



Regular Meeting of the Board of Directors

Tuesday, March 14, 2016 6:00-9:00 PM

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Mission - Navigator Schools drives phenomenal student achievement by developing top tier teachers and leaders who consistently improve innovative classrooms and schools.

AGENDA

Regular Meeting of the Board of Directors
Tuesday, March 14, 2017 6:00-9:00 PM
Hollister Prep School
881 Line Street, Hollister, CA 95023

POSTED: Gilroy Prep School Office, Hollister Prep School Office, Support Office, Website
Mission - Navigator Schools drives phenomenal student achievement by developing top tier teachers and leaders who consistently improve innovative classrooms and schools.

NOTE: Times listed for Agenda Items are estimates only. Actual times may vary substantially dependent on circumstances.

I. Procedural Items

	<u>Item</u>	<u>Objective</u>
A.	6:00 pm Call to Order, Attendance and Opening Remarks <i>Caitrin Wright, Chair</i>	Discussion
B.	6:05 pm Consent Agenda <i>Caitrin Wright, Chair</i> <ol style="list-style-type: none"> 1. December 13, 2016 meeting minutes 2. Governance Committee Bylaws Change Recommendation 3. Re-election of Caitrin Wright 4. Wellness Policy 5. Committee Meeting Minutes 	Action
C.	6:10 pm Public Comment on items not covered on the regular agenda <i>Caitrin Wright, Chair</i>	Discussion

II. Presentations, Discussion & Action Items

	<u>Item</u>	<u>Objective</u>
D.	6:15 pm CEO Report <i>Kevin Sved</i>	Discussion
E.	6:30 pm Finance Financial Update Approve Annual Navigator Audit Engagement Letter 2017/18 Preliminary Budget/Site based salary increases 2017/18 <i>Joyce Montgomery, Treasurer & Bryan Adams</i>	Discussion/Action Discussion Action Action
F.	7:00 pm Governance Board Engagement Update <i>Caitrin Wright, JP Anderson, & Nora Crivello</i>	Discussion
G.	7:10 pm Governance Resolution designating Gilroy & Hollister Prep Schools as Safe Havens <i>Kevin Sved</i>	Discussion/Action Action
H.	7:20 pm Governance Board Meeting Calendar/June Meeting date change <i>Caitrin Wright</i>	Discussion/Action Action
I.	7:30 pm Navigator Schools Strategic Plan <i>Andrew Bray & Kevin Sved</i>	Discussion

III. Close of Meeting

	<u>Item</u>	<u>Objective</u>
J.	8:30 Closed Session Public Employment – CEO Evaluation	Discussion
K.	8:50 pm Closed Session Report, Meeting Closure & Adjournment <i>Caitrin Wright</i>	Action

- a. Meeting minutes (December 13, 2016)
- b. Governance Committee Bylaws Change Recommendation – One of the areas of focus for the Governance Committee is to engage the greater Gilroy & Hollister communities in Navigator Schools. To encourage this community involvement and enable non-board members to serve on Navigator committees, the Governance Committee is recommending a change to the Navigator Bylaws.
- c. Re-election of Caitrin Wright to the Navigator Schools Board of Directors – As shown by Caitrin’s election as chair in June of 2016 (a one year term), the Navigator Schools Board of Directors is confident in her ability to serve. It is recommended to re-elect Caitrin Wright to a second two-year term, ending March 30, 2019.
- d. Wellness Policy – In conjunction with School Foods Solution, Navigator Schools’ food service audit consultant, the attached Wellness Policy was drafted to ensure compliance. As HPS is serviced by the Hollister School District, the food service audit and Wellness Policy is applicable to GPS only.
- e. Governance Committee Meeting Minutes (informational)
 - i. January 24, 2017
 - ii. March 2, 2017 (draft)
- f. Finance Committee Meeting Minutes (draft) (informational)

I. Procedural Items**Item**

- A. 6:00 pm **Call to Order, Attendance and Opening Remarks**
Caitrin Wright, Chair
Meeting called to order 6:03
Present: JP Anderson, Joyce Montgomery, Nora Crivello, Alicia Gallegos Fambrini, Caitrin Wright
John Glover arrived 6:16
- Caitrin opened meeting with remarks regarding Navigator's commitment to creating a safe space, providing a non-discriminatory educational venue for our families and it is important now, more than ever to be committed to our values.
- Caitrin also complimented James Dent & Kevin Sved – on the progress and changes made at Navigator in the past twelve months.
- B. 6:05 pm **Consent Agenda**
Caitrin Wright, Chair
- 1. October 25 meeting minutes**
Joyce moved to approve. Alicia 2nd. Motion passed.
- C. 6:10 pm **Public Comment on items not covered on the regular agenda**
Caitrin Wright, Chair

II. Presentations, Discussion & Action Items**Item**

- D. 6:15 pm **CEO Report**
Kevin Sved
Kevin provided a written report to the board. James supplemented the report with updates from the school sites. Board members asked for follow up regarding possible opportunities to support our families in a possible time of unrest. Board also requested a timeline/outline on how to ensure the renewal process goes smoothly. Suggestion to add a section for opportunity for growth/challenge/dilemma.
- E. 6:55 pm **Finance**
Update from Board Treasurer
Approval of 15/16 Audit

Joyce Montgomery, Treasurer

Bryan Adams

Bryan Adams reviewed financial report & dashboard with the board. Recommendation to increase line of credit.

The board reviewed the audit, asked & answered questions, and John moved, Alicia 2nd to approve the audit. Motion passed unanimously.

F. 7:15 pm

Outreach

Navigator Recruitment Strategy

Kirsten Carr

Staff presented outreach plan. Board discussed opportunities to strengthen strategy (hiring parents to help outreach, using bilingual staff, students). Referral programs, passive advertising. Staff will follow up on conversion rate.

G. 7:35 pm

Governance

Board composition

Board visibility

Caitrin Wright

Caitrin reviewed governance committee activities. Staff will share the board composition matrix with the board.

H. 7:50 pm

Dashboard Update

Kevin Sved

Staff reviewed dashboard metrics, including adding appropriate measures, especially as it relates to R.O. Hardin.

I. 8:05 pm

Navigator Schools Strategic Plan

Recommendation of Consultant

Caitrin Wright & Kevin Sved

Kevin introduced Andrew Bray (via Zoom) to the board and presented the strategic plan proposal from Andrew. Kevin shared the process for selection (outlined in memo), which included receiving competitive bids. Andrew reviewed proposal with the board and the board then asked questions. John moved to approve the strategic plan proposal, Alicia 2nd. Motion passed unanimously.

III. Close of Meeting

Item

J. 8:50 pm

Meeting Closure and Next Steps

Caitrin Wright

Meeting score – 9.25. Staff committed to getting all materials out in a timely manner.

K. 9:00 pm

Adjourn

Caitrin Wright

Alicia moved to adjourn meeting, Nora 2nd. Meeting adjourned at 8:57.



Date: February 24, 2017

To: Members of the Governance Committee

From: Kevin Sved, CEO

Re: Recommendation to Amend Bylaws

Recommendation

It is recommended that the Board amend the Bylaws to allow non-board members to serve on Board Committees.

Background

Navigator Schools bylaws governing the Board of Directors specify that only directors of the Board of can serve on committees. Amending the bylaws to allow non-directors to contribute to committee work will increase the capacity of Navigator's governance structure. Potential benefits include:

- 1) Broadening and strengthening the expertise on committees
- 2) Increasing committee workload capacity
- 3) Strengthen the pool of potential future board members.

Since committees are not authorized to be decision-making bodies but rather utilized to provide vetting functions and to recommendations to the full board, there appears to be little downside to have non-directors serve as committee members.

The attached documents show the recommended changes to the bylaws. These documents are:

- 1) Section of the current bylaws that addresses Committees
- 2) Redlined version of the Committee section of the bylaws
- 3) A clean copy of amended section of the bylaws

Summary

Navigator Schools needs to broaden its pipeline of potential committee members both to increase the effectiveness and efficiency of its committees and to create more potential future board members.

Navigator Schools Bylaws, Committees (Section 23 and Section 24)
CURRENT Feb 2017

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the entire Board;
- b. Fill vacancies on the Board or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

Navigator Schools Bylaws, Committees (Section 23 and Section 24)
Redlined version of Recommended Changes, NOT APPROVED

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Gilroy Prep Wellness Policy

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Pending Board Approval

Gilroy Prep Wellness Policy

Preamble

Gilroy Prep (hereto referred to as the School) is committed to the optimal development of every student. The School believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14}

This policy outlines the School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the School have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the School in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The School establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

The Wellness Policy in its entirety may be viewed in the School's Main Office.

This policy applies to all students and staff in the School.

I. School Wellness Committee

Committee Role and Membership

The School will convene a representative school wellness committee (hereto referred to as the SWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this school-level wellness policy (heretofore referred to as “wellness policy”).

The SWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the SWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Principal or designee(s) will convene the SWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Name	Title	Email address	Role
Mariana Esparaza	Food Service Manager	mesparza@navigatorschools.org	SWC Committee Co-Chair
Alex Mijares	Office Manager	amijares@navigatorschools.org	SWC Committee Co-Chair
Ada Perales	Parent	Miemy11@yahoo.com	Committee chair
Toni Whedon	Parent	Toni.whedon@cbnorcal.com	Committee chair

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The School will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: <http://www.gilroyprep.org/>

Recordkeeping

The School will retain records to document compliance with the requirements of the wellness policy at the Gilroy Prep 277 I O O F Ave, Gilroy, CA 95020 and/or on the Gilroy Prep website, <http://www.gilroyprep.org/>.

Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit SWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The School will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the school in meeting wellness goals. This annual report will be published around the same time each year in June. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;

- The name, position title, and contact information of the designated School policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the SWC.

The annual report will be available in English, and translated into Spanish as requested.

The School will actively notify households/families of the availability of the annual report.

