructional Supp; Science Supp; Curr Software)				32,374	61,035		93,409	
Goal 3	Provide consistent coaching to all staff to support continuous improvement.								
Action 1	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.	Goal 1, Action 1							
Action 2	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.	Goal 1, Action 5							
Action 3	Hire a Vice Principal in Training to strengthen the depth of academic coaches at Gilroy Prep. (stipend)	7,000						7,000	
Goal 4	Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.								

Action 1	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. (SPED \$195,193/LCFF \$48,798)	105,560	101,485	36,946					48,798	
Action 2	Provide regular intervention support for students who are not achieving at grade level.	Goal 2, Action 1, Goal 2, Action 2								
Action 3	Provide summer school for students who are not achieving at grade level.	Title I Funded								
Action 4	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.						66,513		66,513	
Action 5	Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, and assessment. (SPED \$52,161 / \$33,842 LCFF)	68,900		24,115			93,947		33,842	
Goal 5	Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.									
Action 1	Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.		45,480	11,370					56,850	
Action 2	Effectively utilize Illuminate for student assessment and reporting. Utilize Tableau software to enhance data reports.						10,500		10,500	
Action 3	Maintain a 1:1 I-Pad ratio for all students.					22,838			22,838	
Action 4	To support staff effectiveness and efficiency, provide staff with up to date technology, including replacing outdated technology.					28,750			28,750	
Action 5	Maintain high speed internet wireless network with sufficient bandwidth.						15,381		15,381	
									3,915,185	
	TOTAL									
	ITEMS NOT INCLUDED IN LCAP									
	Charter Oversight Fee of 1% of LCFF to Sponsoring District								43,709	

Hollister Prep 2018-19 Local Control Accountability Plan Budget Summary

Other operating expenses, including consulting fees, legal fees, audit, field trips, communications, prof dev, and payroll expenses							89,480		
General Fund Expenditures (LCAP + Items not included)							4,048,374		
Total LCFF Revenues							4,370,857		

LCAP Year (select from 2017-18, 2018-19, 2019-20)

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)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Hollister 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.

Hollister Prep School (HPS) serves a student body in grades kindergarten through grade 6, expanding to 7th grade in 2018-19, and to K-8 by 2019-20. In fall 2017, HPS served 421 students with the following demographics: 62.2% socio-economically disadvantaged, 45.8% English language learners, 4.7% special education, and 0% foster youth. The ethnic breakdown of HPS students is: 82.2% Hispanic or Latino, 16% White, and 2% other. The US Census Bureau estimates the City of Hollister with a population of 37,833 which is an 8.4% increase from 2010. The community has vibrant agribusiness and the town has also become home to commuters to Silicon Valley and San Jose.

HPS serves its students and community by providing high quality educational services. HPS students participate in the state testing system which uses tests developed and administered by the Smarter Balanced Assessment Consortium (SBAC). In spring 2017, 91% of HPS students scored proficient or advanced in English Language Arts and 75% scored proficient or advanced in Math, both significantly higher than state averages. HPS 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 Gilroy Prep School.

LCAP Highlights

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

Hollister Prep School continued to deliver high quality educational services for all student groups as demonstrated by spring 2017 SBAC scores. This year's LCAP supports ongoing academic growth by continuing with a steady focus on strategies that have proven successful for Hollister Prep: creating a culture of excellence, data driven instruction, coaching for continuous improvement, multitiered systems of support, and effective integration of technology to support blended learning and personalized learning. One key feature of the 2018-19 LCAP is to implement strategies that lower the number of students being suspended and the overall number of suspension days. HPS will reduce suspension by improving its implementation of Positive

Behavior Support and Intervention and expanding the use of restorative justice strategies. A second key feature of the 2018-19 LCAP will be to transition a higher percentage of EL students to English.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

The greatest progress at HPS were in SBAC proficiency rate increases. ELA scores increased from 86% proficient or advanced in spring 2016 to 91% proficient or advanced in spring 2017. Scores increased among the socioeconomically disadvantaged student subgroup which went from 78% proficient or advanced in ELA in spring 2016 to 88% proficient or advanced in ELA in spring 2017 and from 60% proficient or advanced in Math in spring 2016 to 74% proficient or advanced in Math in spring 2017.

Referring to the LCFF Evaluation Rubrics, 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 needs based on the CA Dashboard data are 1) To reduce the number of students being suspended and 2) to improve English Learner Progress. To reduce the number of suspensions, HPS will be continuing to build on success by developing a culture of excellence, and adding additional supports including increasing counseling support and strengthening implementation of our multi-tiered system of supports. To improve English Learner Progress, HPS added focus on ELD Standards and strategies will be embedded into the Professional Development schedule for teachers and small group instructors.

Referring to the LCFF Evaluation Rubrics, 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

HPS does not have any student group that was two or more performance levels below the “all student” performance.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The two most significant ways Hollister Prep School will improve services for low-income students and English learners will be to: 1) Strengthen the training and support for teachers with the ELD Standards, and 2) Build on the success of intervention supports with improved training for staff providing intervention services.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
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Total General Fund Budget Expenditures For LCAP Year	\$ 4,048,374
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Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 3,915,185
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

District oversight fee of 1% of LCFF revenue \$43,709. Other operating expenses including consulting fees, legal fees, audit, field trips, communications, prof dev and payroll fees

DESCRIPTION	AMOUNT
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Total Projected LCFF Revenues for LCAP Year	\$ 4,370,857
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Annual Update

LCAP Year Reviewed: 2017-18

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: 1, 3, 5 & 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>In June 2017, 88% of staff felt proud to tell people where they work and 87% indicated they would recommend working at Navigator to a good friend. Expected outcome would be to improve baseline by 2%</p>	<p>94% of staff felt proud to tell people where they work and 84% would recommend working at Navigator to a good friend.</p>
<p>Parent Surveys will show: Safe and supported: 88% or better Satisfied with academic results: 95% or better</p>	<p>90% of parents felt their child was safe and supported at school and 98% were satisfied with their children's academic results.</p>
<p>Student Surveys for grades 3-6 targets will show: -95% felt proud to belong to HPS most or all of the time -89% felt that adults at the school cared about them most or all of the time -98% agreed that they felt safe at school</p>	<p>84% of students felt proud to belong to HPS, 91% of students felt the adults at the school cared about them and 82% of students felt safe at school.</p>

Expected

Actual

Suspension rates will be less than 2.5%	Suspension rate is 1%
Student Attendance Rates, as a measure of student engagement will improve on baseline measures by 96% of enrollment.	HPS maintains a 96% of enrollment attendance rate.

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 Hollister Prep School with leadership team including Principal, Vice Principal, Academic Dean, and Small Group Instructional Coach to lead development and maintenance of positive school culture.	Hollister Prep School was staffed with leadership team including Principal, Vice Principal, Academic Dean and Small Group Instructional Coach.	\$360,467 1000: Salaries of leadership team 2000: Salaries of leadership team 3000: Benefits of leadership team	\$360,467 1000-\$281,715 2000-\$18,000 3000-\$60,752

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement positive behavior program, including interventions and supports to promote positive behavior, and help maintain a low suspension rate.	The first phase of a positive behavior program was implemented in 2017/18 and will be fully implemented in the 2018/19 school year. In addition to the positive behavior program HPS purchased and implemented PATHS, a social emotional learning (SEL) curriculum. HPS also offers targeted behavioral interventions through positive play groups.	\$5,918 4000-Student Materials 5000-Training	\$4,091 4000-\$3591 5000-\$500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a clean and safe environment, with facilities maintained and in good repair.	Hollister Prep School provides a clean and safe environment. The facilities are maintained and in good repair.	\$194,788 2000 – Staff Salaries 3000-Benefits 4000-Books and Materials 5000-Repair & Maintenance, Security, District Facilities Fee, and Utilities	\$192,659 2000-\$18,250 3000-\$4,380 4000-\$5,321 5000-\$164,708

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Operate a school office with bilingual staff who provide a welcoming environment and support positive and proactive communication with the school community.	The school office is staffed with 2 bilingual staff who provide a welcoming environment for the school community.	\$120,078 2000-Office Staff Salaries 3000-Office Staff Benefits 4000-Office Supplies 5000-Copier Lease	\$119,117 2000-\$88,869 3000-\$17,774 4000-\$11,452 5000-\$1,022

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>HPS leadership holds a bilingual parent coffee on the first Friday of every month. In addition to that, the Parent Club meets at least once a month. Middle school parents were invited to an orientation night before the 2017/18 school year began, which will be an annual event. Parent input is received through the bilingual coffee meetings and ELAC meetings.</p>	<p>\$603 4000-Food for Meetings</p>	<p>\$573 4000-\$573</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The school staff will translate flyers and provide translation during meetings to encourage parent participation in school programs for unduplicated students.</p>	<p>The school staff provides translated flyers and emails to all families. The school also provides translation for all parent meetings.</p>	<p>See Goal 1, Action 4</p>	<p>See Goal 1, Action 4</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The school and support office staff will conduct outreach to parents to encourage participation in school programs for individuals with exceptional needs.</p>	<p>Outreach to encourage parents participation in school programs for individuals with exceptional needs is done by postings it in the office and in the parent handbook in the form of a Child Find letter.</p>	<p>See Goal 1, Action 4 & 9</p>	<p>See Goal 1, Action 4 & 9</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Vice Principal serves as administrative point person with school culture, managing student discipline, advising and supporting students, communicating with parents, meeting with teachers and parents, and supporting and coaching instructional staff with effective classroom management strategies.	The Vice Principal of Culture and Operations serves as a point person for school culture, student discipline, advising and supporting students, communicating with parents, meeting with teachers and parents, and supporting and coaching instructional staff.	See Goal 1, Action 1	See Goal 1, Action 1

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 yard duty positions are fully staffed in order to maintain a safe climate for students before and after school and during recesses.	\$29,734 2000-Staff Salaries 3000-Staff Benefits	\$34,424 2000-\$30,197 3000-\$4,227

Action 10

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.	The Support Office provides support to the school through charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations.	\$661,990 5000-Management Fee	\$663,763 5000-\$663,763

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 of the planned actions and services were completed and a positive school climate that promotes a sense of belonging and nurture social, emotional, and academic growth has been maintained.

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

The actions and services were effective in achieving a lower suspension rate while maintaining a high attendance rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are 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.

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: 1, 2, 4 & 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
SBAC Math (3-8) Status/Change All +47.2/+2.0 (B, VH,M) EL +40.1/+2.0 (B, VH,M) SD +33/+2.0 (G, H/M)	All +44.6/-0.6(B, VH/M) EL +38.2/+0.1 (B, VH/M) SD +40.9/+9.8 (B, VH/I)
SBAC ELA (3-8) Status/Change All +80/+1.0 (B, VH/M) EL +67.3/+1.0 (B, VH/M) SD +63.3/+1.0 (B, VH/M)	All +82.2/+3.2 (B, VH/I) EL +73.4/+7.0 (B, VH/I) SD +76.1/+13.8 (B, VH/I)
English Learner Progress 73%/+2% (B, M/I)	-6.6% (O, M/D)
Science & Social Studies Assessments will be added when determined by CDE	HPS has implemented Science & Social Studies Assessments and implemented the SBAC Science this year in 5 th through 8 th grade

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.	HPS has appropriately assigned, trained, and credentialed teachers who are providing high quality instruction to all students using data driven strategies.	\$954,065 1000-Teacher Salaries 3000-Teacher Benefits	\$846,461 1000-\$651,124 3000-\$195,337

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.	Teachers in Training are supporting teacher release time for coaching and professional development and serve as substitute teachers to maintain instructional continuity and help prevent lost learning time.	\$257,121 1000-Teacher Salaries 3000-Teacher Benefits	\$257,896 1000-\$198,382 3000-\$59,514

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.	Small Group Instructors (SGIs) are leading small group instruction to target academic skill development at appropriate instructional level based on data on a daily basis in the classrooms.	\$317,596 2000-Staff Salaries 3000-Staff Benefits	\$252,481 2000-\$210,401 3000-\$42,080

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and utilize standards aligned instructional materials so that all students have access to appropriate curriculum in	A wide variety of standards aligned instructional materials have been purchased and are in use so that all	\$87,861 4000-Books, Supplies, Educational Software	\$113,572 4000-\$113,572

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English Language Arts, Mathematics, Social Science, and Science, with a special focus on science and social studies in 2017-18.	students have access to appropriate curriculum. Some of the materials and software in use at HPS are: Standards Plus, Ready Common Core, Lexia, Reading Plus, Discovery Tech Book, Mystery Science, TCI, ST Math, IXL, Fastt Math and ALEKS.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide all students regular physical education instruction based on Physical Education Content Standards	Regular physical education instruction, based on Physical Education Content Standards, is provided to all grade levels. Grades K-5 receive structured PE time twice a week and grade 6 receives structured PE time 4 times a week.	\$36,754 2000-Staff Salaries 3000-Staff Benefits 4000-PE Supplies	\$34,552 2000-\$26,800 3000-\$3,752 4000-\$4,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Academic Dean will support teachers to utilize student data to guide instruction through professional development, coaching, and providing necessary supports, strategies and reports on a regular basis.	The Academic Dean supports teachers to utilize student data to guide instruction through professional development, coaching, and providing necessary supports, strategies and reports on a regular basis.	See Goal 1, Action 1	See Goal 1, Action 1

Action 7

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.	HPS enhanced and modified the curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. Teachers and leadership attended the County ELD trainings. Teachers are provided structured training throughout the year.	\$35,470 (Title III \$17,735/LCFF \$17,735) 1000-Teacher Salaries 2000-Staff Salaries 3000-Benefits	\$17,791 1000-\$10,337 2000-\$3,618 3000-\$3,336 4000-\$500

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administration and teachers will plan curriculum and assessments based on Common Core State Standards and utilize daily check for understandings, weekly assessments, midyear interim and annual summative assessments to drive instruction. This entails weekly data meetings for teachers with support from the instructional leadership team.	Administration and teachers plan curriculum and assessments based on Common Core State Standards and utilize daily check for understandings, weekly assessments, midyear interim and annual summative assessments to drive instruction. Weekly data meetings for teachers are held and organizational assessments for Math and ELA are completed.	See Goal 1, Action1; Goal 2, Action 1	See Goal 1, Action1; Goal 2, Action 1

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire a full-time Curriculum & Data Specialist at the Support Office at to support curriculum documentation and improve use of data at the school site.	A Data and Curriculum Specialist (DACS) was hired full-time at the Support Office to support curriculum documentation and improve the use of data at the school site.	See Goal 1, Action 9	See Goal 1, Action 9

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 of the planed actions and services were completed, and all students received Data-Driven Instruction in Common Core State Standards (CCSS), Next Gen 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.