The SWC, will establish and monitor goals and objectives for the school's, specific and appropriate for each instructional unit, for each of the content-specific components listed in Sections III-V of this policy.

Triennial Progress Assessments

At least once every three years, the School will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the School's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the School's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Paul Nadeau, Director of Operations, (408) 337-5445.

The SWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The School is committed to being responsive to community input, which begins with awareness of the wellness policy. The School will actively communicate ways in which representatives of SWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that school. The School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The School will use electronic mechanisms, such as email or displaying notices on the school's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The School will ensure that communications are culturally and linguistically

appropriate to the community, and accomplished through means similar to other ways that the school and individual schools are communicating other important school information with parents.

The School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Gilroy Prep is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

The school participates in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and Afterschool Snack Program. The school is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The School offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - Sliced or cut fruit is available daily
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - All available vegetable options have been given creative or descriptive names
 - Daily vegetable options are bundled into all grab and go meals available to students
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
 - White milk is placed in front of other beverages in all coolers
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
 - Student artwork is displayed in the service and/or dining areas
 - Daily announcements are used to promote and market menu options
 - Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
 - School meals are administered by a team of child nutrition professionals.
 - The School child nutrition program will accommodate students with special dietary needs.

- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The School will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The School is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the extended school day will meet or exceed the state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the state nutrition standards, including through:

1. Celebrations and parties. The school will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The School will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and

3. Rewards and incentives. The School will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The School will make available to parents and teachers a list of healthy fundraising ideas [examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)].

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The School will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the School and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

The School aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;

- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The School will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

The School is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The School strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on School property that contains messages inconsistent with the health information the School is imparting through nutrition education and health promotion efforts. It is the intent of the School to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the School's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the extended school day will meet or exceed the state nutrition standards.

Food advertising and marketing is defined¹⁵ as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, schools will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the School.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

IV. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the school is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any. The school will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The School will conduct necessary inspections and repairs.

Physical Education

The School will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential

health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection).

All students will be provided equal opportunity to participate in physical education classes. The School will make appropriate accommodations to allow for equitable participation for all students

All Gilroy Prep **secondary students** (middle school) are required to take the equivalent of one academic year of physical education.

The School physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

The School will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Physical Activity Breaks (Elementary and Secondary)

The School recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The School recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The School will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The School will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The School offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The School will encourage students to be physically active before and after school by:

Active Transport

The School will support active transport to and from school, such as walking or biking. The School will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crossing guards are used
- Crosswalks exist on streets leading to schools
- Walking school buses are used
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

The School will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes. Schools are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by the school curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and

complementary of the wellness policy, including but not limited to ensuring the involvement of the SWC. All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

The School will attempt to develop relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

The School will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the School will use electronic mechanisms (such as email or displaying notices on the school's website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The SWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is Alejandra Mijares.

Gilroy Prep will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The School promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing school reform or academic improvement plans/efforts.

Glossary:

Extended School Day - time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Pending Board Approval

Appendix A: School Level Contacts

School	Name	Title	Email Address	Role
GPS	Mariana Esparza	Food Service Manager	mesparza@navigatorsschools.org	SWC Committee Co-Chair
GPS	Alex Mijares	Office Manager	amijares@navigatorsschools.org	SWC Committee Co-Chair
GPS	Ada Perales	Parent	Miemy11@yahoo.com	Committee chair
GPS	Toni Whedon	Parent	Toni.whedon@cbnorcal.com	Committee chair

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹² Singh A, Uijtendwilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.

¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.

¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.

¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>.

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Pending Board Approval

Governance Committee

Tuesday, January 24, 2017 12:00pm

Navigator Schools Support Office/Teleconference

275 IOOF Avenue, Gilroy, CA

NOTE: Times listed for Agenda Items are ***estimates only***. Actual times may vary substantially dependent on circumstances.

Item

- A. Opening/Objectives
Public Comment on items not covered on the agenda
Attendance: Caitrin, Alicia, JP
Staff: Kevin & Kirsten
- B. Governance Committee 2016-17 Goal Review
Caitrin led a conversation around mid-year goal review. Reviewed overall board goals as well as dashboard review. (Add board calendar to next Governance Committee agenda) Feeling a strong sense of urgency around building a strong board – officer positions and 7th board member. Caitrin will touch base with current board officers to ensure their interest in and ability to serve another year in their current role.
- C. Visibility & leadership in the community
Update from Kevin & JP
JP & Kevin walked committee through conversations around increasing community engagement of board members.
Goals for this year:
- Each board member attends one school event or parent club meeting – one at each school in 17/18 - Parent Club Meeting – February 27 – GPS, KC reach out to Heather to find out HPS date (Friday mornings) Make sure we have solid educational content – couple of slides (KC - board role, how we are supporting board/Navigator this year) Include sign up opportunities for Strategic Plan.
 - Board sponsorship of a staff lunch with board members to connect with staff
 - Create a regular communication to parents and staff regarding board members & /or board activities. (staff to provide support)

- D. Board Member Recruitment
Update from board members on connectors or potential board members they have added
Discuss matrix, current board applicant vetting process, what are the current steps &
procedures...Kevin & Caitrin will discuss next steps during next check-in.
- E. Board Tours Spring 2017
Defer to next meeting
- F. Possible recommended amendment to by-laws
Discuss changing bylaws to allow non-board members and staff to join committees. Discuss
recommending a by-law change enabling non-directors to serve on committees. Staff will review
other school models which utilize board committees with non-board member committee member.
Caitrin will follow up with Board on Track regarding by-law language.
- H. Discuss Form 700 and Hollister recommendation
Kevin gave brief update on issue. Staff will have more information for next governance
- G. Adjourn Meeting

Minutes

Governance Committee

March 2, 2017

NOTE: Times listed for Agenda Items are estimates only. Actual times may vary substantially dependent on circumstances.

Time	Item
12:00	<p>A. Opening/Objectives/Approve Minutes Public Comment on items not covered on the agenda Meeting called to order 12:11pm.</p>
12:05	<p>B. Possible recommended amendment to by-laws Discuss changing bylaws to allow non-board members and staff to join committees.</p> <p>Alicia & JP were both supportive of amendment. Committee voted to recommen bylaw change to Board enabling non-board members to serve on committees.</p>
12:15	<p>C. Discuss Form 700 – Hollister School District Caitrin began discussion by asking if all committee members were comfortable with making a recommendation to the board to complete Form 700s. Kevin shared CCSA viewpoints on Form 700 completion by charter boards. Board members are going to want to know the details regarding privacy issues, Alicia – leaning toward the need for transparency as we are a public school. Caitrin asked what other CMOs have their board members fill out 700s. Kevin will check into what other CMOs are doing. Kirsten will review charters.</p> <p>Board member questions –</p> <ol style="list-style-type: none"> 1. What is reportable? Any stock? 2. Stocks/401K – does this mean someone has to go through their 401K 3. form to see where their money is? 4. Do you have to disclose both spousal and personal income? 5. Holdings of spouse? Their 401K stock? 6. What properties do you need to disclose? 7. How is it filed? Chain of custody? Who can see & access Form 700s? 8. Do all school board members (district schools) have to fill this out by law? 9. Does this fit our mission/vision for our organization? 10. Are there ways to limit our exposure as a charter? <p>Recommendation to not bring this to the March board meeting – this needs more research so bring back to the May board meeting.</p>
12:25	<p>D. Board Member Recruitment Update from board members on connectors or potential board members they have added. Kirsten and Kevin gave updates on current activity. Kevin asked the thought</p>

process regarding number of parents on Navigator board. Kirsten check Gavilan connections.

12:35 E. Community involvement in committees & board – create process – Discuss next meeting.

12:45 F. Board Member Engagement – Caitrin thanked JP for current activity – Parent Club presentations. JP gave an update on the GPS Parent Club meeting. Next steps, continue educational campaign with parents at each campus. Make sure we are being thoughtful on reaching out to all parents.

1:00 G. Adjourn Meeting
Doodle poll after next board meeting.

TELECONFERENCE LOCATIONS & AGENDA POSTING SITES:

Support Office - 650 San Benito Street, Suite 230, Hollister, CA 95023
5858 Horton Street, Suite 451, Emeryville, CA 94608
900 Island Parkway, Redwood City, CA 94065
83 Great Oaks Blvd., San Jose, CA 95119
Navigator Schools Website

Zoom phone number - Dial: +1 408 638 0968 (US Toll) / Zoom Meeting ID: 344 114 206

NOTE: Times listed for Agenda Items are estimates only. Actual times may vary substantially dependent on circumstances.

- Item** Meeting was called to order at 3:01 PM. Present were Joyce Montgomery, Chair; Nora Crivello, Member; Caitrin Wright, Member; Kevin Sved, CEO; Bryan Adams, Consultant; Melynda Tan, Business Analyst (joined at 3:15 PM),
- A. Public Comment on items not covered on the agenda
-There were no public comments.
 - B. Review of current financials with dashboard
-Current dashboards were reviewed. Chair requested graphs to be updated.
 - C. Charter Management Fees Charged to Schools
-The committee discussed the management fee that is charged to the schools. In 2016-17, the fee charged is budgeted at 19.3%. The management fee in the preliminary 2017-18 budget is 18.5%. It was noted that the fee was headed in the right direction but that it has a long way to come down. It was agreed that additional research needs to be done to compare the management fees in other CMOs and to also compare the types of services provided by the home offices as well as the specific revenues that the fees are charged against.
 - D. Preliminary 2017-18 Budget
-The preliminary 2017-18 budget and related narrative was reviewed and discussed. The discussion centered around the projected 5% average salary increases that were budgeted and the timing for providing 2017-18 salary offers for returning staff. It was agreed that further research would be necessary to develop a philosophy regarding staff compensation. The committee discussed prioritizing teachers and site-based personnel in the March meeting with CMO salary range adjustments considered at the May meeting.
 - E. 2nd Interim Report
- The 2nd Interim reports will be filed with the appropriate districts and county offices of education.
 - F. Reminder for next meeting
Adjournment



Date: March 10, 2017

To: Board of Directors

From: Kevin Sved, CEO

Re: CEO Update

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

1. Director of Student Services Sharon Waller and Ben Moeller are collaborating to create a dynamic web portal for Multi-Tiered System of Supports (MTSS). While still in development, the attached screen shots show the promise of the web portal benefits for staff and other educators as well.
2. The GPS middle school is initiating two new pilots that provide students opportunities to create multimedia presentations and teach their peers utilizing desktop computers and iPads as tools. Chief Academic Officer and GPS Principal James Dent developed these pilot programs in collaboration with middle school staff and Director of IT and Operations Ben Moeller. James will oversee and manage the implementation of the pilots and will evaluate the results. These two attached proposals were presented to and approved by the CEO.
3. Teachers and leaders from GPS and HPS participated in Startup Weekend Education in Oakland. The weekend provided focused and high-energy time for developing the Navigator middle school model.
4. The “starting clean in ‘17” initiative (more information below) is on track to close the year with curriculum documented and middle school model completed in June 2017.