The actions and services were effective in achieving the articulated goal, as evidenced by the SBAC results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4's estimated actual budget is over by \$25,711 from the original LCAP budget due to additional software being purchased and utilized.

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. The expected measurable outcomes were met.

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: 1, 2, 4, 5 & 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Weekly coaching for teachers an average of 30 times a school year.	All teachers were coached an average of 30 times in the school year.
Weekly coaching for SGI's an average of 30 times a school year.	All SGI's were coached an average of 30 times in the school year.
Weekly coaching for administrators an average of 30 times a school year.	All administrators were coached an average of 30 times in 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 and small group	The Principal provides weekly coaching to all site leadership. Site leadership provides weekly coaching to teachers,	See Goal 1, Action 1	See Goal 1, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
instructors, and principal will provide weekly coaching to site leadership.	teachers in training and small group instructors.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support Office personnel will provide weekly coaching to site staff: CEO will coach Principal, Director of IT and Operations will coach Site Technology Assistant, Director of Student Services will coach Resource Teacher.	The CEO provides coaching to Principal, the Director of IT provides coaching to Site Techs and the Director of Student Services provides coaching to the Resource Teacher. All Support office coaching happens on a weekly basis.	See Goal 1, Action 9	See Goal 1, Action 9

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers, Small Group Instructors, and leadership team spends 30-60 minutes in a coaching session each week.	Teachers, Small Group Instructors and Leadership Team spends at least 30 minutes per week in coaching sessions.	See Goal 1, Action 1; Goal 2, Action 1, 2 & 3	See Goal 1, Action 1; Goal 2, Action 1, 2 & 3

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 of the planned actions and services were completed, and we provided 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.

The actions and services were effective in achieving the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are 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. The expected measurable outcomes were met.

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: 4 & 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
98% or better of Students with Exceptional Needs placed in inclusive environment	100% of students with exceptional needs are placed in inclusive environment.
98% or better of Students not meeting standards on SBAC will receive intervention support	100% of students not meeting standards on SBAC are receiving intervention support.

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 provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	100% of students are provided with an inclusive setting with appropriate "push-in" support provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	\$257,702(\$206,162 SPED/LCFF \$51,540) 1000-Teacher Salaries 2000-Paraprofessional Salaries 3000-Benefits	\$51,669 1000-\$18,700 2000-\$22,725 3000-\$10,244

Action 2

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.	100% of identified needs are supported through the use of necessary specialist support, including speech and language, occupational therapy, counseling and assessment.	\$129,947(\$30,702 SPED/LCFF \$90,963) 1000-Teacher Salaries 3000-Benefits 5000-Contractors	\$120,495 2000-\$20,580 3000-\$5,968 5000-\$93,947

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a Counselor at 40% FTE to provide individual and small group support to students and families on a targeted needs basis.	A Counselor is provided at 40% FTE to provide support for individual and small groups for students and families.	See Goal 4, Action 2	See Goal 4, Action 2

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide regular intervention support for students who are not achieving at grade level.	Regular intervention was provided to students not achieving at grade level in ELA.	See Goal 2, Action 2	See Goal 2, Action 2

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide summer school for students who are not achieving at grade level.	Summer School is provided for students who are not achieving at grade level.	\$26,154 (Title I) 1000-Teacher Salaries 2000-Staff Salaries 3000-Benefits	Title I Funded

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		4000-Books and Materials 5000-Services	

Action 6

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 equitable opportunity to be well-nourished during school.	100% of students were offered free breakfast and lunch.	\$61,203 5000-Contract w/ Hollister School District	\$58,199 5000-\$58,199

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.

The school’s special education delivery model was full inclusion. Staff was trained in inclusion theory and how to support students with disabilities in the general education classroom. Specialist’s schedules supported students in the classrooms. An intervention time was created during the school day so that all students needing support received it. Summer school was funded and organized to provide more intensive supports to those students who needed the help. All Students receive breakfast and lunch to ensure that any student who might be in need of nutrition, has the opportunity.

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

All students identified as being special needs were provided an inclusive education and all students who were identified as needing extra intervention were provided the supports they needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are 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. The expected measurable outcomes were met.

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: 1, 4, 5 & 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of Students with a 1:1 I-pad ratio	100% of Students have a ratio of 1:1 iPad.
100% of Students with access to adaptive applications to support personalized learning	100% of students have access to applications to support personalized learning.

Expected

Actual

98% Customer Satisfaction rates: IT job tickets resolved satisfactorily	99% Customer Satisfaction rates: IT job tickets resolved satisfactorily.
98% of 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.	Hollister Prep School has a full-time Technology Support Technician with a 98% or higher customer satisfaction rating.	\$53,268 2000-Staff Salaries 3000-Benefits	\$52,476 2000-\$43,730 3000-\$8,746

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Effectively utilize Illuminate for student assessment and reporting.	Illuminate is used to view student progress and create next steps for students. Most class assessments are created and taken through Illuminate.	\$5,884 5000-Services	\$5,485 5000-\$5,485

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a 1:1 I-Pad ratio for all students.	100% of classrooms have an iPad cart allowing every student to be able to use an iPad with a 1:1 ratio.	\$1,200 4000-Books, Materials, Technology	\$24,000 4000-\$24,000

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.	Replaced obsolete technology for 22 staff members.	\$40,574 4000-Books, Materials, Technology	\$45,000 4000-\$45,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain high speed internet wireless network with sufficient bandwidth.	The school has a fiber 1GBs connection with an internal 1GBs switches, along with a WiFi access point in every room to ensure sufficient bandwidth.	\$11,002 4000-Books, Materials, Technology 5000-Services	\$12,775 5000-\$12,775

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 of the planned actions and services were completed, and we used cutting edge instructional technology to encourage student engagement and 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 actions and services were effective in achieving the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3 estimated actual expenditures are \$22,800 over the budgeted amount due to 60 new iPads being purchased for expanding grade level incoming students.

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. The expected measurable outcomes were met.

Stakeholder Engagement

LCAP Year: 2017-18

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?

HPS Staff Survey – January 2018

Navigator Board Finance Committee – May 3, 2018

Bilingual Parent Coffee – April 13, 2018

Navigator Schools Board of Director's Meeting – May 8, 2018 & June 19, 2018

HPS Staff Meeting – May 29, 2018

Parent Survey – May 31, 2018

Website – May 29, 2018

Impact on LCAP and Annual Update

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: 1, 3, 5, 6
 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 2018, 94% of staff felt proud to tell people where they work.	Hollister Prep is a charter school; years 1&3 are not applicable	96% of staff feel proud to tell people where they work.	Hollister Prep is a charter school; years 1&3 are not applicable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Surveys	In June 2018, 90% of parents feel their child is safe and supported on campus and 98% are satisfied with their child's academic results.	Hollister Prep is a charter school; years 1&3 are not applicable	Safe and supported: 92% or better Satisfied with academic results: 98% or better	Hollister Prep is a charter school; years 1&3 are not applicable
Student Survey	In June 2018 students Grades 3-5 survey results were: -84% felt proud to belong to HPS most or all of the time -91% felt that adults at the school cared about them most or all of the time -82% agreed that they felt safe at school	Hollister Prep is a charter school; years 1&3 are not applicable	Survey for grades 3-8 targets: -88% felt proud to belong to HPS most or all of the time -93% felt that adults at the school cared about them most or all of the time -86% agreed that they felt safe at school	Hollister Prep is a charter school; years 1&3 are not applicable
Suspension Rates	1%	Hollister Prep is a charter school; years 1&3 are not applicable	Less than 1%	Hollister Prep is a charter school; years 1&3 are not applicable
Student Attendance Rates, as a measure of student engagement	96%	Hollister Prep is a charter school; years 1&3 are not applicable	Maintain baseline	Hollister Prep is a charter school; years 1&3 are not applicable

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 School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Modified

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Staff Hollister 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.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$530,341	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	

Year	2017-18	2018-19	2019-20
Budget Reference		1000-Salaries 2000-Salaries 3000-Benefits 4000-Supplies 5000-Services (Copier lease)	

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 School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Modified

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$55,800	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		1000-Salaries 2000-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)

All

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

2019-20 Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

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.

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

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$693	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		4000-Meeting Food and 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)

All

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Modified

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 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.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$413,796	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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)

All

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$743,046	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		5000-Services (management fee)	

(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: 1, 2, 4, 8

Local Priorities:

Identified Need:

SBAC Math scores indicate that 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) Status/Change	All 44.6/-0.6(B, VH/M) EL +8.2/+0.1 (B, VH/M) SD 40.9/+9.8 (B, VH/I)	Hollister Prep is a charter school; years 1&3 are not applicable	SBAC Math (3-8) All 47.6/+3 EL 11.2/+3 SD 43.9/+3	Hollister Prep is a charter school; years 1&3 are not applicable
SBAC ELA (3-8) Status/Change	All 82.2/+3.2 (B, VH/I) EL 73.4/+7.0 (B, VH/I) SD 76.1/+13.8 (B, VH/I)	Hollister Prep is a charter school; years 1&3 are not applicable	SBAC ELA (3-8) All 84.2/+2 EL 75.4/+2 SD 78.1/+2	Hollister Prep is a charter school; years 1&3 are not applicable
English Learner Progress	-6.6% (O, M/D)	Hollister Prep is a charter school; years 1&3 are not applicable	+2%	Hollister Prep is a charter school; years 1&3 are not applicable
Science & Social Studies Assessments will	HPS has implemented Science & Social Studies Assessments and	Hollister Prep is a charter school; years 1&3 are not applicable	SBAC scores this year will determine baseline for next year	Hollister Prep is a charter school; years 1&3 are not applicable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
be added when determined by CDE	implemented the SBAC Science this year in 5 th through 8 th grade			

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)

All

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$1,162,129	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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)

All

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$250,472	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$356,620	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		2000-Salaries 3000-Benefits	

Action 4

For Actions/Services 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)

English Learners – Limited to Unduplicated Student Groups

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$36,816	Hollister Prep is a charter school; years 1&3 are not applicable
Source		Title III - \$18,408 /LCFF - \$18,408	
Budget Reference		1000-Salaries 2000-Salaries 3000-Benefits	

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)

All

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Maintain a full-time Curriculum & Data Specialist at the Support Office to support curriculum documentation and improve use of data at the school site.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	See Goal 1, Action 5	Hollister Prep is a charter school; years 1&3 are not applicable
Source		See Goal 1, Action 5	
Budget Reference		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)

All

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$93,409	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		4000-Supplies 5000-Services	

(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: 1, 2, 4, 5, 6

Local Priorities:

Identified Need:

Hollister Prep students have consistently performed well on SBAC and other assessments. An essential element to the success of Hollister 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 Hollister 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 30 times a school year	Hollister Prep is a charter school; years 1&3 are not applicable	Maintain or exceed baseline	Hollister Prep is a charter school; years 1&3 are not applicable
Coaching Log/Meeting Records	Weekly coaching for small group instructors an average of 30 times a school year	Hollister Prep is a charter school; years 1&3 are not applicable	Maintain or exceed baseline	Hollister Prep is a charter school; years 1&3 are not applicable
Coaching Log/Meeting Records	Weekly coaching for administrators an average of 30 times a school year	Hollister Prep is a charter school; years 1&3 are not applicable	Maintain or exceed baseline	Hollister Prep is a charter school; years 1&3 are not applicable

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)

All

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	See Goal 1, Action 1	Hollister Prep is a charter school; years 1&3 are not applicable
Source		See Goal 1, Action 1	
Budget Reference		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)

All

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Modified

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	See Goal 1, Action 5	Hollister Prep is a charter school; years 1&3 are not applicable
Source		See Goal 1, Action 5	

Year	2017-18	2018-19	2019-20
Budget Reference		See Goal 1, Action 5	

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 School: Hollister Prep School
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Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

New

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Hire a Vice Principal in Training to strengthen the depth of academic coaches at Hollister Prep.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$7000	Hollister Prep is a charter school; years 1&3 are not applicable

Year	2017-18	2018-19	2019-20
Source		LCFF	
Budget Reference		1000-Salaries 3000-Benefits	

(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: 4, 7
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
% of Students with Exceptional Needs placed in inclusive environment	100%	Hollister Prep is a charter school; years 1&3 are not applicable	99% or better	Hollister Prep is a charter school; years 1&3 are not applicable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Students not meeting standards on SBAC who receive intervention support	100%	Hollister Prep is a charter school; years 1&3 are not applicable	99% or better	Hollister Prep is a charter school; years 1&3 are not applicable

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 School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 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.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$243,991	Hollister Prep is a charter school; years 1&3 are not applicable
Source		SPED - \$195,193 /LCFF - \$ 48,798	
Budget Reference		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 School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Provide regular intervention support for students who are not achieving at grade level.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	See Goal 2, Action1/Goal 2, Action 2	Hollister Prep is a charter school; years 1&3 are not applicable
Source		See Goal 2, Action1/Goal 2, Action 2	
Budget Reference		See Goal 2, Action1/Goal 2, Action 2	

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

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Provide summer school for students who are not achieving at grade level.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	Title I Funded	Hollister Prep is a charter school; years 1&3 are not applicable
Source		Title I Funded	
Budget Reference		Title I Funded	

Action 4

For Actions/Services 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)

Low Income - Schoolwide

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 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.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$66,513	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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)

Students with Disabilities

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, and assessment.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$86,003	Hollister Prep is a charter school; years 1&3 are not applicable
Source		SPED - \$52,161 /LCFF - \$33,842	
Budget Reference		2000-Salaries 3000-Benefits 5000-Services	

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

Unchanged 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: 1, 4, 5, 7

Local Priorities:

Identified Need:

Hollister 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 Hollister 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 Hollister Prep’s success and supporting and providing cutting edge technology if Hollister 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%	Hollister Prep is a charter school; years 1&3 are not applicable	100%	Hollister Prep is a charter school; years 1&3 are not applicable
% of Students with access to adaptive applications to support personalized learning	100%	Hollister Prep is a charter school; years 1&3 are not applicable	100%	Hollister Prep is a charter school; years 1&3 are not applicable
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	98%	Hollister Prep is a charter school; years 1&3 are not applicable	98%	Hollister Prep is a charter school; years 1&3 are not applicable
% Customers indicate job tickets completed in a reasonable time	98%	Hollister Prep is a charter school; years 1&3 are not applicable	98%	Hollister Prep is a charter school; years 1&3 are not applicable

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Activities. Powered by BoardOnTrack 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)

All

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$56,850	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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 School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Effectively utilize Illuminate for student assessment and reporting. Utilize Tableau software to enhance data reports.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$10,500	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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)

All

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Maintain a 1:1 I-Pad ratio for all students.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$22,838	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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)

All

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

To support staff effectiveness and efficiency, provide staff with up to date technology, including replacing outdated technology.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$28,750	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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)

All

Location(s):

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

Specific School: Hollister Prep School

Actions/Services

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

Hollister Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Hollister Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Maintain high speed internet wireless network with sufficient bandwidth.