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

1. The updated Navigator Schools dashboard is attached. The consistent dashboard monitoring provides a consistent process that supports organizational health,
2. In December 2016, we administered the annual fall semester staff survey. The results are attached. Some of the results brought to light staff concerns at HPS. Principal Heather Parsons analyzed the data and proactively developed a solid action plan to address the concerns. Attached is a report from Heather that describes the comprehensive and positive action taken. The results point to the need to have improved information gathering and communication flow, and for more structured support of new leaders, including the CEO support to the Principals.
3. In January, our half-time Speech and Language Specialist went on extended leave due to medical issues. Sharon Waller assumed the HPS speech caseload while a search for a replacement ensued. Hiring Speech and Language Pathologists has been particularly challenging. Undaunted, Sharon collaborated with Director of Human Resources Melissa Alatorre Alnas to develop a pilot program to recruit a Speech and Language Pathology Assistant from the Navigator pool of Small Group Instructors and Paraprofessionals. The CEO approved the pilot program (attached). One candidate has already applied.
4. Business Analyst Melynda Tan is participating in the Charter School Development Center’s Chief Business Officer Training. This will strengthen organizational capacity to implement sound business practices and systems. The CBO Training program runs February through May 2017.

5. Student Services Administrator Javier Medina and GPS Office Manager Alex Mijares attended the Illuminate Student Information Systems Training in San Diego. Their collaboration will help ensure appropriate attendance procedures are implemented in the schools as we shift to multi-session attendance.
6. On January 27, 2017, 17 staff members from GPS, HPS, and the Support Office collaborated to “kickoff” planning for 2017-18. A rally cry was developed: The team is starting clean in ‘17! Committees were formed to backwards plan an optimal start. Committees with their leads are:
 - MS Model – Heather Parsons
 - Curriculum/Assessments – Victoria Garcia
 - Professional Development – Crystal Toriumi
 - School Culture/PBIS – Aimee Hubbard
 - (The above 4 all fit into Instruction with James Dent to ensure cohesion and coordination)*
 - Systems/Operations/Maintenance – Ben Moeller
 - Organizational Health / Hiring– Melissa Alatorre Alnas
 - Budgeting – Melynda Tan
 - Community Outreach/Student Recruitment – Kirsten Carr

We concluded the half-day planning with each team member saying a word or phrase to describe how they felt, some of these were: Relieved, excited, grateful, included, and proud.

7. The Support Office relocated to an office building in Hollister: 650 San Benito Street, Suite 230, Hollister, CA 95023. Gilroy Unified School District generously allowed Navigator to rent the space currently occupied by the Support Office at a low rate. Unfortunately, in January 2017 GUSD determined that the building is no longer suitable for occupancy and gave us until the end of February to vacate. The new office space is 2,250sf and is \$2,475 a month. The lease is through June 30, 2020, but Navigator can terminate the agreement effective December 31, 2017 with a two-month notice. This will give Navigator until October 31 to determine if the Hollister location is suitable for Support Office functions. We look forward to having you visit the new location.

C) Priority: Lead a thoughtful growth initiative

1. CEO and consultant Andrew Bray met with Charter School Growth Fund in Boulder, Colorado to discuss strategic planning process and seek input. Andrew facilitated meetings with Chris Gibbons, CEO of Strive Prep and Kimberlee Sia, Executive Director of KIPP Colorado, to discuss growth and glean lessons learned from their experiences.
2. Director of Community Outreach Kirsten Carr is coordinating a visit from Michael Kirst, President of the California State Board of Education on Monday, March 27th.
3. Long-term facility solutions are being explored for HPS. The current footprint for HPS does not have sufficient space to grow K-8 which will force HSD to locate HPS across different sides of the R.O. Hardin campus beginning in 2017-18. (HPS will use three classrooms on the south side of the campus, rooms that HPS used in its first year of operation.) With new housing developments planned in the surrounding area, there is the possibility that the enrollment will increase at R.O. Hardin in the next few years. One solution to the challenge would be to construct two-story classroom buildings to make more efficient use of the land currently occupied by HPS. CEO met with Hollister School District Superintendent and Facilities Director to discuss applying for Proposition 51 funds set aside for charter school facilities. HSD leadership is interested in

supporting HPS to pursue this funding source. Attached is a proposal from Liese Olukoya Charter Facilities Consulting; the organization is being considered to shepherd the application process. Board approvals from both Navigator Board and HSD Board will be necessary to apply to use Prop 51 funding on HSD property. If deemed feasible, Board approvals will be targeted for the May Board Meetings.

4. Long-term facility solutions are also being explored for GPS as the High Speed Rail is likely to cause GPS to be relocated. The High Speed Rail (HSR) Authority is scheduled to choose the route through Gilroy in December 2017. The Gilroy City Council voted to recommend the route through downtown which would displace GPS. A second option of the rail on the east side of 101 is being considered as well, but deemed highly unlikely as the HSR bylaws also speak to traveling through city centers as the priority whenever possible. GUSD is working with the HSR Authority to fund planning and feasibility for relocating GPS. CEO meets with the GUSD Superintendent and Assistant Superintendent for Business Services on March 12 to discuss this in further detail. Additionally, Pacific Charter School Development <http://pacificcharter.org/> met with CEO and visited GPS and HPS to explore alternative construction and financing options that might be available.
5. Tours since the December CEO Update include: Peter Leroe Munoz, Gilroy City Councilmember; Springboard; Partners in School Innovation; Aspire Public Schools; CA Charter School Association regional representatives; Caliber Schools; Silicon Schools Fund; Lori Kent, The Gilroy Foundation; Larry Kent, Kent Construction; and Mayor Ignacio Velazquez, City of Hollister.

Attachments:

Screen Shots of MTSS web page

Middle School Pilot Program Proposals

Navigator Schools Dashboard

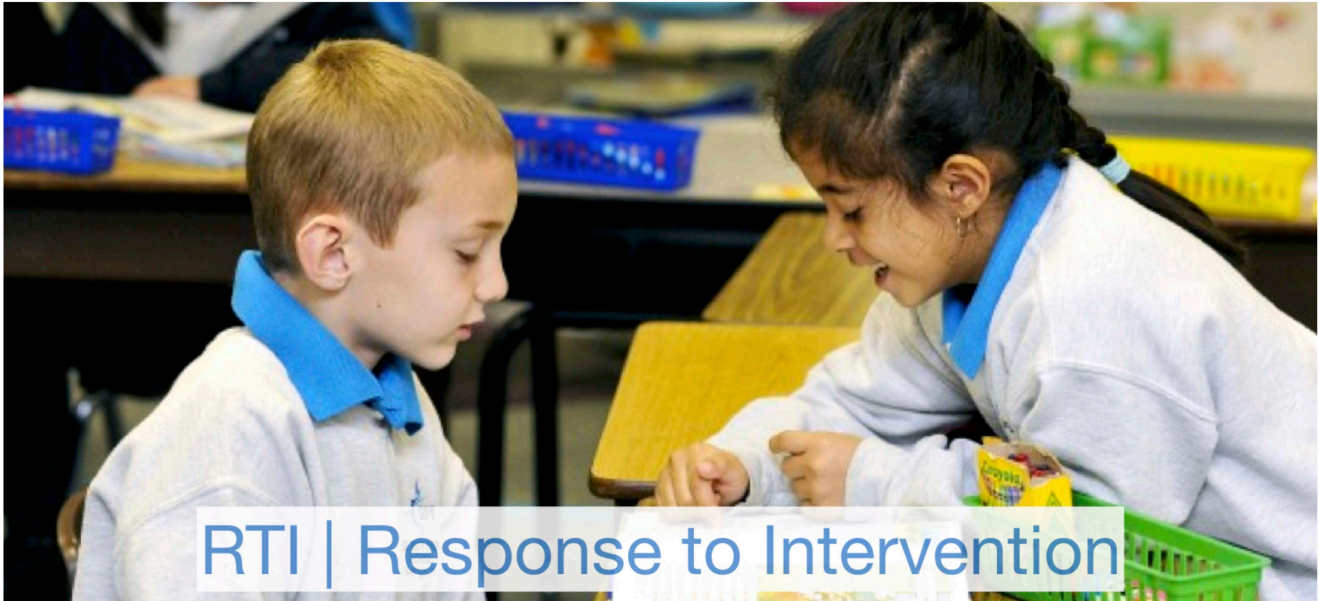
Fall Semester Staff Survey Results

Memo from Heather Parsons Regarding Survey, and related attachments.

Recommendation for Speech and Language Pathology Assistant Pilot Program

Proposal from Liese Olukoya Charter Facilities Consulting and related attachment.

RTI



[Kindergarten](#)

[First Grade](#)

[Second Grade](#)

[Third Grade](#)

[Fourth Grade](#)

[Fifth Grade](#)

[Sixth Grade](#)

[Seventh Grade](#)

[Eighth Grade](#)

[Assessments](#)

[Resources](#)

1st Grade ELA Tier 1

RTI

1st Grade ELA Tier 1

1st Grade ELA Tier 2

1st Grade ELA Tier 3

1st Grade Math Tier 1

1st Grade Math Tier 2

1st Grade Math Tier 3

1st Grade Behavior Tier 1

1st Grade Behavior Tier 2

1st Grade Behavior Tier 3

Pacing Guide

 [1st Grade ELAPACING.docx \(1\)](#)

Monthly Goals

 [STAR Early Literacy Benchmarks](#)


 [STAR Reading Benchmarks](#)

 [reading Fluency for NS \(50th is goal\)](#)

Curriculum

 [Bloom taxonomy prompts](#)

 [NS G1 Unit 1 Cover Page](#)

 [NS G1 Unit 1 Fluency Passage](#)

 [NS G1 Unit 1 Phonics](#)

 [NS G1 Unit 1 Sight Words](#)

 [NS G1 Unit 1 Student Test](#)

 [NS G1 Unit 1 Teacher Booklet](#)



Media Solutions

Prepared for: Kevin Sved, CEO

Prepared by: James Dent, Principal & Benjamin Moeller, Director of IT

January 26, 2017

EXECUTIVE SUMMARY

Objective

We are creating a personalized learning track in 5th grade ELA in preparation to converting the Great Space to classrooms next year. The middle school will utilize a media center in the "bowling alley" portion of the Great Space.

This pilot will allow us to utilize the design thinking process with an advanced group of ELA students to develop our personalized middle school ELA program.

Goals

Over the next sixth months, 25% of middle school students will participate in personalized ELA to achieve advance scores on SBAC

By June, the MS personalized ELA program will be ready to launch in August.

Solution

Four iMac computers for room 7. Ms. Butron and her coach, James, will develop a personalized play list weekly for her students that leverages the digital power of the iMacs to "digitally storytell".

Project Outline

- Purchase iMacs (Ben / ASAP)
 - Develop Google Classrooms (James / Ms. Butron Complete)
 - Develop weekly lesson plans for personalized group (James / Ms. Butron / Beginning Week of Jan. 30)
 - Plan full scale implementation for Great Space concept (James and leadership team / February - June, 2017)
-

BUDGET

Description	Quantity	Unit Price	Cost
21.5" iMacs	4	\$ 1,669	\$ 6,676
Recycle Fee	4	\$ 6	\$ 24
Kensington Lock	4	\$ 80	\$ 320
Tax	1	\$ 550	\$ 550
Total			\$ 7,570



iPad Media Solutions

Prepared for: Kevin Sved, CEO

Prepared by: James Dent, Principal & Benjamin Moeller, Director of IT
February 9, 2017

EXECUTIVE SUMMARY

Objective

We are creating a personalized learning track in 6th-7th grade math class. The infusion of additional technology in this classroom will increase student engagement and achievement

Goals

Over the next sixth months, 40% of middle school students will participate in personalized math (low-ratio) to achieve proficient scores on SBAC in Math.

By June, the small group middle school math program will be eligible to apply for the high-ratio personalized math class next year

Solution

Two 40" tv solutions. Ms. Price and her coach, James, will develop a personalized mathematics play list weekly for her students that utilizes the digital power of the iPads and tv's to instruct to each other.

Project Outline

- Purchase tv solutions and 4 ipad Pros (13"). (Ben / ASAP)
- Develop weekly lesson plans with Ms. Price (James and leadership team / February - June, 2017)

BUDGET

Description	Quantity	Unit Price	Cost
40inch TV	2	\$ 266	\$ 532
TV Mount	2	\$ 77	\$ 155
Surgeprotector & Cable Mgmt.	1	\$ 50	\$ 50
iPad Pro	4	\$ 779	\$ 3,116
Apple Pencil	4	\$ 99	\$ 396
iPad Pro Case	4	\$ 50	\$ 200
iPad Pro Smart Keyboard	4	\$ 169	\$ 676
Apple TV	2	\$ 149	\$ 298
Apple TV Mount	2	\$ 30	\$ 60
Tax	1	\$ 500	\$ 500
Total			\$ 5,983

2016-17 Navigator Schools Dashboard

ACADEMIC EXCELLENCE	Goal	October 2016 Actual	December 2016 Actual	March 2017 Actual	June 2017 Actual	Definition	Frequency
Define correlative assessment results for Navigator							
Achievement gap measures to be determined							
High academic expectations pervade every Navigator School							
Measure: Students know their academic goals	80%						
Measure: Parents are aware of their child's academic goals.	80%	86%	86%	86%		Spring Survey - % of parents who agreed or strongly agreed with the "I am aware of my child's academic goals."	
Measure: Students score in the top two bands in SBAC ELA	80%	84%	84%	84%		Average of 2 schools - GPS - 82% HPS - 86	
Measure: Students score in the top two bands in SBAC math	75%	71.5%	71.5%	71.5%		Average of 2 schools - GPS - 67%, HPS - 76%	
Measure: Students gain greater than one year's growth annually on ST Math.	80%		76%	80%		Quarterly updates	
Measure: Students gain greater than one year's growth annually on Lexia.	80%		92%	95%		Quarterly updates	
Measure: Students gain greater than one year's growth annually on Reading Plus.	80%		94%	91%		Quarterly updates	
COMMUNITY OUTREACH	Goal	October 2016 Actual	December 2016 Actual	March 2017 Actual	June 2017 Actual	Definition	Frequency
There continues to be demand for Navigator Schools in the communities they serve.							
Measure: Increase the number of kinder applicants residing in traditionally underserved neighborhoods by 75% at GPS and 60% at HPS							Annually - each spring
GPS	115	66	66	66		Will have updated numbers for the board in May	Annually - each spring
HPS	85	53	53	53		Will have updated numbers for the board in May	Annually - each spring
Navigator families are pleased with the educational choice for their children.							
Measure: Families intend to keep their child in the school through 8th grade.	90%	94%	94%	94%		Spring survey results	
Ensure all students on the Central Coast have the opportunity for a high quality education.							
R.O. Hardin partnership successful (measure to be decided)		TBD	TBD				
GOVERNANCE	Goal	October 2016 Actual	December 2016 Actual	March 2017 Actual	June 2017 Actual	Definition	Frequency
The Navigator Board of Directors maintains a healthy, diverse, and effective membership							
Measure: Increase size of board of directors	7	6	6	6		7 board members after June board member elections	

Measure: All officer positions are filled at all times	4/4	3/4	3/4	3/4		All officer positions will be filled at the June board meeting	
The Navigator Schools Board of Directors establishes and sustains healthy onboarding, ongoing training and ongoing systems							
Measure: Improvement on Board On Track (BOT) diagnostic	TBD	TBD	TBD				
Measure: Maintain a comprehensive board calendar for each school year	2016-17						
Measure: The board annually assesses (BOT) progress toward meeting board goals	3						
Engage with all Navigator stakeholders and establish visible leadership in the community							
Measure: Agree to a set of shared board commitments to community engagement	By January 2017						
Measure: Execute on commitments (e.g. focus groups, coffees)	By June 2017						
FINANCE	Goal	October 2016 Actual	December 2016 Actual	March 2017	June 2017 Actual	Definition	Frequency
Navigator maintains strong financial health							
Measure: Monthly budget reports ready in a timely manner.	15th/month						
Measure: Maintain healthy reserves at each school site/fund balance of \$___/student	25% \$3000/student		\$3,334/ student	\$3,547/ student			
Measure: Budgeted ADA vs. ADA Projection	GPS - 459 / HPS -345		462/347	460.8/ 347.4			
Measure: Cash on hand is equivalent to two months of operating costs	\$1,394,656		\$1,003, 899 (1.44 months)	1,182,854 (1.76 months)			
Measure: Student Attrition rates							
SCHOOL CLIMATE	Goal	October 2016 Actual	December 2016 Actual	March 2017	June 2017 Actual	Definition	Frequency
Measure: % of full-time staff that returns annually.	80%	82%	87%			Calculated using total number of full time employees employed on or before December 31st of the prior year, then dividing by the number of FT employees who left on or after March 1st of the prior year but before July 1st of the new year.	
Measure: % of staff that answer "likely to recommend working at Navigator to a friend".	80%	86%	86%	93%		Surveys completed end of December/middle of June	2x/year
Measure: % of students that are proud to be a Navigator.	90%	n/a	n/a	84%		end of May	1x/year
Measure: % of parents who answer "I feel like my child is safe at Navigator"	90%	84%	84%	84%		Survey completed end of May	

Measure: Chronic absenteeism rate - need to define measure

Staff Survey Results - Change over time						
	GPS Spring 2016 (Strongly Agree/ Agree)	GPS Fall 2016 (Strongly Agree/ Agree)	HPS Spring 2016 Strongly Agree/ Agree)	HPS Fall 2016 (Strongly Agree/ Agree)	SO Spring 2016 Strongly Agree/ Agree (7)	SO Fall 2016 Strongly Agree/ Agree (4)
I feel proud to tell people where I work	94%	97%	100%	96%	100%	100%
I know and believe in our organization's	100%	100%	100%	92%	100%	100%
I am professionally invested in achieving that mission.	100%	97%	100%	96%	100%	100%
I know what is expected of me at	100%	97%	88%	92%	100%	100%
I have the right resources and equipment to do my	100%	97%	84%	64%	100%	100%
At Navigator I have the opportunity to do what I do best every	94%	94%	88%	80%	75%	100%
In the last seven days I have received recognition for doing	63%	58%	72%	56%	75%	75%
Someone at Navigator encourages my development	88%	93%	88%	80%	75%	75%
My opinion at Navigator counts	56%	67%	68%	56%	100%	100%

	GPS Spring 2016 (Strongly Agree/Agree)	GPS Fall 2016 (Strongly Agree/Agree)	HPS Spring 2016 (Strongly Agree/Agree)	HPS Fall 2016 (Strongly Agree/Agree)	SO Spring 2016 Strongly Agree/ Agree (7)	SO Fall 2016 Strongly Agree/ Agree (4)
Navigator's mission makes me feel that my job is important	87%	94%	87%	72%	100%	100%
My colleagues at Navigator are committed to doing	100%	90%	84%	76%	100%	100%
In the past six months, someone has talked with me	93%	94%	92%	80%	100%	75%
Over the past six months, I've had opportunities to learn	88%	100%	92%	88%	75%	75%
I would recommend working at Navigator to a good friend	86%	97%	88%	76%	75%	100%



Date: March 5, 2017

To: Kevin Sved

From: Heather Parsons

Re: Fall 2016 Survey Action Steps

Hollister Prep School is committed to the value of self-reflection. We take our survey responses seriously and ensure appropriate action steps are designed to address any problems. Table 1 indicates any score that dipped below 80% on our staff survey. We used this data along with the detailed comments as drivers for selecting action steps. I will outline all of the action steps that you helped me design and detail their implementation status.