2019-20 Actions/Services

Hollister Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Hollister Prep is a charter school; years 1&3 are not applicable	\$15,381	Hollister Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		5000-Services	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$399,357

9%

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 69% of Hollister Prep’s student body, Hollister 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. These include targeted intervention supports for all students are performing below grade level standards and having high expectations for all students. 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.

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

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sal/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 CCR Section 1039.1.

(c) “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).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) “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).

(f) “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, October 2016

Gilroy Prep 2018-19 Local Control Accountability Plan Budget Summary

	GPS	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies & Materials	5000 Services & Other Operating	Total
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.						
Action 1	Staff Gilroy Prep School with servant 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	273,855	143,000	131,599	17,000	1,050	566,504
Action 2	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	40,000		14,000	5,305		59,305
Action 3	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.				783		783
Action 4	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. <i>(Operations- Supplies, Ops-Services R&M; Security; Dist Facility Fees; Utilities, yard duty staff, ground main staff)</i>		130,634	32,659	59,450	199,434	422,177
Action 5	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					778,884	778,884
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 highly appropriately credentialed teachers and staff.						

Gilroy Prep 2018-19 Local Control Accountability Plan Budget Summary

	GPS	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies & Materials	5000 Services & Other Operating	Total
Action 1	Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.	1,166,080		408,128			1,574,208
Action 2	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.	158,655		55,529			214,184
Action 3	Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.		358,865	89,716			448,581
Action 4	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.	10,337	3,563	4,509			18,408
Action 5	Maintain a full-time Curriculum & Data Specialist at the Support Office at to support curriculum documentation and improve use of data at the school site.	Goal 1, Action 5					
Action 6	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. <i>(Books; Classroom Supp; Teacher/Paras Supp; Instructional Supp; Science Supp; Curr Software)</i>				12,271	27,658	39,929
Goal 3	Provide consistent coaching to all staff to support continuous improvement.						
Action 1	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.	Goal 1, Action 1					

Gilroy Prep 2018-19 Local Control Accountability Plan Budget Summary

	GPS	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies & Materials	5000 Services & Other Operating	Total
Action 2	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	Goal 1, Action 5					
Action 3	Hire a Vice Principal in Training to strengthen the depth of academic coaches at Gilroy Prep.	7,000					7,000
Goal 4	Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.						
Action 1	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. (SPED \$255,219/LCFF \$63,804)	126,360	118,750	73,914			63,804.10
Action 2	Provide regular intervention support for students who are not achieving at grade level.	Goal 2, Action 1, Goal 2, Action 2					
Action 3	Provide summer school for students who are not achieving at grade level.	Title I Funded					
Action 4	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. (Nutrition \$134,571/LCFF \$58,421)		26,858	6,715	24,848		58,421
Action 5	Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, and assessment. (SPED 89,181/LCFF \$75,969)	18,200	45,000	33,950		68,000	75,969
Goal 5	Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.						
Action 1	Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.		45,760	11,440			57,200

Gilroy Prep 2018-19 Local Control Accountability Plan Budget Summary

6/13/18

	GPS	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies & Materials	Services & Other Operating	Total
Action 2	Effectively utilize Illuminate for student assessment and reporting. Utilize Tableau software to enhance data reports.					10,912	10,912
Action 3	Maintain a 1:1 I-Pad ratio for all students.				1,631		1,631
Action 4	To support staff effectiveness and efficiency, provide staff with up to date technology, including replacing outdated technology.				10,000		10,000
Action 5	Maintain high speed internet wireless network with sufficient bandwidth.					16,460	16,460
							4,424,360
	TOTAL						

LCAP Year (select from 2017-18, 2018-19, 2019-20)

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)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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 2017, GPS served 540 students with the following demographics: 49.8% socio-economically disadvantaged, 36.9% English language learners, 7.5% special education, and 0% foster youth. GPS students are ethnically diverse: 62.7% Hispanic or Latino, 21.7% White, 6.1% Asian, 3.9% Filipino, 1.7% African-American, and 4.1% other. The US Census Bureau estimates the City of Gilroy with a population of 55,069 in 2016, which is an 8.9% increase from 2010. 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 2017, 83% of GPS students scored proficient or advanced in English Language Arts and 75% 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.

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 2017 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. A key feature of the 2018-19 LCAP is to implement strategies that lower the number of students being suspended and the overall number of suspension days. GPS will reduce suspension by improving 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 LCFF Evaluation Rubrics, 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

The greatest progress was the SBAC proficiency rate increases among the socioeconomically disadvantaged student group which went from 78% proficient or advanced in ELA in spring 2016 to 83% proficient or advanced in ELA in spring 2017 and from 60% proficient or advanced in Math in spring 2016 to 75% proficient or advanced in Math in spring 2017.

Referring to the LCFF Evaluation Rubrics, 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 reduce the number of students being suspended as that is the only area in which GPS scored in orange. To reduce the number of suspensions, GPS will strengthen the implementation of Multi-tiered System Supports.

Referring to the LCFF Evaluation Rubrics, 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

GPS does not have any student group that was two or more performance levels below the “all student” performance.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The two most significant ways Gilroy Prep School will improve services for low-income students and English learners will be to: 1) Strengthen the training and support for teachers with the ELD Standards, and 2) Build on the success of intervention supports with improved training for staff providing intervention services.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 4,575,828
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 4,424,360

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund expenses budgeted but not included in the LCAP goals for 2018-19 include:

- 1) Gilroy Prep School pays a charter oversight fee to Gilroy Unified School District charged at 1% of LCFF revenues, which is estimated at \$45,817.
- 2) An additional \$105,651 is budgeted other operating expenses, including consultants, legal fees, audit, field trips, communications, and payroll expenses.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 4,581,673

Annual Update

LCAP Year Reviewed: 2017-18

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: 1, 3, 5 & 6

Annual Measurable Outcomes

Expected	Actual
Staff Surveys-In June 2017, 96% of staff felt proud to tell people where they work and 96% indicated they would recommend working at Navigator to a good friend. Expected Outcome was to maintain baseline of 96%	100% of staff said they felt proud to tell people where they work and 78% said they would recommend working at Navigator to a good friend.
Parent Survey-Maintain baseline of 93% or better who felt safe and supported and 95% or better who are satisfied with academic results.	84% of parents said they felt their children were safe and supported and 92% said they were satisfied with academic results.
Student Surveys-Survey for grades 3-8 targets: -81% felt proud to belong to GPS most or all of the time -88% felt that adults at the school cared about them most or all of the time -92% agreed that they felt safe at school	84% of students felt proud to belong to GPS. 91% of students felt that adults at school cared about them. 82% of students felt safe at school.
Suspension rates- Less than 2.5%	Suspension rates are at 2%

Expected

Actual

Student Attendance Rates, as a measure of student engagement is at 96% of enrollment.

ADA maintains a 96% rate.

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 including Principal, Vice Principal of Culture & Operations, Vice Principal of Academics, and Supervising Small Group Instructional Coach to lead development and maintenance of positive school culture.	Gilroy Prep School was staffed with leadership team including Principal, Vice Principal, Academic Dean and Small Group Instructional Coach.	\$435,844 1000 & 2000-Salaries 3000-Benefits	\$403,545 1000-\$281,900 2000-\$51,000 3000-\$70,645

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement positive behavior interventions and supports (PBIS) to promote and encourage positive behavior and help maintain a low suspension rate.	Our PBIS coordinators held monthly activities with students to motivate participation. Staff developed interventions based on PBIS strategies.	\$10,259 1000-Salaries (stipends) 4000-Student Incentives	\$8,791 1000-\$4000 4000-\$4791

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a clean and safe environment, with facilities maintained and in good repair.	Gilroy Prep School provides a clean and safe environment. The facilities are maintained and in good repair.	\$277,043 2000-Salaries 3000-Benefits 4000-Supplies	\$277,819 2000-\$58,265 3000-\$11,653 4000-\$20,758

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		5000-Services	5000-\$187,143

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Operate a school office with bilingual staff who provide a welcoming environment and support positive and proactive communication with the school community.	The school office is staffed with 2 bilingual staff who provide a welcoming environment for the school community	\$126,189 2000-Salaries 3000-Benefits 4000-Supplies 5000-Services	\$121,311 2000-\$86,003 3000-\$17,200 4000-\$16,973 5000-\$1,135

Action 5

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.	GPS held a monthly parent coffee and parent club meetings and had problem/solution times at each to address parent input.	\$446 4000-Supplies	\$653 4000-Supplies

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school staff will translate flyers and provide translation during meetings to encourage parent participation in school programs for all parents including unduplicated students.	The school staff provides translated flyers and emails to all families. The school also provides translation for all parent meetings.	See Goal 1, Action 4	See Goal 1, Action 4

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school and support office staff will conduct outreach to parents to encourage participation in school programs for individuals with exceptional needs.	Outreach to encourage parents participation in school programs for individuals with exceptional needs is done by postings it in the office and in the parent handbook in the form of a Child Find letter.	See Goal 1, Action 4 &9	See Goal 1, Action 4&9

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Vice Principal for Culture & Operations serves as administrative point person with school culture, managing student discipline, advising and supporting students, communicating with parents, meeting with teachers and parents, and supporting and coaching instructional staff with effective classroom management strategies.	The Vice Principal of Culture and Operations serves as a point person for school culture, student discipline, advising and supporting students, communicating with parents, meeting with teachers and parents, and supporting and coaching instructional staff.	See Goal 1, Action 1	See Goal 1, Action 1

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 yard duty positions are fully staffed in order to maintain a safe climate for students before and after school and during recesses.	\$59,354 2000-Salaries 3000-Beenfits	\$77,704 2000-\$64,753 3000-\$12,951

Action 10

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.	The Support Office provides support to the school through charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations.	\$787,952 5000-Services (management fee)	\$788,647 5000-\$788,647

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 of these actions were implemented with the intension of meeting the goal

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 retention rates. GPS has had and continues to enjoy very high teacher and administration retention. The actions implemented have had the desired result.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are 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.

No changes were made.

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: 1, 2, 4 & 8

Annual Measureable Outcomes

Expected	Actual
SBAC Math (3-8) All +31.5/+2.0 (G, H/M) EL +22.8/+2.0 (G, H/M) SD +17/+2.0 (G, H/M)	SBAC Math (3-8) All +47.8/+18.3 (B, VH/IS) EL +37.9/+17.1 (B, VH/IS) SD +30.4/+15.4 (B, H/IS)
SBAC ELA (3-8) All +68.4/+1.0 (B, VH/M) EL +58.8/+1.0 (B, VH/M) SD +53.9/+1.0 (B, VH/M)	SBAC ELA (3-8) All +74.3/+6.8 (B, VH/I) EL +63.8/+6.0 (B, VH/I) SD +56.6/+3.6(B, VH/I)
English Learner Progress 90.5/+1.0 (B, VH/M)	English Learner Progress +8.4 (B, VH/I)
Science & Social Studies Assessments will be added when determined by CDE	GPS has implemented Science & Social Studies Assessments and implemented the SBAC Science this year in 5 th through 8 th grade.