Table 1

Hollister Prep School survey results for Fall 2016 (< 80%)

I have the right resources and equipment to do my job	64%
In the last seven days I have received recognition for doing good work	56%
My opinion at Navigator counts	56%
Navigator's mission makes me feel that my job is important	72%
My colleagues at Navigator are committed to doing quality work	76%
I would recommend working at Navigator to a good friend	76%

Action Step 1: Heather will provide regular opportunities for staff to work collaboratively to solve tactical school-site problems.

After discussing the results with the staff, our team collaborated on solutions. To begin with, the staff overwhelmingly agreed that more time should be dedicated to tactical discussions by way of more frequent staff meetings. We now have two staff meetings every month which occur before school on days where all staff is present. We have designed a problem & solution document which is shared with all staff, and they contribute to it on a regular basis. We added a confidential box for more sensitive problems as well. Each staff meeting starts with a quick peak and pit discussion coupled with comfort food. We then move on to as many proposed solutions as we can tackle during our allotted time. Feedback on having regular staff meetings has been extremely positive.

Action Step 2: Heather will design a weekly meeting structure for the vice principal and the dean of academics that will ensure a clear understanding and accountability check-point for their weekly responsibilities.

Using our organizational job descriptions, I formulated a series of questions to ask each leader within their areas of responsibility. I started with the vice principal position, and Debbie and I worked together to iterate the structure until we both felt it was comprehensive. We have been using this structure for several weeks and she has reported that it has helped clarify our organizational expectations and has given her more focus. Last week I began the same process with the dean of academics, and will report back to you in three weeks with an update. I have linked a copy of both documents.

[Copy of HPS VP Weekly Meeting](#)

[Copy of HPS Dean Weekly Meeting](#)

[Copy of Office Weekly Meeting](#)

Action Step 3: Heather will ensure all coaches understand the importance of and utilize the “See the Success” step in weekly coaching meetings in order to recognize staff accomplishments.

RELAY stresses the importance of recognizing accomplishments and the weekly feedback template begins with intentional praise. Our team of coaches met and discussed the importance of this step and we practiced giving authentic positive feedback to each other in preparation for future feedback meetings. There are some employees that do not receive weekly observation and feedback such as yard support and office staff, and we have found more informal methods of recognition such as Teach Like a Champion's "Precise Praise". Additionally, we have implemented the use of video exemplars to highlight bright spots during our morning huddle.

Lessons Learned

- Open lines of communication throughout the year for staff input
- Developing methods of gathering ongoing information from staff
- Developing more effective meeting structures
- Collaborating with CEO and chiefs to develop leadership training playbook

Weekly Dean Meeting (template in progress)

Data

Dean runs weekly blended data by class for ST Math, Reading Plus, Fastt Math and Lexia, identifies areas of concern and distributes data to teachers Wednesday for their weekly data meetings. All blended data is entered into the HPS BLENDED LEARNING DATA spreadsheet. Dean also has a system for tracking what quiz/interims have been given weekly and the class average score on each.

Quizzes / Interim

- Class average on any quiz/ interim taken
 - What coaching or tier III action steps can be made from this data?

Reading Plus

- Identify students who are not at 80% comprehension level for the week?
- Are students on track for making their end of year goal? (80@80 / 60@80 / 40@80 / 20@80)
- What percentage of the class is making a combo each week?
 - Do any level or guided rate adjustments need to be made based on trends?
 - What incentives are currently in place and do they need to be refreshed?
 - What amount of time is being allotted to the program? Are classes meeting the time?
 - What coaching or blended learning academy action steps can the teacher make from this data?

Lexia

- How many active students are at their YTD unit goal?
- How many students are on track to finish grade level by class
 - Who is not on track?
 - What coaching or blended learning academy action steps can the teacher make from this data?

ST Math

- What % of students per class are at this week's goal? (NOT class average)
 - Who is at least 6% behind the goal?
 - What coaching or blended learning academy action steps can the teacher make from this data?

Intervention

Dean does weekly check ins for "during school" intervention blocks to ensure regularity and effectiveness. Weekly Wednesday walk throughs are conducted to ensure regularity and effectiveness of after school interventions. Dean will communicate weekly with SPED team for collaboration on tier II/III supports.

Are the during school interventions happening?

In your walkthroughs, how successful was our during school interventions this/last week?

- Regularity
- Data Driven
- Direct Instruction
- Differentiation

Based on your Wednesday walkthrough, how successful was our school interventions this/last week?

- Management
- High Interest Content
- Data Driven
- Differentiation

What support do you need, and who would be the best person to approach for that support?

Based on your collaboration with the SPED department, how successful was our tier II & III support this/last week?

- Management
- High Interest Content
- Data Driven
- Differentiation

Coaching

Dean will conduct weekly observation and feedback meetings with all teachers on his/her caseload and log all activity in the coaching folder.

OBSERVATION / FEEDBACK

Did you to all of your observations and feedback meetings this week?

Are there any success you would like to describe?

Are there any challenges you would like to discuss?

What support do you need from me?

Curriculum

Dean will work with principal to ensure all teachers and SGIs are provided with appropriate and necessary resources.

Do you have any requests for curriculum or resources this week?

Have you identified any curricular gaps that we should address?

Assessment (seasonal)

Dean will create an assessment calendar and ensure teachers know about and administer the appropriate assessments. Dean will also organize and monitor CELDT and SBAC testing.

Celdt Testing

- What plans are in place for administering the CELDT?
- How, when and who will score the CELDT?
- When do the tests need to be returned to the state?
- Have you reviewed the reclassification criteria and made your recommendations to teachers? What was the final list for reclassification? Did you set up a celebration for those students and parents?

SBAC Testing

- Vital questions to ask

Weekly VP Meeting

Office Review

MEETING

Did you hold your meeting with the office manager this week?

ATTENDANCE

Was the attendance reconciled last week?

Who are we concerned about (top truancy offenders)?

- What do I need to know about next steps?

Has the [INDEPENDENT STUDY TRACKER](#) been updated?

Do we have any vacant spots to fill?

Attendance Policy

- [Navigator Attendance Policy](#)

PAYROLL

Do you have any overtime concerns from last week?

Have all days off been calendared, subs notified, and put into Paylocity?

CALENDAR

Are all the events, drills, minimum days, days off and assemblies on the “HPS Public Calendar”?

B.O.Y

How many packets do we need to get back still? (Emergency, lunch, tech, link to handbook)

What is the status of immunizations per class?

Facilities/ Safety Review

MEETING

Did you hold your meeting with the facilities manager this week?

Are there any urgent issues that we need to solve?

Where are we at with....(ongoing issue)?

Discipline Review

Have there been suspensions in the past week?

What is the status of currently suspended students?

Are there ongoing behavior issues to discuss?

RESOURCES

Discipline Resources

- [Navi Discipline Plan](#)

Edcode

- [Suspension Form](#)

Coaching

OBSERVATION / FEEDBACK

Did you do all of your observations and feedback meetings this week?

Are there any successes you would like to describe?

Are there any challenges you would like to discuss?

RESOURCES

Week 24 Notes

Emailed Rita on Ana being out

Debbie will talk to Fulgence Tuesday about the existing tree and the emergency protocol

Debbie is filling in her Parent Coffee section (as I write)

Debbie will check with Melissa to ensure vacation time was not used on Friday

Still have one open spot in G1, waiting for CUM request or appropriate number of days out before filling

Week 25 Notes

- Check in on tree status
- How did the Wednesday pick up go this week
-

Week 26 Notes

--

Weekly Office Meeting

Attendance Review

Guiding Questions

Who has excessive absences or tardies that need to be addressed this week?

Process

1. Run "Top Truancy Offenders" from Illuminate
2. Determine which students require
 - a. Warning Letter (6)
 - b. Letter #1 + Parent/ Principal meeting (7)
 - c. Letter #2 (8)
3. Ensure that last week's letters were sent and meetings were held

After 3 absences you can require a doctor's note for every absence.

Every 3 tardies/early outs = 1 absence

6-8 = Letter for every absence

8 + = SARB process

Is there a prevailing medical concern that will require your child to be out? (needs a doctor's note for academic accommodations)

Guiding Question

Are there any vacancies in the grade levels?

Process

1. Run attendance report to check number of students per classroom.
2. If a classroom is below 30, dive deeper into the matter.
 - a. Who left?
 - b. How long has it been?
 - c. When will this open spot be filled?

Guiding Question

Are there any students who have indicated they are leaving?

Process:

1. Let Heather know when you hear from the parent.
2. PARENT FORM/ LETTER?? ILLUMINATE GENERATED?
3. Disenroll only when the cum request comes in or if the student has missed 3 consecutive days without communication once you have principal permission.

Independent Study

Which students are still out or will be going on independent study?

Process

1. Have you populated the [independent study tracker](#)?
2. Is it updated with students who have returned?

Payroll Review

Guiding Questions

Which employees have accrued overtime (OT)?
Have they turned in an overtime form?

Process

1. Run Weekly Summary Report in Paylocity
2. Determine who has OT
3. Email any employee who need to turn in OT form?

Time-Off Requests

Guiding Questions

Who has requested time off?

Process

1. Check Pending Time Off Requests and Email
2. Schedule sub coverage
3. Send approval via Paylocity
4. Send Google Calendar invite for sub coverage to stakeholders

Calendar Review

Guiding Questions

What upcoming events/drills need to be organized, calendered and communicated?

Process

1. Cross-check Google Calendars and determine action steps
 - a. Contact district
 - b. Staff or parent communication
 - c. RO Harding communication
 - d. Calendar adjustments
 - e. Print updated rosters (monthly)

Procedures & Documentation

Guiding Questions

What needs to be added to the [HPS Leadership Monthly Map](#)?

Process

1. Have you added tasks to the [monthly leadership map](#)?



Date: March 2017

To: Kevin Sved

From: Sharon Waller, Melissa Alatorre Alnas

Re: Authorization to implement a Speech Language Pathologist Assistant Pilot Program

Recommendation

It is recommended that the Chief Executive Officer authorize Navigator Schools to implement a Speech Language Pathologist Assistant Pilot program. The recommendation is to approve up to two program participants per fiscal year, depending on current and future growth needs of the organization.

Background

Within California, but also nationwide, education is experiencing a Speech Language Pathologist (SLP) shortage. Experts connect the shortage to the limited number of openings within programs, stringent requirements to acquire full SLP certification, and an increased need for services as the scope of practice widens.

To address the shortage, many educational entities are choosing to employ professionals who have attained Speech Language Pathology Assistant (SLPA) certification, and adhere to the supervision requirements around employing a professional with SLPA certification.

As many districts and charter organizations have experienced, Navigator Schools is experiencing difficulty in finding, employing, and retaining SLP or SLPA professionals. To address the issue, The Director of Student Services, in collaboration with the Director of Human Resources, proposed to implement an incentive program for current employees who meet the criteria to enter the CSU Northridge Speech Language Pathology Assistant Fieldwork Experience program.

Program Details

The program includes offering qualified staff the following:

1. Support in applying to the CSU Northridge (CSUN) Speech Language Pathology Assistant (SLPA) Fieldwork Experience program
2. Partial (50%) tuition payment in the CSUN SLPA program
3. Supervision by a qualified professional (required but not provided by the CSUN SLPA program)
4. A SLPA position at a Navigator School site

The program includes requiring the following of qualified staff who are interested:

1. Acceptance to the CSUN SLPA program
2. Completion of all program coursework and requirements
3. Fulfillment of all Navigator Schools SLPA duties and responsibilities
4. Employment at a Navigator Schools site for a minimum of (3) years after CSUN SLPA program completion
5. Agreement to reimburse Navigator Schools part or all of tuition paid if employee does not fulfill (3) years of SLPA duties and responsibilities after CSUN SLPA program completion

Fiscal Impact

Currently, the tuition cost for the CSUN SLPA program is \$4,979. The program website states that this is the current tuition, and that tuition may change and/or vary by cohort. With that in mind, the estimated cost for 50% tuition would be \$2,489.50 per program participant. With an approval of up to two participants per year, the fiscal impact could be up to \$4979.

Summary

Navigator Schools is dedicated to providing a world-class education to students in the communities that we serve. Navigator schools is an innovative leader in training top-notch professionals that serve the students in our classrooms. With the current shortage of Speech Language Pathology professionals in our nation, it is essential that Navigator Schools provide a way to attract and retain well-trained professionals to serve the speech and language needs of some of our most fragile students. It is recommended that the Chief Executive Officer authorize Navigator Schools to implement a Speech Language Pathologist Assistant Pilot program, with up to two program participants per fiscal year.



LIESE OLUKOYA
CHARTER FACILITIES CONSULTING

CONSULTANT AGREEMENT

This contract is made by and between Liese Olukoya Charter Facilities Consulting (LOCFC) and Navigator Schools (Client). LOCFC will provide State application services for the Charter School Facility Program (CSFP) as described below. This agreement will become effective upon the signature of all parties and will be in effect until the completion of the application process or until one or both parties request the working relationship be terminated. LOCFC will provide Client with the following:

SERVICES:

1. Coordinate, compile and file the applications, with all program required documents, on the Client's behalf for CSFP funding under Proposition 51 to the Office of Public School Construction (OPSC) and the California School Finance Authority (CSFA).

2. Work with Client and the local school district in preparing the necessary board items, for the charter school and the school district, and advising the district, if necessary, on the State school construction program eligibility information required.

3. Review existing and projected budget information, enrollment projections, charter approval documents, governance structure, education program information, and other documents provided by client as required for the applications.

4. Assist with selection of outside consultants to provide preliminary project description, proposed site plan, project costs and existing building plans as needed for application exhibits.

5. If a new school site is part of the project, Client will be responsible for hiring a licensed realtor and/or appraiser to provide property costs for the application. The LOCFC will work with these companies to satisfy application requirements.

6. The LOCFC will organize conference calls with Client and Architect/ Facility Consultant during the development of the application to make sure all objectives are met.

7. Once the agreement is signed, the LOCFC will organize a meeting with the Client to review all of the application requirements, discuss the proposed project, and identify specific Client staff that will be designated as a contact for the Client responsibilities in the process.

8. LOCFC will retain Jim Bush of FACILITIES CONSULTANTS to assist with application review and coordination with the State Agencies.

APPLICATION FEE:

The fee for the preparation and submission of the California School Facility Program (CSFP) application is seven thousand, five hundred dollars (\$7,500). A deposit upon signing of the agreement is due in the amount of one thousand, five hundred dollars (\$1,500), made payable to: Liese Olukoya Charter Facilities Consulting.



LIESE OLUKOYA
CHARTER FACILITIES CONSULTING

FOLLOW UP FEE:

Once the application has been filed, follow up work in response to state agency requests will be billed at One Hundred Fifty (\$150.00) per hour as requested by Client.

SCHEDULE:

Attached are the lists of requirements for the application process of both the OPSC and the CSFA. The Client is responsible for submitting to LOCFC the documentation listed on the CSFA Form 03-01. Upon receipt of application requirements/ exhibits from Client, LOCFC agrees to complete the application and submit to OPSC within one month.

INVOICING:

Deposit:	\$1,500
Application completed: 50%	\$3,750
Application submitted: 100%	\$2,250
TOTAL:	\$7,500

AGREEMENT UNDERSTANDING:

Client is responsible for providing the documents required in an appropriate and comprehensive format in a timely manner. LOCFC will not be held responsible for missed deadlines due to late submission of application requirements by client. ALL fees for separate services by other professionals are to be paid directly by Client.

This agreement will become effective upon the signature of both parties and will be in effect until the completion of the application process or until one or both parties agree to conclude the working relationship. Either party, with 30 day written notice, may terminate this contract. In the case of termination, Client will be entitled to receipt of all work in progress to date. LOCFC will be entitled to payment in full of all expenses and fees incurred to date. This agreement is effective upon signature of such by both parties.

AGREED:

Liese Olukoya Charter Facilities Consulting

_____ for Client

Liese W. Olukoya, Owner

Authorized Signature/Title

Date: _____

Date: _____

Proposition 51-Charter School Facility Program (CSFP)

Checklist of Responsibilities Consultant/Client

Available Funding: A total of \$500 million Charter School Facility Program funding has been made available through the passage of State Proposition 51 in November 2016. Applications will be accepted by the Office of Public School Construction (OPSC) between February 6th and June 5th 2017. Applications can be submitted by qualifying individual charter schools or by school districts on behalf of charter schools. The funding requests can be for either a new construction project or rehabilitation of an existing school district owned site (for buildings at least 15 years old and may include new construction on the site).

Application Summary: The process requires completion of applications from the OPSC and the California School Finance Authority (CSFA). The following is a list of requirements for each agency. Consultants working with the application process will be responsible overall for each item but the charter will need to provide specific information for those items marked as the responsibility of the charter.