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.	GPS has appropriately assigned, trained, and credentialed teachers who are providing high quality instruction to all students using data driven strategies.	\$1,117,406 1000-salaries 3000-benefits	\$1,212,727 1000-\$932,867 3000-\$279,860

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Four 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.	Teachers in Training are supporting teacher release time for coaching and professional development and serve as substitute teachers to maintain instructional continuity and help prevent lost learning time.	\$306,626 1000-Salaries 3000-Benefits	\$222,723 1000-\$171,325 3000-\$51,398

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.	Small Group Instructors (SGIs) are leading small group instruction to target academic skill development at appropriate instructional level based on data on a daily basis in the classrooms.	\$296,787 2000-Salaries 3000-\$Benefits	\$298,757 2000-4248,964 3000-\$49,793

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual 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.	GPS purchased social studies and science curriculum for middle school as well as supplementary materials for ELS and Math.	\$123,299 4000-Supplies	\$91,924 4000-\$91,924

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide all students regular physical education instruction based on Physical Education Content Standards.	Two staff members served as PE Coaches this year and students had consistent PE times weekly.	\$75,011 2000-Salaries 3000-Benefits 4000-Supplies	\$71,200 2000-\$56,000 3000-\$11,200 4000-4,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Vice Principal for Academics will support teachers to utilize student data to guide instruction through professional development, coaching, and providing necessary supports, strategies and reports on a regular basis.	The Vice Principal of Academics supports teachers to utilize student data to guide instruction through professional development, coaching, and providing necessary supports, strategies and reports on a regular basis.	See Goal 1, Action 1	See Goal 1, Action 1

Action 7

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.	GPS added additional designated ELD time during the school and held several trainings for staff which covered integrated and designated ELD.	\$34,470 Title III-\$17,235/LCFF-\$17,235 1000-Salaries 2000-Salaries 3000-Benefits	\$17,235 LCFF 1000-\$10,337 2000-\$3,562 3000-\$3,336

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administration and teachers will plan curriculum and assessments based on Common Core State Standards and utilize daily check for understandings, weekly assessments, midyear interim and annual summative assessments to drive instruction. This entails weekly data meetings for teachers with support from the instructional leadership team with effective classroom management strategies.	Administration and teachers plan curriculum and assessments based on Common Core State Standards and utilize daily check for understandings, weekly assessments, midyear interim and annual summative assessments to drive instruction. Weekly data meetings for teachers are held and organizational assessments for Math and ELA are completed.	See Goal 1, Action 1; Goal 2, Action 1	See Goal 1, Action 1; Goal 2, Action 1

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire a full-time Curriculum & Data Specialist at the Support Office at to support curriculum documentation and improve use of data at the school site.	A Data and Curriculum Specialist (DACs) was hired full-time at the Support Office to support curriculum documentation and improve the use of data at the school site.	See Goal 1, Action 9	See Goal 1, Action 9

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 actions occurred which led to meeting the goal.

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

All goals were exceeded in this area. The effectiveness of the actions were significant in achieving these results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 shows a material difference between budgeted expenditures and estimated actual expenditures due to additional staffing for teachers. Action 2 shows a material difference between budgeted expenditures and estimated actual expenditures due to additional staffing for teachers in training.

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.

The staffing model will be adjusted for the 18/19 year.

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: 1, 2, 4, 5 & 6

Annual Measureable Outcomes

Expected	Actual
Weekly coaching for teachers an average of 30 times a school year.	All teachers received coaching an average of 30 times during the school year.
Weekly coaching for small group instructors an average of 30 times a school year.	All SGIs received coaching an average of 30 times during the school year.
Weekly coaching for administrators an average of 30 times a school year.	All administrators received coaching 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 and small group instructors, and principal will provide weekly coaching to site leadership	The Principal provides weekly coaching to all site leadership. Site leadership provides weekly coaching to teachers, teachers in training and small group instructors.	See Goal 1, Action 1	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: CEO will coach Principal, Director of IT and Operations will coach Site Technology	The CEO provides coaching to Principal, the Director of IT provides coaching to Site Techs and the Director of Student Services provides coaching to the	See Goal 1, Action 9	Goal 1, Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Assistant, Director of Student Services will coach Resource Teacher.	Resource Teacher. All Support office coaching happens on a weekly basis.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers, Small Group Instructors, and leadership team spends 30-60 minutes in a coaching session each week.	Teachers, Small Group Instructors and Leadership Team spends at least 30 minutes per week in coaching sessions.	See Goal 1, Action 1 Goal 2, Action 1, 2 & 3	Goal 1, Action 1 Goal 2, Action 1, 2 & 3

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 actions occurred which led to the meeting of the goal.

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

GPS staff was coached weekly throughout the school year which led to exceeding our goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are 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.

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: 4 & 7

Annual Measureable Outcomes

Expected	Actual
98% of Students with Exceptional Needs placed in inclusive environment	99.8% of students with exceptional needs are placed in inclusive environments.
98% of Students not meeting standards on SBAC who receive intervention support	100% of students not meeting standards on SBAC receive intervention support.

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 provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	100% of students are provided with an inclusive setting with appropriate "push-in" support provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	\$290,231 SPED-\$232,205/LCFF-\$58,026 1000-Salaries 2000-Salaries 3000-Benefits	\$60,738 LCFF (\$232,205 SPED Funded) 1000-\$115,146 2000-\$110,195 3000-\$67,602

Action 2

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.	100% of identified needs are supported through the use of necessary specialist support, including speech and language, occupational therapy, counseling and assessment.	\$138,581 SPED-\$75,199/LCFF-\$63,382 2000-Salaries 3000-Benefits 5000-Services (Contractors)	\$57,108 LCFF (\$75,199 SPED funded) 2000-\$54,940 3000-\$16,491 5000-\$60,876

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a Counselor at 60% FTE to provide individual and small group support to students and families on a targeted needs basis.	A counselor is provided at 60% FTE to provide individual and small group support to students and families on a targeted needs basis.	See Goal 4, Action 2	Goal 4, Action 2

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide regular intervention support for students who are not achieving at grade level.	Regular intervention is provided to students not achieving at grade level in ELA.	See Goal 2, Action 2	Goal 2, Action 2

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide summer school for students who are not achieving at grade level.	Summer school is provided for students who are not achieving at grade level.	\$29,106 Title I Funded	Title I Funded

Action 6

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 equitable opportunity to be well-nourished during school.	Free and reduced breakfast and lunch for eligible students is available on a daily basis so that all students have equitable opportunity to be well-nourished during school	\$185,385 Nutrition- \$120,897/LCFF \$64,488 2000-Salaries 3000-Benefits 4000-Supplies	\$61,326 2000-\$24,353 3000-\$4,870 4000-\$32,103

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.

GPS enabled the student services staff, including special education contractors, to provide services to students with a push-in model of special education. The students who needed additional support were provided counseling and extra academic support. Summer school is allowed for students to have more time on instructional standards they needed support with. The food service program ensured that all students had access to food and proper nutrition.

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

All students 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 are 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.

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: 1, 4, 5 & 7

Annual Measureable Outcomes

Expected	Actual
100% of Students with a 1:1 I-pad ratio	100% of students have a 1:1 iPad ratio.
100% of Students with access to adaptive applications to support personalized learning	100% of students have access to adaptive applications to support personalized learning.
98% Customer Satisfaction rates: IT job tickets resolved satisfactorily	99% customer satisfaction rates/IT job tickets resolved satisfactorily.
98% Customers indicate job tickets completed in a reasonable time	99% of customers indicated job tickets completed in reasonable amount of 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 resource teacher and Director of Student Services.	GPS has a full time Technology Support Technician with a 98% or higher customer satisfaction rating.	\$52,534 2000-Salaries 3000-Benefits	\$52,534 2000-\$43,680 3000-\$8,854

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Effectively utilize Illuminate for student assessment and reporting.	Most class assessments are created and taken through Illuminate. Illuminate is used to view student progress and make next steps.	\$7,912 5000-Services	\$7,746 5000-\$7,746

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a 1:1 I-Pad ratio for all students.	100% of classrooms have an iPad cart allowing every student to be able to use an iPad on a 1:1 ratio.	\$12,468 4000-Supplies	\$24,000 4000-\$24,000

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.	Replaced obsolete technology 35 for staff members.	\$74,190 4000-Supplies	\$75,100 4000-\$75,100

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain high speed internet wireless network with sufficient bandwidth.	GPS has a fiber 1GBs connection with an internal 1Gbs switch, along with a WiFi access point in every room to ensure sufficient bandwidth.	\$8,756 4000-Supplies 5000-Services	\$16,640 5000-\$16,640

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 actions were completed in this area leading to exceeding each stated goal.

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.

Action 3 estimated actual expenditures are over what was budgeted due to purchasing 40 new iPads for expanding grades.
Action 5 estimated actual expenditures are over what was budgeted due to additional fiber connections being needed.

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.

Stakeholder Engagement

LCAP Year: **2017-18**

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?

Staff Survey – January 2018

Navigator Board Finance Committee – May 3, 2018

Bilingual Parent Coffee – April 27, 2018

Navigator Schools Board of Directors – May 15, 2018

Staff Meeting – May 29, 2018

Parent Survey – May 31, 2018

Website – May 30, 2018

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: 1, 3, 5, 6

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 2018, 100% of staff felt proud to tell people where they work and 78% would recommend working at Navigator to a good friend.	Gilroy Prep is a charter school; years 1&3 are not applicable	99% of staff feel proud to tell people where they work and 84% would recommend working at Navigator to a good friend.	Gilroy Prep is a charter school; years 1&3 are not applicable
Parent Surveys	In June 2018, 84% of parents feel their child is safe and supported on campus and 92% are satisfied with their child's academic results.	Gilroy Prep is a charter school; years 1&3 are not applicable	Safe and supported: 87% or better Satisfied with academic results: 95% or better	Gilroy Prep is a charter school; years 1&3 are not applicable
Student Survey	Survey (grade 3-8) June 2018 -84% felt proud to belong to GPS most or all of the time -91% felt that adults at the school cared about them most or all of the time -82% agreed that they felt safe at school	Gilroy Prep is a charter school; years 1&3 are not applicable	Survey for grades 3-8 targets: -87% felt proud to belong to GPS most or all of the time -93% felt that adults at the school cared about them most or all of the time -86% agreed that they felt safe at school	Gilroy Prep is a charter school; years 1&3 are not applicable
Suspension Rates	Less than 2%	Gilroy Prep is a charter school; years 1&3 are not applicable	Maintain baseline	Gilroy Prep is a charter school; years 1&3 are not applicable
Student Attendance Rates, as a measure of student engagement	96%	Gilroy Prep is a charter school; years 1&3 are not applicable	Maintain baseline	Gilroy Prep is a charter school; years 1&3 are not applicable

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)

All

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Modified

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$566,504	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		1000-Salaries 2000-Salaries 3000-Benefits 4000-Supplies 5000-Services (Copier lease)	

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 School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Modified

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$59,305	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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)

All

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$783	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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)

All

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Modified

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 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.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$422,177	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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 School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$778,884	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		5000-Services (management fee)	

(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: 1, 2, 4, 8

Local Priorities:

Identified Need:

SBAC Math scores indicate that 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) Status/Change	SBAC Math (3-8) All 47.8/+18.3 (B, VH/IS) EL 37.9/+17.1 (B, VH/IS) SED 30.4/+15.4 (B, H/IS)	Gilroy Prep is a charter school; years 1&3 are not applicable	SBAC Math (3-8) All 50.8/+3 EL 40.9/+3 SED 33.4/+3	Gilroy Prep is a charter school; years 1&3 are not applicable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA (3-8) Status/Change	SBAC ELA (3-8) All 74.3/+6.8 (B, VH/I) EL 63.8/+6.0 (B, VH/I) SED +56.6/+3.6(B, VH/I)	Gilroy Prep is a charter school; years 1&3 are not applicable	SBAC ELA (3-8) All 76.3/+2 EL 65.8/+2 SED 58.6/+2	Gilroy Prep is a charter school; years 1&3 are not applicable
English Learner Progress	English Learner Progress +8.4 (B, VH/I)	Gilroy Prep is a charter school; years 1&3 are not applicable	English Learner Progress +1.0	Gilroy Prep is a charter school; years 1&3 are not applicable
Science & Social Studies Assessments will be added when determined by CDE	GPS has implemented Science & Social Studies Assessments and implemented the SBAC Science this year in 5 th through 8 th grade	Gilroy Prep is a charter school; years 1&3 are not applicable	SBAC scores this year will determine baseline for next year	Gilroy Prep is a charter school; years 1&3 are not applicable

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)

All

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$1,574,208	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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)

All

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$214,184	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$448,581	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		2000-Salaries 3000-Benefits	

Action 4

For Actions/Services 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)

English Learners – Limited to Unduplicated Student Groups

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$36,816	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		Title III - \$18,408 /LCFF - \$18,408	
Budget Reference		1000-Salaries 2000-Salaries 3000-Benefits	

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 School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Maintain a full-time Curriculum & Data Specialist at the Support Office to support curriculum documentation and improve use of data at the school site.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	See Goal 1, Action 5	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		See Goal 1, Action 5	
Budget Reference		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 School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$39,929	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		4000-Supplies 5000-Services	

(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: 1, 2, 4, 5, 6

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 30 times a school year	Gilroy Prep is a charter school; years 1&3 are not applicable	Maintain or exceed baseline	Gilroy Prep is a charter school; years 1&3 are not applicable
Coaching Log/Meeting Records	Weekly coaching for small group instructors an average of 30 times a school year	Gilroy Prep is a charter school; years 1&3 are not applicable	Maintain or exceed baseline	Gilroy Prep is a charter school; years 1&3 are not applicable
Coaching Log/Meeting Records	Weekly coaching for administrators an	Gilroy Prep is a charter school; years 1&3 are not applicable	Maintain or exceed baseline	Gilroy Prep is a charter school; years 1&3 are not applicable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	average of 30 times a school year			

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)

All

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	See Goal 1, Action 1	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		See Goal 1, Action 1	
Budget Reference		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 School: Gilroy Prep School
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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

Gilroy Prep is a charter school; years 1&3 are not applicable	Unchanged	Gilroy Prep is a charter school; years 1&3 are not applicable
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2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

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.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	See Goal 1, Action 5	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		See Goal 1, Action 5	
Budget Reference		See Goal 1, Action 5	

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

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

New

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Hire a Vice Principal in Training to strengthen the depth of academic coaches at Gilroy Prep.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$7000 (Stipend)	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		1000-Salaries 3000-Benefits	

(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: 4, 7
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
% of Students with Exceptional Needs placed in inclusive environment	100%	Gilroy Prep is a charter school; years 1&3 are not applicable	99% or better	Gilroy Prep is a charter school; years 1&3 are not applicable
% of Students not meeting standards on SBAC who receive intervention support	100%	Gilroy Prep is a charter school; years 1&3 are not applicable	99% or better	Gilroy Prep is a charter school; years 1&3 are not applicable

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 School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 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.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$319,023	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		SPED - \$255,219 /LCFF - \$63,804	
Budget Reference		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 School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Provide regular intervention support for students who are not achieving at grade level.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	Goal 2, Action 1, Goal 2, Action 2	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		Goal 2, Action 1, Goal 2, Action 2	
Budget Reference		Goal 2, Action 1, Goal 2, Action 2	

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

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Provide summer school for students who are not achieving at grade level.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	Title I Funded	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		Title I Funded	
Budget Reference		Title I Funded	

Action 4

For Actions/Services 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)

Low Income - Schoolwide

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 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.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$192,992	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		Nutrition - \$134,571 /LCFF - \$58,421	
Budget Reference		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)

Students with Disabilities

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, and assessment.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$165,150	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		SPED - \$89,181 /LCFF - \$75,969	
Budget Reference		1000-Salaries 3000-Benefits 5000-Services	

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

Unchanged 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: 1, 4, 5, 7

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&3 are not applicable	100%	Gilroy Prep is a charter school; years 1&3 are not applicable
% of Students with access to adaptive applications to support personalized learning	100%	Gilroy Prep is a charter school; years 1&3 are not applicable	100%	Gilroy Prep is a charter school; years 1&3 are not applicable
% Customer Satisfaction rates: IT job tickets	98%	Gilroy Prep is a charter school; years 1&3 are not applicable	98%	Gilroy Prep is a charter school; years 1&3 are not applicable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
resolved satisfactorily				
% Customers indicate job tickets completed in a reasonable time	98%	Gilroy Prep is a charter school; years 1&3 are not applicable	98%	Gilroy Prep is a charter school; years 1&3 are not applicable

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)

All

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$57,200	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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 School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Effectively utilize Illuminate for student assessment and reporting. Utilize Tableau software to enhance data reports.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$10,912	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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)

All

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Maintain a 1:1 I-Pad ratio for all students.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$1,631	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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)

All

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

To support staff effectiveness and efficiency, provide staff with up to date technology, including replacing outdated technology.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$10,000	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		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)

All

Location(s):

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

Specific School: Gilroy Prep School

Actions/Services

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

Gilroy Prep is a charter school; years 1&3 are not applicable

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

Unchanged

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

Gilroy Prep is a charter school; years 1&3 are not applicable

2017-18 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

2018-19 Actions/Services

Maintain high speed internet wireless network with sufficient bandwidth.

2019-20 Actions/Services

Gilroy Prep is a charter school; years 1&3 are not applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Gilroy Prep is a charter school; years 1&3 are not applicable	\$16,460	Gilroy Prep is a charter school; years 1&3 are not applicable
Source		LCFF	
Budget Reference		5000-Services	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$579,081

12%

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.

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

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sal/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “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).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) “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).

(f) “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, October 2016

Coversheet

2018-19 Budget Approval

Section: III. Finance
Item: C. 2018-19 Budget Approval
Purpose: Vote
Submitted by:
Related Material: 1 2018-19 Budget Memo.pdf
2 2018-19 Proposed Budget.pdf



Date: June 12, 2018

To: Board of Directors

From: Kevin Sved, CEO

Re: Recommendation to Approve 2018-19 Budgets

Recommendation

It is recommended that the Board approve the 2018-19 Budgets for Gilroy Prep School, Hollister Prep School, Watsonville Prep School, and the Navigator Schools Support Office.

Background

The 2018-19 budget development process has been led by Ami Ortiz, Director of Business and Finance. The process began in January, in coordination with the development of 2018-19 Local Control and Accountability Plans (LCAPs). The first preliminary 2018-19 budget was shared with the Finance Committee on February 27, 2018 and with the Board on March 13, 2018. Staff shared subsequent iterations during the May meetings of the Finance Committee and the Board. The final budget proposed incorporates feedback from the Finance Committee and the latest state projections per the Governor's May Revision.

Please feel free to let me or Ami know if you have any questions.

Attachments

1. 2018-19 Proposed Budget



2018-19 Financial Report Narrative
June 2018
Board of Directors Meeting

2018-19 Final Draft Budget

	Net Income (Before GAAP)	Net Income (GAAP)	Projected Beginning Fund Balance	Projected Ending Fund Balance
CMO	\$19k	\$19k	\$178k	\$197k
Gilroy Prep	\$334k	\$299k	\$1.5m	\$1.8m
Hollister Prep	\$447k	\$504k	\$1.6m	\$2.1m
Watsonville Prep	\$26k	\$326k	\$0	\$326k
Total	\$826k	\$1.1k	\$3.3m	\$4.4m

The total net income of \$1.1m reflects the following general assumptions:

- May revise FCMAT calculator was used to calculate LCFF revenue.
- LCFF is funded at target.
- Enrollment will increase from 960 in 2017-18 to 1020 in 2018-19 due to the addition of one grade level at HPS campus increasing enrollment from 420 to 480 students.
- New teachers will be added to HPS in proportion to the increase in enrollment.
- A MTSS Coordinator will be added to HPS at 50% and GPS at 50%.
- Hollister Prep includes capital improvement expenses of \$75,000 for site development planning and architectural design fees in support of a permanent HPS facility solution.
- The \$665,000 of private donations are based on pledged and anticipated growth funding.
- CMO fees as a % of LCFF revenue will be reduced from 18% in 2017-18 to 17% in 2018-19.
- Salaries and benefits are based on an average increase of 4% for all staff at HPS, GPS and CMO. These are average increases and will be applied to each employee based on merit and cost of living adjustments.
- The addition of 2.75 FTE positions will be added to the CMO:
 - \$150,800 Chief Academic Officer (increasing from 25% FTE to 100% FTE.)
 - \$125,000 Director of Curriculum and Instruction
 - \$62,000 SIS Coordinator
- \$55,000 is allocated for the addition of a development consultant.
- Benefits will increase by a higher percentage than salaries because of two factors:
 - STRS contribution rate will increase from 14.43% in 2017-18 to 16.28% in 2018-19.
 - Health Insurance inflation is estimated at 8%.
- The WPS Budget
 - Budget assumes for non Prop 39 for facilities.



- The total of \$450,000 for rent and Capital Outlay is conservative.
- Staffing includes Year 0 Principal at 1 FTE , an Office Manager at .50 FTE and a Site Tech at .50 FTE.
- The budget submitted to PVUSD was a base budget based on Prop 39 facilities.

Navigator Schools - 2018-19 Preliminary Budget
June 2018 Finance Committee Report

2018-19 Preliminary Budget:	Total 2018-19 Preliminary Budget	Change from 2017-18	% Change from 2017-18	GPS 2018-19 Preliminary Budget	Change from 2017-18	% Change from 2017-18	HPS 2018-19 Preliminary Budget	Change from 2017-18	% Change from 2017-18	CMO 2018-19 Preliminary Budget	Change from 2017-18	% Change from 2017-18	WPS 2018-19 Preliminary Budget
<i>Enrollment Projection</i>	1020	60	6.25%	540	0	0.00%	480	60	14.29%				YEAR ZERO
REVENUE:													
LCFF Revenue	8,998,732	941,773	11.69%	4,633,098	251,726	5.75%	4,365,634	690,047	18.77%	0	0		0
Federal Revenue	458,362	27,215	6.31%	302,050	8,088	2.75%	156,312	19,127	13.94%	0	0		0
Other State Revenue	940,887	57,546	6.51%	478,150	0	0.00%	462,737	57,546	14.20%	0	0		0
Donations & Grants	1,380,885	461,729	50.23%	12,885	-4,700	-26.73%	3,000	1,429	90.96%	665,000	465,000	232.50%	700,000
Other Revenue	181,771	30,550	20.20%	115,954	22,593	24.20%	65,517	7,957	13.82%	300	0		0
CMO Management Fees	1,529,785	78,592	5.42%							1,529,785	78,592	5.42%	0
REVENUE	13,490,422	1,597,405	13.43%	5,542,137	277,707	5.28%	5,053,200	776,106	18.15%	2,195,085	543,592	32.92%	700,000
EXPENDITURES:													
Salaries	6,446,956	655,509	11.32%	2,683,792	82,983	3.19%	2,157,784	184,058	9.33%	1,452,380	388,468	36.51%	153,000
Benefits & Taxes	1,818,881	291,556	19.09%	753,234	87,265	13.10%	643,605	78,895	13.97%	383,784	125,396	48.53%	38,258
Books & Supplies	747,907	-233,818	-23.82%	394,245	-170,455	-30.19%	278,172	-49,601	-15.13%	46,700	-13,762	-22.76%	28,790
Services & Other Operating Expense	1,745,703	212,653	13.87%	589,147	12,406	2.15%	709,313	149,790	26.77%	293,308	50,457	20.78%	153,935
CMO Management Fees	1,529,785	123,188	8.76%	787,627	-1,020	-0.13%	742,158	124,208	20.10%	0	0		0
Capital Outlay	375,000	75,853	25.36%	0	-45,672	-100.00%	75,000	121,525	-261.20%	0	0		300,000
EXPENDITURES	12,664,232	1,124,940	9.75%	5,208,045	-34,494	-0.66%	4,606,032	608,875	15.23%	2,176,172	550,559	33.87%	673,983
REVENUE LESS EXPENDITURES	826,190	472,465	133.57%	334,092	312,201	1426.12%	447,168	167,231	0.00%	18,913	-6,967	0	26,017
<u>GAAP Adjustments:</u>													
Revenue Less Expenditures	826,190			334,092			447,168			18,913			26,017
Add back Capita Outlay to Net income	0			0			75,000			0			300,000
Subtract Depreciation Expense	-52,000			-35,000			-17,000			0			0
Net Income - GAAP Basis 2018-19	1,149,190			299,092			505,168			18,913			326,017
Projected Fund Balance at 6/30/18	<u>3,279,964</u>			<u>1,512,239</u>			<u>1,589,821</u>			<u>177,904</u>			<u>0</u>
Projected Fund Balance at 6/30/19	<u>4,429,154</u>			<u>1,811,331</u>			<u>2,094,989</u>			<u>196,817</u>			<u>326,017</u>

Coversheet

Governance Committee Report

Section: IV. Governance
Item: A. Governance Committee Report
Purpose: FYI
Submitted by:
Related Material: 1 2018_06_05_governance_committee_minutes.pdf

DRAFT



Navigator Schools

Minutes

Governance Committee

Date and Time

Tuesday June 5, 2018 at 10:30 AM

Location

Navigator Schools, 650 San Benito St., Suite 230, Hollister, CA 95023

Teleconference Locations

- 2110 Story Road, Suite 250, San Jose, CA 95122
- 1065 Byers Street, Gilroy, CA 95020
- 1827 Clifford Street, Santa Clara, CA 95050

Teleconference Instructions

- Join from PC, Mac, Linux, iOS or Android: <https://navigatorschools.zoom.us/j/446882990> or iPhone or telephone: dial (for higher quality, dial a number based on your current location): US: +1 646 876 9923 or +1 669 900 6833
 - Meeting ID: 446 882 990
-

Committee Members Present

A. Gallegos-Fambrini (remote), C. Wright (remote), J. Anderson (remote)

Committee Members Absent

None

Guests Present

S. Martin

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

C. Wright called a meeting of the Governance committee of Navigator Schools to order on Tuesday Jun 5, 2018 @ 10:35 AM at Navigator Schools, 650 San Benito St., Suite 230, Hollister, CA 95023.

C. Approve Minutes

A. Gallegos-Fambrini made a motion to approve minutes from the Governance Committee on 05-03-18.

J. Anderson seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

C. Wright Aye

J. Anderson Aye

A. Gallegos-Fambrini Aye

II. Topical Items

A. New Members On-Boarding Update

Kevin reviewed the on-boarding meeting with John Flaherty, reported on a future meeting with Fiaau, and mentioned progress toward updating related agreements to be signed by new board members. Caitrin mentioned the importance of reviewing 1090 and other forms. Kevin suggested we consult with YMC. He also mentioned shifts in 501c3 strategies. The committee is interested in researching strategic directions related to these topics and board operations. Alicia affirmed the importance of considering these strategies. Caitrin asked clarifying questions. Kevin provided further insights and the committee discussed the scope of the topic. Related topics included service agreements for the support office, board representation, parent input, and increased transparency, board priorities, and on-boarding.

For next Governance Committee meeting, schedule a discussion of revised board member agreements, including ethics agreement.

B. Board Member Recruitment Update

Alicia provided an update on a potential candidate. Kevin mentioned board member outreach in the Salinas community. The committee discussed cultivating candidates with real estate and facilities expertise (as committee members and/or board members). The committee discussed further components of regional board outreach efforts. Alicia suggested outreach to faith-based community leaders and other community groups. Caitrin spoke further on the chronology of these efforts.

C. Developing Board Goals 2018-19

Caitrin directed members to review the last page of the agenda packet. She asked guiding questions for the discussion. She solicited feedback from the committee regarding next year's priorities on two main tracks: increasing lift for committees (including increased structures and roadmaps for committee work) and Brown Act compliance. Alicia provided input on these items, including suggesting that these issues be addressed at a future board retreat. She also mentioned PD for the board to ensure continued Brown Act compliance. JP expressed interest in developing board member skills to increase committee participation and effectiveness. Caitrin reflected upon individual board member goals and whole-board goals. Kevin mentioned Ami Ortiz's participation in recent training concerning the Brown Act.

Alicia suggested that we might have a draft priorities document ready for the upcoming retreat. [Sean: develop problems/opportunities list on Google or similar for committee to share -- touch base with Caitrin then share with JP and Alicia.] Caitrin wondered if we might develop a shared document to list goals and identify priorities before the next committee meeting.

Alicia shared a potential goal: stakeholder representation (including parent voice, among others).

D. Retreat Planning

The committee discussed the recent poll concerning retreat dates.

E. 2018-19 Board Calendar

This agenda item will be discussed at a future meeting.