OPSC Application	Consultant	Applicant
1. Notification to the School District of the Charter's intent to apply	format	X
2. Compete project narrative including scope of project--new construction or rehabilitation	X	
3. School district resolution certifying number of unhoused students, inc. supporting documentation	format	
4. Copy of charter agreement		X
5. Verification of non-profit status, if applicable		X
6. CDE Preliminary Recommended Site Size Letter	X	
7. Appraisal of property, or support of median cost valuation, if site purchase is included	advisory	X*
8. Relocation and DTSC costs	advisory	X**
9. Cost estimate for site development	advisory	X**
10. New Construction application: architectural schematic of site plan and potential building lay out	advisory	X**

11.Rehabilitation of district facility: architectural drawing of the site, all buildings to be rehabilitated, with spaces and square footage of each		X
12.Rehabilitation of district facility: use agreement between the charter and school district, approved by district board	X	
13.CDE Enrollment certifications and FRL statistics of schools in the area of the proposed project	X	
14.Completion of OPSC form 50-09 concerning specific project items and project certifications	X	
15.Submission of application package to OPSC	X	

CSFA Application	Consultant	Applicant
1. Original and one copy of Form CSFA 03-01	X	
2. If operated by an EMO: history of the EMO, mission, students served, organizational budget (current and next 3 years), audited financial statements for last 3 years, resumes for key staff, board members' information, narrative of EMO's scope and strategic plan	To review	X
3. Description of charter's curriculum	To review	X
4. Analysis of charter's competitive advantages	To review	X
5. Description of charter relationship with district, inc. all major funding sources	To Review	X
6. Copy of Articles of Incorporation and Bylaws (or documentation of status, if not incorporated)	To Review	X
7. Copy of charter agreement	To Review	X
8. Copies of all written reports between charter and authorizer, inc. annual reports, due diligence, evidence of oversight, approval of curriculum	To Review	X
9. Plan for renewal, if within 12 months of expiration	To Review	X

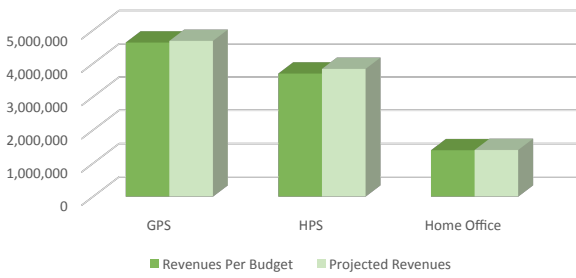
10.Copy of recent business or strategic plan	To Review	X
11.Copy of operational agreement or MOU between charter and chartering authority	To Review	X
12.Provide historical, current and projected enrollment (through year 2 of occupation) and waiting list, if any	To Review	X
13.Describe targeted population, and provide information on student retention for all years.	To Review	X
14.Attach student performance data for last 3 years	To Review	X
15.List of board of directors, occupations, etc.	To Review	X
16.Attach list of, and resumes for, key staff members	To Review	X
17.Attach organizational budget for current and upcoming fiscal year	To Review	X
18.Include projected income statements, balance sheets, and cash flow through second year of operation at new facility (inc. written assumptions)	To Review	X
19.Provide audited financial statements for last 3 years	To Review	X
20.Describe the charter's anticipated financial contribution to the project, inc. lump sum payment by or on behalf of charter	To Review	X
21.Provide most current year-to-date financial statements, budgeted year to date, current total annual budget and prior year actual to date.	To Review	X
22.If school has a guarantor, provide financial information related to guarantor	To Review	X
23.Provide documentation of anticipated income from third-party entities	To Review	X
24.Provide list of all material contracts with vendors	To Review	X
25.Other application data required in Form CSFA 03-01	TBD	TBD
26.Submission of application package to CSFA	X	

*-As noted in the contract, the applicant is responsible for obtaining and paying for this service. Consultant will work in an advisory capacity, if necessary.

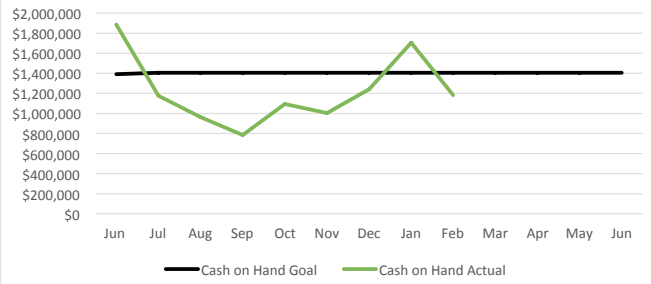
** -As noted in the contract, the applicant is responsible for paying for this service. In many geographical areas, the consultant may be able to recommend architects who are familiar with this program and its requirements.

The consultant is absolved of responsibility for the application in the event the applicant charter school does not provide information accurately or in a timely manner.

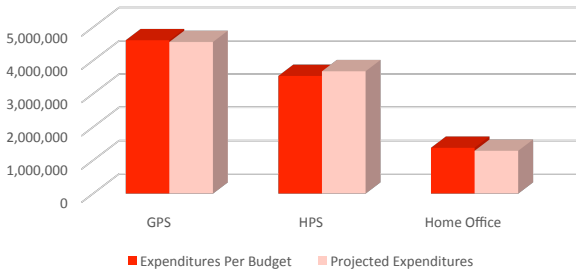
Revenue Report



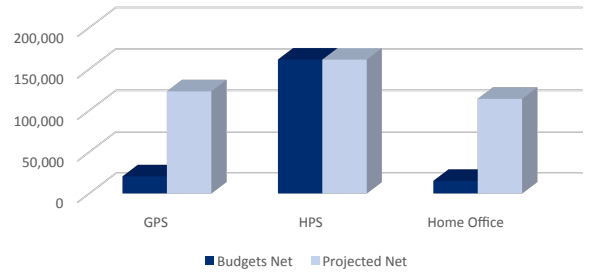
Cash Balance - Month End



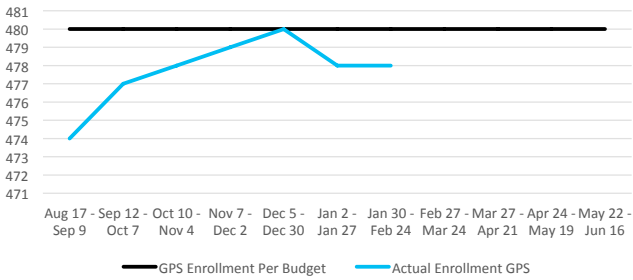
Expense Report



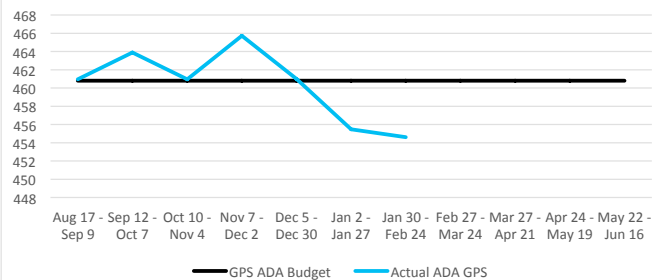
Surplus/Deficit



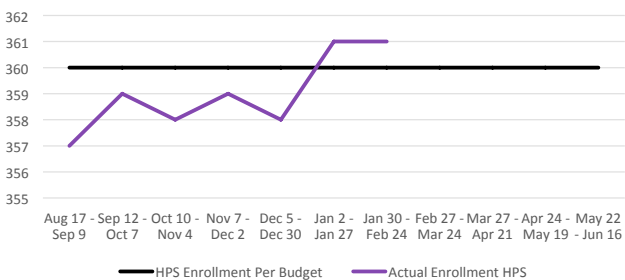
GPS Enrollment by Month



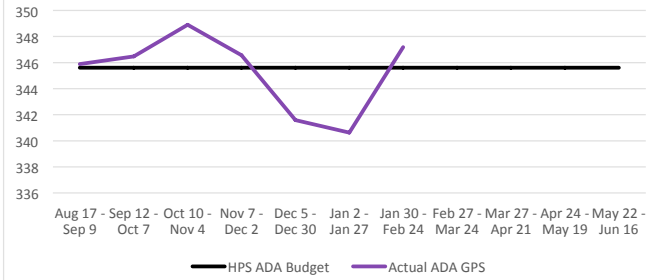
GPS ADA by Month



HPS Enrollment by Month



HPS ADA by Month



Navigator Schools
Financial Board Report Narrative
March 9, 2017

From: Bryan Adams

2016-17 Latest Projection

- For the **December board report projected total net income was \$328k** as follows: CMO \$175k, Gilroy Prep (\$38k), Hollister Prep \$192k.
- The **original 2016-17 budget is \$270k net income** as follows: CMO \$15k, Gilroy Prep \$50k, Hollister Prep \$204k.
- **The latest projection for 2016-17 total net income is \$510k** as follows: CMO \$114k, Gilroy Prep \$103k, Hollister Prep \$293k.
- The current projection of 2016-17 net income in the amount of \$510k exceeds the original budget of \$270k by \$240k, and the projected fund balance at 6/30/17 is now \$2.8MM. The net income variances from the original budget, by entity, are as follows:
 - CMO net income favorable variance of \$99k as a result of the following:
 - \$200k favorable variance in salary and benefits of the CFO (not replaced) and for James Dent being only part-time in the CMO because he became the new GPS principal starting in October
 - \$75k unfavorable variance in consulting expense for Abacus consulting, function as the interim CFO. This partially offsets the savings from the CFO's salary and benefits.
 - \$10k unfavorable variance in Technology Software & Supplies.
 - GPS net income favorable variance of \$52k as a result of the following:
 - \$87k favorable variance for mandated cost reimbursement revenue. This is additional state revenue that was not originally budgeted because its availability is not confirmed until the middle of each year.
 - \$53k favorable variance salaries & benefits after a thorough review of projected hourly wages.
 - \$66k favorable variance in materials and supplies. Most of this is due to very conservative budgeting of books and other various classroom supplies.
 - \$43k favorable variance in repairs & maintenance. This is mostly due to a contractor changing to an employee (the salary variance would be even more favorable if this person had not become an employee).
 - \$68k unfavorable variance in technology software that was a timing issue for July 2016 expenditures that were received late and were originally budgeted in 2015-16.
 - \$50k unfavorable variance in depreciation expense which was left out of the original budget.

- \$38k unfavorable variance in special education contractors expense because the expense of a speech teacher was moved to a contractor (the salary variance would be less favorable if this person had remained an employee).
- \$16k unfavorable variance in LCFF funding due to the new FCMAT calculator becoming available from the CDE. The FCMAT calculator is an Excel tool that calculates the LCFF revenue.
- \$10k unfavorable variance for the additional cost of field trips (net of reimbursements from parents).
- HPS net income favorable variance of \$89k is a result of the following:
 - \$62k favorable variance for mandated cost reimbursement revenue. This is additional state revenue that was not originally budgeted because its availability is not confirmed until the middle of each year.
 - \$87k favorable variance for Prop 39 revenue not budgeted. This is offset by Prop 39 capital expenditures (for clean energy facility upgrades).
 - \$10k favorable variance in miscellaneous revenue. This is from the parents club.
 - \$54k favorable variance in materials and supplies. Most of this is due to very conservative budgeting of books and other various classroom supplies.
 - \$22k favorable variance in CMO management fees. This is the result of a \$100k decrease in LCFF revenue (CMO fees = 19.3% of LCFF revenue).
 - \$100k favorable variance in donations for a grant from Silicon Schools.
 - \$58k unfavorable variance in salaries & benefits due to a closer look at wages. Much of the variance is the result of the additional need for special ed employees.
 - \$38k unfavorable variance in technology software that was a timing issue for July 2016 expenditures that were received late and were originally budgeted in 2015-16.
 - \$115k unfavorable variance in LCFF funding due to the new FCMAT calculator becoming available from the CDE. The FCMAT calculator is an Excel tool that calculates the LCFF revenue.
 - \$15k unfavorable variance in depreciation expense which was left out of the original budget.