III. Closing Items

A. Schedule Upcoming Meeting(s)

The committee decided to hold its next meeting on July 24th at 10:30 am.

B. Adjourn Meeting

C. Wright made a motion to adjourn the meeting.

A. Gallegos-Fambrini seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

C. Wright Aye

A. Gallegos-Fambrini Aye

J. Anderson Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:33 AM.

Respectfully Submitted,
S. Martin

Coversheet

2018-19 Organizational Goals and Priorities

Section: V. Topical Items
Item: A. 2018-19 Organizational Goals and Priorities
Purpose: Discuss
Submitted by:
Related Material: Mission-Aligned Priorities 0618.pdf





Mission-Aligned Organizational Priorities

June 12, 2018




I. Mission



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

II. Mission Questions

	<p>To what extent are we equipping students to become learners and leaders in high school, college, and beyond?</p>
	<p>To what extent are we developing top-tier teams of educators?</p>
	<p>To what extent are we improving and innovating schools?</p>
	<p>To what extent are we delivering phenomenal outcomes for all students?</p>

III. Organizational Priorities, Strategies, and Leaders

	#	Priority	Strategy	Measures of Success	Leader
	1	Strengthen math program	<ul style="list-style-type: none"> a. Maximize mathematical modeling b. Build fluency c. Strengthen math intervention 	<ul style="list-style-type: none"> i. Navigator students will achieve 80% proficiency in 2019 on SBAC ii. Math teachers will report a significant increased capacity to instruct math effectively iii. Students requiring intensive after school intervention will decrease by 25% annually iv. Math scores increase by 5% on average as measured by DF3 v. 90% of students in grades 1-8 will meet annual fluency goals vi. Math teachers will report an increased capacity to instruct and measure math fluency on BOY and EOY survey vii. Students requiring intensive after school intervention will decrease by 25% annually (August to August) viii. 75% of students in after school intervention will have improved feelings/impressions of their mathematical abilities based on pre-post survey 	Heather
	2	Strengthen Social Emotional Learning (SEL) integration	<ul style="list-style-type: none"> a. Integrate Toolbox and PATH into instructional lessons for weekly community meetings b. Implement PBIS at GPS and HPS c. Leaders model CASEL competencies during staff activities 	<ul style="list-style-type: none"> i. 100% of elementary teachers implementing Community Meetings using Toolbox/PATH Integrated Lessons weekly ii. Teachers receive monthly community meeting coaching iii. 100% of PBIS Teams Priority List completed by end of year iv. Decrease in office referrals for behavior by 25% by April of 2019 v. Increase in positive student responses on the culture survey 	Sharon
	3	Principal development	<ul style="list-style-type: none"> a. Enhance data cycle to inform data-driven-instruction b. Strengthen weekly coaching 	<ul style="list-style-type: none"> i. By December, seventy-five percent of all teachers achieve mastery level of DDI based on DDI cycle VOE rubric ii. Classes average 75% on standards-based quizzes iii. SBAC achievement is at 90% in ELA and 80% in math in 2018-19 	James
	4	Strengthen volunteer engagement	<ul style="list-style-type: none"> a. Board and Committee development b. Increase parent engagement 	<ul style="list-style-type: none"> i. Board and committee outcomes will be developed in collaboration with NS Board ii. Increase parent participation in school committees and LCAP development processes by 10% 	Caitrin Kevin Kirsten
	5	WPS ready to open	<ul style="list-style-type: none"> a. Organize parents, lobby, and get votes b. Maintain connection to WPS parents and continue outreach efforts c. Continue to fundraise for WPS d. Procure facilities 	<ul style="list-style-type: none"> i. Secure charter approval ii. Fully-enrolled iii. Fully-funded iv. Suitable facilities procured for first two years of operation 	Kirsten Kevin Andi

	6	Develop and pilot external services to scale impact	<ul style="list-style-type: none"> a. Develop three-year strategic plan to provide external support b. Pilot support to Wonderful Prep Academy (WPA) c. Create Navi University website 	<ul style="list-style-type: none"> i. Three-year external support plan is completed ii. WPA sees growth in 2018-19 math scores (MAP, SBAC) iii. 80% of WPA staff agree or strongly agree that the WPA coaching is significantly improving their instructional practices on annual staff survey iv. 80% of WPA instructional leadership agree or strongly that Navigator support has significantly increased instructional capacity of WPA staff v. 90% of NS instructional leadership report that Navi University (NU) website is supporting their own development as well as the instructional staff that they support on annual survey vi. 90% of NS instructional staff report that the NU website is supporting their own development 	James Kevin Heather
	7	Develop long-term facilities plan for Hollister Prep	<ul style="list-style-type: none"> a. Create detail project plan with NS Board facilities subcommittee b. Develop and implement architect selection process c. Collaborate with HSD 	<ul style="list-style-type: none"> i. By June 1, 2019, a long-term in-lieu of Prop 39 deal will be agreed upon between Navigator and Hollister School District for HPS to be located in new buildings on the existing HPS footprint ii. Preliminary building plans with cost estimates and a financial plan will be prepared for NS Board consideration by June 1 	Kevin
	8	Meet Support Office 2018-19 fundraising goals	<ul style="list-style-type: none"> a. Hire development consultant b. Identify and cultivate major donors c. Develop and submit grant proposals 	<ul style="list-style-type: none"> i. Development consultant is hired by August 1, 2018 ii. 75% of fundraising goal is reached by February 1, 2019 iii. 100% of fundraising goal is reached by April 1, 2019 	Kevin Kirsten
	9	Obtain charter approval or engage in appeals process for School 4	<ul style="list-style-type: none"> a. Organize and implement community outreach effort in Salinas b. Engage political processes in Salinas and Monterey County Office of Ed. c. Conduct facility research 	<ul style="list-style-type: none"> i. NS Board greenlight Salinas market development in Sept 2018 ii. NS Board greenlight charter submission in Dec 2018 iii. Salinas Prep charter submitted by Jan 2019 	Kirsten Kevin
	10	Continue implementing strong instructional program for all students	<ul style="list-style-type: none"> a. Create a culture of excellence b. Promote data-driven instruction c. Provide weekly coaching and feedback for all staff d. Provide Multi-tiered Systems of Support (MTSS) for all students e. Utilize technology to enhance learning 	<ul style="list-style-type: none"> i. Distance-from-3 SBAC results increase by 3 points on average (Math) and 2 points on average (ELA) ii. 96% or better student attendance rate iii. 85% or better teacher retention rate iv. 85% of staff surveys indicate satisfaction v. 85% of parent surveys indicate satisfaction 	Crystal Debbie

IV. Potential Dashboard Components Aligned to Mission Questions

			
To what extent are we equipping students to become learners and leaders in high school, college, and beyond?	To what extent are we developing top-tier teams of educators?	To what extent are we improving and innovating schools?	To what extent are we delivering phenomenal outcomes for all students?
SBAC Scores (by school, grade, and subgroups)	Percent of Students Applied & Accepted at Gilroy Early College Academy	Staff Retention Rates	WPS ready to open: charter approved, fully enrolled, fully funded, fully staffed, and suitable facilities for years 1 and 2.
English Learner Progress	Suspension Rates, Expulsion Rates, Behavior Incidents	Staff Surveys	Charter Petition for School 4 Approved (or in appeal process)
Student Weekly Assessments	Percent of Students Applied & Accepted: Colleges and Universities	Weekly Coaching Sessions Completed	External Services: Pilot Metrics, Plan Development Metrics
Attendance: By Site and NS-wide	Percent of Students Graduated College	Teacher Clear Credentialing Progress	Intent to Enroll / Lottery Participation
Blended Learning Progress	Multi-Tiered Systems of Support: Students by Tier	Principal Development Metrics	Number of Students on Waiting List by Site
Interim Assessments (MAP, STAR)	Social Emotional Learning Integration Metrics		# of days operational cash in reserves
Math Modeling, Fluency, and Intervention Metrics			Expenditures in line with budget
			Revenues in line with budget
			% of fundraising received
			IT Customer Service Metrics
			Operations Metrics

Coversheet

Wonderful Prep: Revised Outreach Plan

Section: V. Topical Items
Item: C. Wonderful Prep: Revised Outreach Plan
Purpose: Vote
Submitted by:
Related Material: Recommendation to Provide External Services.pdf



Date: June 12, 2018

To: Board of Directors

From: Kevin Sved, CEO

Re: Authorization to Execute Consulting Services Agreement

Background

A proposal to pilot providing external support services was provided in the Board packet for the May 15 Navigator Schools Board Meeting. During the meeting, Board Members shared questions, concerns and insights regarding Navigator Schools providing external support services. This feedback was very helpful and appreciated. After carefully considering the feedback, I am returning to the Board to seek approval for a scaled-down version of the plan that takes into account the feedback and responds to the questions and concerns. Before detailing how we will address Board concerns, I want to share more about why I feel it is important for Navigator to strengthen capacity in 2018-19 as an external support provider and why this opportunity with Wonderful Prep makes sense for us at this time.

Why this is the right move right now

As the political environment for charter growth gets increasingly difficult, strengthening our ability to expand our impact by working with other schools will help Navigator further its mission in a number of ways, including:

1. We will expand our impact by directly supporting instructional innovation at two schools that serve 75% low-income and 92.7% Latino students.
2. We will increase our capacity to support other schools, which will extend Navigator's ability to expand impact in ways other than opening new Navigator-run schools.
3. We will strengthen Navigator's experience in working with high EL and high FRL population, which will improve our expansion efforts.

Additionally, from a financial perspective, the Wonderful Prep project in 2018-19 makes sense. We are building capacity at the Support Office to support existing schools by continued codification and enhancement the Navigator model, and strengthening our operational and compliance systems. Maintaining the continuity of the strengthened and expanded SO team will require meeting the milestones of the multi-year growth funding, as well as additional outside funding. Developing a new revenue stream can help sustain continued improvement efforts in the event that we are not able to adhere to the aggressive growth timeline starting new schools in 2019, 2020, and 2021.

Addressing Board Questions and Concerns

Capacity. A major concern expressed was related to Navigator Schools capacity to provide external service support while still meeting the most important organizational priority of launching Watsonville

Prep and effectively running Gilroy Prep and Hollister Prep, at a time when both schools will have new first-year principals.

This good push from the Board caused the staff to examine 2018-19 plans and roles more closely, including the following activities:

1. The plans to support our new principals were developed in more detail, building weekly schedules to provide the necessary supports to the principals and school leadership teams.
2. The project plan to launch Watsonville Prep was reexamined to ensure that all potential stresses that may be caused by the Wonderful Prep project have been identified and mitigated.
3. We looked more closely at closely at our priorities for the year and the specific tasks that we would have to complete in order to win on our priorities, developing detailed project plans that to monitor progress.
4. In consideration of these more detailed project plans, we determined a need to scale back the proposed Wonderful Prep support. The chart below compares the current proposal to the previous proposal.

Previous Proposal	Revised Proposal
5 days of summer training	5 days of summer training
20 days of coaching at Wonderful Prep	10 days of coaching at Wonderful Prep
Weekly Zoom meetings	No weekly Zoom meetings

With these adjustments and more extensive planning, I am confident that we have the capacity to deliver on all priorities for 2018-19, while providing less time-demanding support to Wonderful Prep.

Relationship Status with Wonderful Prep. There were a number of questions regarding our knowledge of and familiarity with Wonderful Prep and whether we are moving too quickly into an extensive, formal relationship. The scaled-down version helps to address this issue. Additionally, Wonderful Prep has agreed to include “conditions for success” which helps to ensure that Wonderful Prep is a good fit for this collaboration. The conditions for success include:

1. Each WP math teacher will be assigned the equivalent of a small-group instructor to support the centers rotation model.
2. Teachers will administer monthly assessments in math to measure mastery of common core standards.
3. Students will have weekly goals for blended learning software and extra time and support will be provided for students who struggle meeting goals.
4. Wonderful Prep instructional leaders will participate in Relay Graduate School of Education coaching and feedback training in summer 2018.
5. Wonderful Prep instructional leaders will observe classrooms and provide individual weekly feedback to each instructional staff member involved in implementing the math program.

6. Instructional leaders will implement weekly data meetings with staff to ensure that re-teaching occurs for any student not mastering formative assessments.

Location of Wonderful Prep. Board members shared questions regarding the location of Wonderful Prep and whether extensive work in that region is feasible. Wonderful Prep is in Delano, California, approximately 40 miles north of Bakersfield. Delano has a population of 52,000 and is the second largest city in Kern County after Bakersfield. Wonderful College Prep Academy is 184 miles from the Navigator Schools Support Office. The scaled down version of the pilot helps to limit the impact of distance. The travel for the 5-day summer training will be bordered by weekends, which limits the impact of travel fatigue. The travel of Navigator's Chief Academic Officer to Delano for five total trips during the school year is feasible.

Long-term Strategy. Board members shared concerns regarding the timing of the proposed pilot with Wonderful Prep, suggesting that perhaps we were allowing opportunity drive strategy, rather than strategy driving opportunity. Relatedly, there were questions about whether the time allocated to support Wonderful Prep would be better spent developing the longer-term strategy regarding external service support. By reducing the scale of the pilot, we are able to balance longer-term strategy development while gaining practical experience that the pilot provides. Given the changing political environment, it makes sense for Navigator Schools to accelerate the priority of developing a strategy for external work.

Mission Alignment. There was *not* a concern about this work being in alignment with Navigator's mission. The questions were not about whether we should do this work, but more about when and how. This pilot will help Navigator practice new ways to fulfill its mission:

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

Impacting students and schools beyond our Navigator Schools is part of the organization's founding commitment. The pilot with Wonderful Prep provides us an opportunity to further our mission.

Recommendation

It is recommended that the Board support this pilot project by authorizing the CEO to execute a Consulting Services Agreement to provide professional development services to Wonderful College Prep Academy.

Attachments:

1. Key excerpts from Previous CEO Recommendation regarding pilot
2. Draft Consulting Agreement

Key excerpts from May 15 CEO Recommendation Regarding Pilot

Wonderful Prep currently operates a K-1, 6-12 school in Delano and a K-2 program in Lost Hills with a planned expansion to K-12 in Delano and K-6 in Lost Hills next school year.

Wonderful Prep is well-positioned to successfully implement much of the Navigator model for these key reasons:

1. Wonderful classrooms have a two-employee model allowing for a centers model for math and ELA
2. Wonderful will be changing their model next year to incorporate a Humanities and STEM block such as the model Navigator uses
3. Wonderful utilizes technology in a similar manner to Navigator including two projection devices in every classroom
4. There is strong leadership and mission alignment between the principal, executive director, and board chair at Wonderful Prep

Benefits outweigh the risks. In addition to the benefits described above, other benefits include:

1. Demonstrating a proven ability to effect change in other schools can strengthen Navigator's appeal to grow in new districts.
2. Demonstrating the need for Navigator's services can help attract philanthropy that will further accelerate codification of Navigator curriculum and training tools.
3. Expanding positive influence and impact can open new philanthropic doors to Navigator that can help support long-term facility solutions for Navigator Schools. (This has been the case for Valor Collegiate Academies with their Compass program.)

The biggest risks for moving forward with this partnership are:

1. The added work negatively affects existing schools
2. Failure and potential harm to Navigator's reputation

Mitigating risk of negative impact in existing schools. We will mitigate the risk of this partnership having a negative impact on the existing schools by clearly demonstrating the specific time that will be allocated for Wonderful Prep. This will help ensure clarity on expectations for all parties involved. Any staff time utilized to support Wonderful Prep will be closely monitored to help ensure that we are not over-extending our resources. A monthly step-back meeting with CEO and CAO will include reviewing staff support at Navigator campuses, and an accounting of time and progress reporting for the Wonderful project.

Mitigating risk of failure and harm to reputation. To mitigate this risk, we will incorporate lessons learned from the R.O. Hardin experience, and help ensure there is philosophical alignment with Wonderful Prep. We will develop a "Conditions for Success" statement that clearly defines a shared understanding between NS and W of certain conditions that must be accepted as "ground rules" for the project before it begins. Additionally, we will develop criteria for success that will help create clarity and strengthen our ability to track success, and make adjustments as needed. Metrics of success may include:

1. MAP scores in math at Wonderful Prep will increase by five percent.

2. Eighty percent of Wonderful Prep instructional staff report feeling adequately trained and supported to implement a high quality instructional program.
3. Eighty percent of Wonderful Prep leadership staff reports feeling that they are adequately trained and supported to develop a strong culture, DDI and coaching model. These measurements will be based on pre-training, mid-year, and end-of-year surveys.

Internal Metrics for Navigator

1. NS staff time to deliver services did not exceed allocated time by more than 10%.
2. 100% of NS Principals indicate that principal development and support provided by Support Office met or exceeded expectations.
3. NS received all contract funds projected.

CONSULTING SERVICES AGREEMENT

THIS CONSULTING SERVICES AGREEMENT (this “Agreement”) is entered into as of June 1, 2018 (the “Effective Date”), by and between Wonderful College Prep Academy, a California nonprofit public benefit corporation, located at 2070 Veneto Street, Delano, California 93215 (the “Academy”), on the one hand, and Navigator Schools, located at 650 San Benito Street, Suite 230, Hollister, CA 95023 (“Consultant”), on the other hand, with reference to the following facts:

WHEREAS, the Academy and Consultant have agreed that Consultant will provide certain consulting services to the Academy pursuant to the terms and conditions of this Agreement.

NOW, THEREFORE, in consideration of the various covenants and agreements hereinafter set forth, the parties hereto agree as follows:

1. Term; Termination.

(a) Term. The Academy hereby engages Consultant, and Consultant accepts such engagement, for a term commencing on the Effective Date and continuing until the later of: (i) the date on which the Services (as defined below) have been completed to the Academy’s satisfaction and the Academy’s Acceptance (as defined below) of such Services as more particularly described in Exhibit A attached hereto; or (ii) May 31, 2019 (the “Initial Term”). The Initial Term may be extended for a further six (6) month term on the terms and conditions of this Agreement by providing written notice to Consultant no later than thirty (30) days prior to the expiration of the Initial Term (the “Extended Term” and, together with the Initial Term, the “Term”).

(b) Termination. The Academy may terminate this Agreement at any time, with or without reason, effective thirty (30) days from delivery of written notice to Consultant.

(c) Effect of Termination. Upon any termination of this Agreement pursuant to subsection (b) above, (i) in the event that the Academy owes Consultant any accrued and unpaid amounts of the Fee (as defined below) for Services actually performed by Consultant through the effective date of termination, the Academy shall pay the Fee, on a pro rata basis, for Services actually rendered through the effective date of such termination; or (ii) Consultant shall promptly reimburse to the Academy on a pro rata basis any prepaid amounts of the Fee paid to Consultant for any Services not rendered as of the effective date of termination.

2. Services; Acceptance.

(a) Services. Consultant shall provide the services as the Academy shall from time to time request, including, without limitation, those services described in Exhibit A attached hereto (collectively, the “Services”) and deliver to the Academy any content or other such materials, including, without limitation, all concepts, strategies, plans, reports, documents and other materials created or developed in the performance of the Services in addition to the materials set forth in Exhibit A (collectively, the “Deliverables”). The Academy and Consultant may mutually agree in writing to modify the scope of the Services to be provided by Consultant under this Agreement.

(b) Performance of the Services.

(i) Consultant agrees to use, and agrees that it shall require each of its vendors, contractors or subcontractors to use, only personnel who are qualified and properly trained and who possess every license, permit, registration, certificate or other approval required by applicable law to

enable such persons to perform services involving any part of Consultant's obligations under this Agreement.

(ii) Consultant shall communicate as appropriate with the Academy about progress Consultant has made in performing the Services.

(iii) Consultant shall supply all tools, equipment and supplies required to perform the Services, except if Consultant's work must be performed on or with the Academy's equipment.

(iv) Consultant shall perform the Services in accordance with standards prevailing in the Academy's industry, and in accordance with any applicable laws, rules or regulations.

(c) Academy's Obligations. The Academy shall:

(i) Notify Consultant of any changes to the Academy's procedures affecting Consultant's performance of the Services and obligations under this Agreement at least fifteen (15) days prior to implementing any such changes.

(ii) Promptly provide any requested and necessary documentation, information, access to personnel and cooperation reasonably required to provide the Services. Any delay or failure to provide materials, information or cooperation may result in a revision to any agreed timetable for the performance of the Services and delivery of the Deliverables.

(d) Review; Acceptance. All Services performed by Consultant and all Deliverables shall be subject to review by the Academy, but such right of review shall not relieve Consultant of responsibility for the proper performance of the Services. Upon the completion of the Services and delivery of any Deliverables by Consultant, the Academy shall have the right to verify the completion of the Services and delivery of Deliverables in accordance with any and all of the Academy's specifications, as communicated to Consultant. The Academy shall notify Consultant of its acceptance of the Services and any Deliverables in writing following such review and verification ("Acceptance"). In the event that the Academy does not accept the Services or any Deliverables, Consultant shall correct any problems preventing Acceptance at its expense until the Academy provides such Acceptance.

3. Compensation.

(a) Fee. Subject to subsection (c) below, in consideration for the Services and the Deliverables, the Academy shall pay to Consultant Fifty Four Thousand Dollars (\$54,000) (the "Fee"). The Academy also agrees to compensate for lodging, travel and food for summer training and monthly visits; provided such expenses are pre-approved in writing (which includes by email). Consultant acknowledges and agrees that the Fee includes, and no separate payments shall be made by the Academy for, any other activities performed by Consultant in connection with providing the Services and the Deliverables.

(b) Invoicing/Payment. The parties agree that the Fee shall, subject to Sections 2(c) below, be paid by the Academy to Consultant in three equal (3) installments as follows:

- (i) \$21,000 within 5 business days of the Effective Date;
- (ii) \$21,000 on November 30, 2018; and
- (iii) \$12,000 on June 30, 2019.

In addition, on a monthly basis, Consultant shall submit to the Academy, a written update detailing all Services performed during such month along with any Deliverables provided to the Academy during such month, including the dates and hours of service, and all reimbursable expenses incurred by Consultant during such month with applicable backup documentation. Such reports shall also include any additional information and supporting documentation that the Academy shall reasonably request. The Academy shall reimburse Consultant for any applicable expenses within 30 days of the end of the month in which they are incurred.

(c) Limits on Fee. The Academy and Consultant agree that the total Fee for the Services and the Deliverables (as provided by Section 3(a) above) shall not exceed Fifty Four Thousand Dollars (\$54,000) unless agreed to in writing by the Academy.

4. Relationship of the Parties; Withholding and other Deductions. Consultant acknowledges and agrees that the relationship between the Academy and Consultant intended to be created by this Agreement is that of client and independent contractor, and nothing herein contained shall be construed as creating a relationship of employer and employee or principal and agent between them. Consultant shall neither act nor make any representation that it is authorized to act as an employee, agent or officer of the Academy. Consultant acknowledges and agrees that they are responsible for paying all taxes related to the compensation payable to it hereunder and that the Academy will not withhold any monies for payments which Consultant is required to make pursuant to any applicable law, governmental regulation, rule or order. Consultant agrees to indemnify and hold harmless the Academy from and against any and all claims, judgments, losses, damages (including special and consequential damages), costs and expenses, including actual attorneys' fees and costs, imposed upon or incurred by the Academy resulting or arising out of any failure of Consultant to pay any such taxes when due.

5. Confidential Information; New Information; Representation and Warranties.

5.1 Consultant acknowledges and agrees that this Agreement creates a relationship of confidence and trust on the part of Consultant for the benefit of the Academy, and that during the Term, Consultant will be responsible in whole or in part for the creation of, or may acquire or have access to, certain Confidential Information (as hereinafter defined) of the Academy. During the Term and at all times thereafter, Consultant shall preserve as confidential all Confidential Information that it may create, acquire or have access to during the Term. Without the Academy's prior written consent, which may be given or withheld in the Academy's sole and absolute discretion, Consultant shall not disclose any Confidential Information (i) to any third party nor give any third party access thereto, nor (ii) use any Confidential Information except to perform the Services hereunder, nor (iii) disclose the terms and conditions of this Agreement; provided, however, that the foregoing will not apply to the extent Consultant, in the opinion of counsel, is required to disclose any Confidential Information by applicable law or legal process as long as Consultant promptly notifies the Academy of such pending disclosure and consults with the Academy prior to such disclosure as to the advisability of seeking a protective order or other means of preserving the confidentiality of the Confidential Information. In the event that Consultant is required by applicable law or legal process to disclose any Confidential Information, Consultant agrees to use reasonable efforts to obtain assurances that the information so disclosed will continue to be accorded confidential treatment.

5.2 All Deliverables and any new ideas, designs, agreements, concepts, and materials, whether or not patentable, protectable by copyright, or protectable by trademark conceived or made by Consultant (either solely or in conjunction with the Academy) through the use of any of the Confidential Information or which result from the performance of the Services, will be deemed part of the Confidential Information, and will also be deemed to be "works made for hire" and the Academy will be deemed to be the owner thereof, provided, that in the event and to the extent such works are determined not to constitute "works made for hire" as a matter of law, Consultant hereby irrevocably assigns to the

Academy (or if any applicable law prohibits or restricts such assignment, Consultant hereby grants to the Academy an exclusive, irrevocable, perpetual, royalty-free, transferable license of) all right, title and interest in and to any such works, including, without limitation, all related patents, copyrights or trademarks and all applications therefor. The parties further agree that the Academy shall have the right to use or publish any such works, including any Deliverables, for any purpose, including, without limitations, reproduction, modification, disclosure, transmission, publication, distribution, creation of derivative works, broadcast and posting in any media throughout the world and in perpetuity without restriction or compensation to Consultant. The Academy is free to use any ideas, designs, concepts, know-how or techniques contained in the works and Deliverables for any purpose whatsoever.

5.3 As used in this Section 5:

5.3.1 “Confidential Information” shall mean (i) information or material that gives or could give the Academy some competitive advantage or the disclosure of which could be detrimental to the Academy’s interests, (ii) information or material which is owned by the Academy or in which the Academy has an interest, and all other information or material conceived, originated, discovered or developed, in whole or in part, by Consultant while performing the Services, (iii) all information (in writing or otherwise) concerning the Academy (including, without limitation, information concerning the Academy’s business, assets, liabilities, operations, affairs, financial condition, projections, contracts, customers, products, plans or prospects) which is not generally known by the public, and (iv) all analyses, compilations, studies, reports, records or other documents or materials which contain, or are prepared on the basis of, any information or material which the Academy furnishes to Consultant or prepared by or for Consultant based on information or material which the Academy furnishes to Consultant. Notwithstanding the above, “Confidential Information” does not include any information or material that (a) is or becomes public knowledge otherwise than by Consultant’s acts or omissions; or (b) is or becomes available to Consultant without obligation of confidence from a source (other than the Academy) having the legal right to disclose such information; or (c) is already in Consultant’s knowledge or possession and was not received by Consultant as a result of a prior relationship with the Academy.

5.3.2 “Academy” shall include any and all affiliates of the Academy.

5.3.3 “Consultant” shall include any and all employees, assistants, agents, advisors, independent contractors and affiliates of Consultant.

5.4 Representations and Warranties of Consultant. Consultant represents and warrants to the Academy that it is not under any contractual or other restriction or obligation that is inconsistent with the execution of this Agreement, the performance of the Services hereunder, or the rights of the Academy hereunder. Consultant represents and warrants, to the best of its knowledge, that the Deliverables and any work product produced as part of the Services do not and will not infringe on any third party intellectual property rights.

6. Publicity. No public announcement or promotional material, advertising, or notice to any third party (whether written or oral) concerning the Services, Deliverables or this Agreement shall be issued, given, or otherwise disseminated by Consultant without the prior written approval of the Academy. Consultant shall neither use the Academy’s logo or other trade or service marks, nor publicly state that the Academy is satisfied with the Services, Deliverables or otherwise endorse the use of such Services, without the Academy’s prior written approval.

7. Use of Trademarks. Consultant may use, reproduce and distribute the Academy’s service marks, trademarks and trade names (if any) (collectively, the “Academy Marks”) solely in connection with the performance of the Services. Any goodwill received from this use will accrue to the Academy, which will remain the sole owner of the Academy Marks. Upon the expiration or earlier

termination of this Agreement, Consultant will have no further rights to use the Academy marks, unless the Academy provides written approval for each such use.

8. Governing Law; Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of California, without regard to its conflicts of law principles. Any suit brought in connection with this Agreement shall be brought in the state or federal courts sitting in Los Angeles, California.

9. Indemnification. Consultant agrees to indemnify and hold harmless the Academy and its affiliates and their respective officers, directors, shareholders, partners, members, managers, trustees, employees, agents, successor and assigns from and against any and all claims, judgments, losses, damages (including special and consequential damages), costs and expenses, including actual attorneys' fees (at market rates) and costs, imposed upon or incurred by any of them resulting or arising directly or indirectly out of (a) Consultant's breach of this Agreement and/or applicable laws; (b) Consultant's negligence or intentional misconduct; or (c) any allegations that any materials (including trademarks and logos) provided by Consultant infringes upon or otherwise violates any intellectual property or other right(s) of any third party.

10. Notices. Unless otherwise specified in this Agreement, all notices, requests and other communications hereunder shall be in writing and shall be delivered by courier or other means of personal service (including by means of a nationally recognized courier service or professional messenger service), sent by fax or email, or mailed first class, postage prepaid, by certified mail, return receipt requested, in all cases, addressed to:

If to the Academy:

Wonderful College Prep Academy
2070 Veneto Street
Delano, California 93215
Attention: Ricardo Esquivel, Executive Director
Email: Ricardo.Esquivel@wonderfulcollegeprep.org

If to Consultant:

Navigator Schools
650 San Benito Street, Suite 230, Hollister, CA 95023
Attention: Kevin Sved, CEO
Email: ksved@navigatorschools.org

All notices, requests and other communications shall be deemed given on the date of actual receipt or delivery as evidenced by written receipt, acknowledgment or other evidence of actual receipt or delivery to the address. Any party hereto may from time to time by notice in writing served as set forth above designate a different address or a different or additional person to which all such notices or communications thereafter are to be given.

11. Entire Agreement; Modification. This Agreement sets forth the final and entire agreement of the parties with respect to the subject matter hereof and supersedes all prior agreements, understandings and representations, whether oral or written, with respect thereto. This Agreement may only be modified by a written instrument duly executed by the parties.

12. Survival. To the fullest extent permitted by law, the following sections of this Agreement shall survive the termination of this Agreement and Consultant's engagement hereunder: Sections 1, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18 and 19.

13. Third Party Beneficiaries. This Agreement does not create, and shall not be construed as creating, any rights enforceable by any person not a party to this Agreement.

14. Waiver. The failure of either party hereto at any time to enforce performance by the other party of any provision of this Agreement shall in no way affect such party's rights thereafter to enforce the same, nor shall the waiver by either party of any breach of any provision hereof be deemed to be a waiver by such party of any other breach of the same or any other provision hereof.

15. Assignment. Consultant may not assign this Agreement or any of its rights or obligations hereunder to a third party without the prior written consent of the Academy.

16. Further Assurances. The parties agree to execute and deliver such additional documents or instruments as may be necessary or appropriate to carry out the terms of this Agreement, including, without limitation, the terms of Section 5.2 hereof.

17. Severability. All sections, clauses and covenants contained in this Agreement are severable, and in the event any of them shall be held to be invalid by any court, this Agreement shall be interpreted as if such invalid sections, clauses or covenants were not contained herein.

18. Force Majeure. Notwithstanding anything in this Agreement to the contrary, the obligations of the Academy or Consultant will be suspended to the extent that such party is hindered or prevented from complying with this Agreement in any way because of matters outside of the party's reasonable control, including, without limitation: labor disturbances; acts of God; failure of a telecommunications carrier to provide lines or service; governmental regulations or interference; accidents; fires; explosions; acts of war or terrorism, or from any other similar or dissimilar cause beyond the reasonable control of such party (collectively a "Force Majeure"). If a party's obligations are suspended pursuant to this Section, such party shall not be liable to the other party or any other person or entity for any claims, causes of action, loss or damage in any way arising out of, or related to, such Force Majeure or suspension of such party's obligations, except for the Academy's payment obligations to Consultant for Services rendered prior to the Force Majeure. Consultant will not bill the Academy for Services that are suspended as a result of an applicable Force Majeure event. Upon the cessation of a Force Majeure, such party's obligations shall resume.

19. Attorney's Fees. In the event of legal proceedings between the parties relating to this Agreement, the party prevailing in such proceedings shall be entitled to recover all costs in connection therewith, including reasonable attorney's fees (at market rates).

20. Counterparts. This Agreement may be executed and delivered, including by facsimile, in one or more counterparts, each of which shall be deemed an original, but all of which, together, shall constitute one and the same instrument.

21. Time is of the Essence. Time is expressly agreed to be of the essence of this Agreement and each, every and all of the terms, conditions and provisions herein.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed as of the Effective Date.

ACADEMY:

WONDERFUL COLLEGE PREP ACADEMY

By: _____
Ricardo Esquivel
Executive Director

CONSULTANT:

NAVIGATOR SCHOOLS

By: _____
Kevin Sved
CEO

Exhibit A

SCOPE OF WORK

2018-2019 School Year.

Proposed Scope of Work	
	Cost per grade
Wonderful 101 Math Strategies Training (5 Days - PM)	
K-5 Elementary Leads and SGT	\$3,500 \$10,50
All 6-8 Math Teachers	\$3,500 \$10,500
	\$21,000
Wonderful 101 Summer Classroom Management (5 days – AM)	
Elementary Leads and K-5 staff	\$3,500 \$10,500
All 6-8 Staff	\$3,500 \$10,500
	\$21,000
<ul style="list-style-type: none"> • Two-day Academy visit every other month by Navigator Schools CAO (September, November, January, February, April). <ul style="list-style-type: none"> ○ Will provide leadership and teacher development and coaching on Data-Driven Instruction & School Culture 	\$12,000
18-19 Total	\$54,000
Wonderful College Prep Academy’s Commitments to Create Conditions for Success	
1. Teachers will specialize in STEM (Math and Science) or humanities (ELA and social studies).	
2. Each teacher will be assigned the equivalent of a small group instructor to support the centers rotation model.	
3. Teachers will administer weekly or monthly formative assessments in math to measure mastery of common core standards.	
4. Students will have weekly goals for blended learning software and extra time and support will be provided for students who struggle meeting goals.	
5. Instructional leaders will observe and provide feedback weekly to each instructional staff member involved in implementing the math program.	

6. Instructional leaders will implement weekly data meetings with staff to ensure that re-teaching occurs for any student not mastering formative assessments.

Coversheet

Possible Board Approval of Resolution Regarding Executive Compensation

Section:	V. Topical Items
Item:	G. Possible Board Approval of Resolution Regarding Executive Compensation
Purpose:	Vote
Submitted by:	
Related Material:	CEO Compensation Resolution.pdf

RESOLUTION OF THE BOARD OF DIRECTORS OF NAVIGATOR SCHOOLS, INC.

The Board of Directors (“Board”) of Navigator Schools, Inc. (“NS”), a tax exempt, California nonprofit public benefit corporation operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of the California Nonprofit Integrity Act, and as also required by the Internal Revenue Service requirements for tax exempt 501(c)(3) entities:

WHEREAS, when NS considers renewing or extending a contract term or modifying total compensation (separate from organization wide increases) to be paid to the NS Chief Executive Officer (“CEO”), the Board must ensure that such compensation is reasonable; and

WHEREAS, the Board must determine the compensation of the CEO within the confines of legal requirements and best practices for tax exempt, nonprofit corporations; and

WHEREAS, the Board must ensure the CEO’s compensation is within the range of similar organizations across the region, also taking into account other factors the Board believes pertinent to the setting of its CEO’s compensation; and

WHEREAS, the Board desires to take all recommended steps to ensure the compensation paid to the CEO is reasonable, and that the Board has followed legally required procedures, as detailed below:

1. Approval of Compensation. The Board must evaluate the compensation of the CEO and approve in advance any change to the compensation for the chief executive officer.
2. Definitions. For purposes of this resolution, chief executive officer of NS is the CEO, and the total compensation paid to the CEO is understood to include a base salary, any bonuses, retirement benefits, fringe benefits, liability insurance premiums, and other monetary or non-monetary benefits provided.
3. Recusal. Any Board members related to the CEO, any employee Board members reporting to the CEO or under his/her supervision, or any other individual having a personal interest in the compensation paid to the CEO, and the CEO himself/herself have been excluded from the Board’s discussion and determination of reasonable compensation.
4. Determining Compensation. The Board’s review of compensation data will guide the Board prior to its making any decisions to alter the CEO’s compensation to ensure the compensation to be paid is reasonable. When determining whether the compensation or any change to compensation is reasonable, the Board:
 - a. Has been presented with and considered comparability data and compared the compensation to be paid to the CEO with the compensation paid to the equivalent executive officers from at least three (3) similar organizations

operating in metropolitan areas that have comparable revenues, employees, service populations and skills.

- b. Recognizes the unique benefits provided by the CEO to NS, including the following: (a) fidelity to the job description and position requirements as articulated in the charter petitions; and (c) charter operations, finance and leadership experience, which would be difficult to replace.]

- 5. Source of Comparability Data. The Board has reviewed comparability data by documenting the compensation paid to officers holding similar positions in similar organizations. (See attached documentation at **Exhibit A**, CEO Reasonable Compensation Comparability Data, attached here and incorporated by reference.) Specifically, the compensation paid to school leaders at similar nonprofits operating public charter schools, as documented by Forms 990 filed with the IRS, leaders of local private schools as documented by Forms 990, and an examination of compensation paid to regional public school district superintendents and/or principals, as documented in public records.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors hereby adopts the foregoing resolution, and establishes the CEO salary to be _____ effective July 1, 2018.

BE IT FURTHER RESOLVED, that the Secretary of the Board hereby is authorized to certify this resolution.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this ____ day of _____, 2018.

Ayes:

Nos:

Abstentions:

By: _____
Alicia Gallegos Fambrini, Secretary

Exhibit A: CEO Reasonable Compensation Comparability Data

Salary	ADA	Stipend/ Bonus	Health Benefits	Grade	Age of School	Notes
193,545	1,990	-	10,825	9-12	10+	Three charters
190,000	1,559	-	3,990	K-12	10+	Six charters. School has 10+ various directors/administrators under ED
129,433	1,025	-	10,000	K-12	10+	Two charters. School has 4-5 various directors/administrators under ED
175,143	968	1,020	8,942	K-8	5-10	Two charters
214,500	721	55,000	7,432	K-8	10+	School has 2-3 various directors/administrators under ED
118,189	648	-	-	9-12	0-5	14-15 Data
159,000	576	-	-	K-8	5-10	14-15 Data
91,800	576	-	7,030	7-12	5-10	School has 2-3 various directors/administrators under ED
110,000	498	-	3,000	K-8	0-5	School has 3-4 various directors/administrators under ED
140,408	456	-	6,667	6-8	0-5	14-15 Data
115,000	445	17,250	5,130	K-6	0-5	School has 2-3 various directors/administrators under ED
141,203	419	-	-	K-6	5-10	School has 1-2 various directors/administrators under ED
110,000	395	-	8,395	K-8	10+	14-15 Data
130,000	332	-	4,449	6-12	0-5	School has 1-2 various directors/administrators under ED
122,000	297	-	6,772	K-5	0-5	School has 2-3 various directors/administrators under ED
165,000	252	-	7,200	9-12	0-5	School has 3-4 various directors/administrators under ED
116,133	252	-	6,064	9-12	10+	
95,000	227	-	6,800	K-8	0-5	
115,000	211	-	6,000	K-8	10+	School has 1-2 various directors/administrators under ED
120,000	180	-	6,000	K-8	0-5	
150,000	127	-	5,097	K-8	0-5	School has 1-2 various directors/administrators under ED
98,000	108	-	-	K-6	0-5	
135,000	73	-	8,000	K-5	0-5	Two separate heads of school, each making this figure
115,000	65	-	8,600	K-5	0-5	School has 1-2 various directors/administrators under ED
<hr/>						
135,390	Average salary across all comparables					
<hr/>						
144,159	Average salary for 300+ADA					
<hr/>						
214,500	Max salary for 300+ ADA					

Bay Area CMO Executive Compensation

School Organization	Position	Reportable income	Other income	Total income	990 year
Rocketship Education	CEO	\$168,291	\$15,638	\$183,929	2014
Summit Public Schools	CEO	\$163,000	\$26,983	\$189,983	2014
CEIBA	President	\$150,000	0	\$150,000	2014
ACE Charter	ED	175,000	6,298	\$181,298	2015
ALPHA Public Schools	CEO	\$132,203	\$8,548	\$140,751	2015
Downtown College Prep	ED	\$171,682	\$14,802	\$186,484	2015
VOICES College Bound Language Area	President	\$129,829	\$32,248	\$162,077	2015
Aspire Public Schools	Superintendent	\$139,019	\$24,627	\$163,646	2014
Amethod	ED	\$108,812	0	\$108,812	2014
Education for Change	CEO	\$169,448	\$31,560	\$201,008	2014
KIPP Bay Area	ED	\$186,167	\$17,197	\$203,364	2014
	Average	\$153,950	\$16,173	\$170,123	
	Max	\$186,167	\$32,248	\$203,364	