Navigator Schools - 2016-17 Budget Summary
 March 2017 Board Report

Income Statement - Combined CMO/GPS/HPS	2016-17 Projected (Estimate)	2016-17 Original Budget	Variance Favorable (Unfavorable)
Revenue	9,922,830	9,725,917	196,913
Expenses	9,412,732	9,456,335	43,603
Net Income - GAAP basis (audit)	510,098	269,582	240,516
Less Capital Outlay	-176,214	-72,053	104,161
Revenue less expenses & capital outlay	333,885	197,529	136,356

	<u>2016-17</u>
Beginning Fund Balance	2,469,528
Net Income - GAAP basis (audit)	510,098
Ending Fund Balance	<u><u>2,979,626</u></u>

Revenues/Student *	10,224
Expenses/Student *	9,617
Fund Balance/Student	3,547

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

Navigator Schools - Financial Data
 March 2017 Board Report

<u># Students</u>	<u>Total</u>	<u>GPS</u>	<u>HPS</u>
2016-17 ADA - Approved Budget	805.4	459.8	345.6
2016-17 ADA - Estimate as of March 5, 2017	808.2	460.8	347.4
2016-17 ADA % - Estimate as of March 5, 2017	96.4%	96.2%	96.8%
2016-17 Enrollment - Approved Budget	839.0	479.0	360.0
2016-17 Opening Day Enrollment	829.0	468.0	361.0
2016-17 Enrollment - Estimate as of March 5, 2017	838.0	479.0	359.0

	<u>Total</u>	<u>GPS</u>	<u>HPS</u>	<u>CMO</u>
FTE Count - Approved Budget	88.75	48	31.75	9
FTE Count - Projected	87	48	31.75	7.25

<u>Financial Snapshot - all three entities (GPS/HPS/CMO):</u>	<u>Actual</u>	<u>Goal</u>
Cash balance as of 2/28/17	1,182,854	1,346,401
Annual Expenditures (not including CMO Mgmt Fees)	8,078,408	8,078,408
Number of Months Cash on Hand	1.76	2.00

Navigator Schools - 2016-17 Projection & Budget
March 2017 Board Report

Combined Balance Sheet:	6/30/15	6/30/16	1/31/17
	Audited	Audited	Unaudited
ASSETS			
Cash	1,485,651	1,884,454	1,704,015
Accounts Receivable	820,497	757,909	113,819
Prepaid/Other Expenses	67,669	72,379	30,599
Fixed Assets, net	57,087	188,935	211,997
TOTAL ASSETS	2,430,904	2,903,677	2,060,430
LIABILITIES			
Accounts Payable & Other Accrued Liabilities	442,140	309,149	75,733
CDE Note Payable	197,920	125,000	83,128
TOTAL LIABILITIES	640,060	434,149	158,861
Beginning Net Assets	1,892,296	1,790,843	2,469,528
Net Income - YTD	-101,453	678,685	-567,959
Ending Net Assets	1,790,843	2,469,528	1,901,569
TOTAL LIABILITIES & NET ASSETS	2,430,904	2,903,677	2,060,430

2016-17 Approved Budget v. Projection:

	Total Latest Projection	Total Approved Budget	Variance Favorable (Unfavorable)	GPS Latest Projection	GPS Approved Budget	Variance Favorable (Unfavorable)	HPS Latest Projection	HPS Approved Budget	Variance Favorable (Unfavorable)	CMO Latest Projection	CMO Approved Budget	Variance Favorable (Unfavorable)
REVENUE:												
LCFF Revenue	6,947,171	7,118,383	-171,212	3,814,351	3,869,734	-55,383	3,132,820	3,248,649	-115,829	0	0	0
Federal Revenue	347,253	338,070	9,183	235,954	223,188	12,766	111,299	114,882	-3,583	0	0	0
Other State Revenue	992,184	757,608	234,576	539,161	453,208	85,953	453,022	304,400	148,622	0	0	0
Donations & Grants	152,000	0	152,000	7,000	0	7,000	100,000	0	100,000	45,000	0	45,000
Other Revenue	149,898	138,008	11,890	84,777	85,708	-931	42,421	32,300	10,121	22,700	20,000	2,700
CMO Management Fees	1,334,324	1,373,848	-39,524							1,334,324	1,373,848	-39,524
REVENUE	9,922,830	9,725,917	196,913	4,681,243	4,631,838	49,405	3,839,563	3,700,231	139,332	1,402,024	1,393,848	8,176
EXPENDITURES:												
Salaries	4,630,271	4,717,763	87,492	2,145,690	2,147,577	1,887	1,656,626	1,555,996	-100,630	827,955	1,014,190	186,235
Benefits & Taxes	1,129,952	1,119,910	-10,042	548,416	548,899	483	405,685	381,043	-24,642	175,851	189,968	14,117
Books & Supplies	988,266	1,084,065	95,799	564,738	623,043	58,305	390,628	439,209	48,581	32,900	21,813	-11,087
Services & Other Operating Expense	1,265,119	1,160,749	-104,370	540,173	515,404	-24,769	473,709	492,746	19,037	251,237	152,599	-98,638
CMO Management Fees	1,334,324	1,373,848	39,524	729,690	746,859	17,169	604,634	626,989	22,355			
Capital Outlay	176,214	72,053	-104,161	29,362	29,353	-9	146,852	42,700	-104,152			0
EXPENDITURES	9,524,146	9,528,388	4,242	4,558,069	4,611,135	53,066	3,678,134	3,538,683	-139,451	1,287,943	1,378,570	90,627
REVENUE LESS EXPENDITURES	398,685	197,529	201,156	123,174	20,703	102,471	161,429	161,548	-119	114,081	15,278	98,803
GAAP Adjustments:												
Revenue Less Expenditures	398,685	197,529	201,156	123,174	20,703	102,471	161,429	161,548	-119	114,081	15,278	98,803
Add back Capital Outlay to Net income	176,214	72,053	104,161	29,362	29,353	9	146,852	42,700	104,152	0	0	0
Subtract Depreciation Expense	-64,800	0	-64,800	-50,000	0	-50,000	-14,800	0	-14,800	0	0	0
Net Income - GAAP Basis 2016-17	510,098	269,582	240,516	102,536	50,056	52,480	293,480	204,248	89,232	114,081	15,278	98,803
Beginning Net Assets @ 6/30/16	2,469,528			1,413,692			1,087,023			-31,187		
Net Income - GAAP Basis 2016-17	510,098			102,536			293,480			114,081		
Ending Net Assets @ 6/30/17	2,979,626			1,516,228			1,380,504			82,894		



March 6, 2017

The Board of Directors
Navigator Schools
P.O. Box 1127
Gilroy, CA 95021

Dear Members of the Board:

We are pleased to confirm our understanding of the services we are to provide for Navigator Schools (the Organization) for the year ended June 30, 2017.

We will audit the financial statements of the Organization, which comprise the statement of financial position as of the year ended June 30, 2017, and the related statements of activities, functional expenses, and cash flows for the then ended, and the related notes to the financial statements. Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements:

- 1) Local Education Agency Organization Structure
- 2) Schedule of Instructional Time
- 3) Schedule of Average Daily Attendance
- 4) Reconciliation of Annual Financial Report with Audited Financial Statements
- 5) Notes to Supplementary Information

We will also prepare the Organization's federal and state information returns for the year ended June 30, 2017.

Audit Objectives

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America, the standards for financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, procedures applicable to charter schools contained in *Standards and Procedures for Audits of California K-12 Local Education Agencies 2016-2017* and will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinion. We will issue a written report upon completion of our audit of the Organization's financial

statements. Our report will be addressed to the Board of Directors of the Organization. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or add an emphasis-of-matter or other-matter paragraph. If our opinion on the financial statements is other than unmodified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or issue reports, or we may withdraw from this engagement.

We will also provide a report (which does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If during our audit we become aware that the Organization is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with generally accepted auditing standards established by the Auditing Standards Board (United States) and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Management Responsibilities

Management is responsible for the financial statements and all accompanying information as well as all representations contained therein. As part of the audit, we will provide tax services and assist with preparation of your financial statements and related notes. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. You agree to assume all management responsibilities relating to the financial statements and related notes and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with the preparation of the financial statements and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Management is responsible for establishing and maintaining effective internal controls, including monitoring ongoing activities; for helping to ensure that appropriate goals and objectives are met; following laws and regulations; and ensuring that management is reliable and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair

presentation of the financial statements in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the Organization from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the Organization complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud, noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse that we report.

You are responsible for the preparation of the supplementary information in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. The Organization is also responsible for providing management's views on our current findings, conclusions, and

recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Organization or to acts by management or employees acting on behalf of the Organization. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from the Organization's attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures—Internal Control

Our audit will include obtaining an understanding of the Organization and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements

resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Organization's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Informational Tax Returns

We will prepare the Federal Form 990 and California Form 199 informational tax returns for the year ended June 30, 2017. These returns will be prepared using information you provide.

We will use our judgment in resolving questions where the tax law is unclear, or where there may be conflicts between the taxing authorities' interpretations of the law and other supportable positions. We will resolve such question in your favor, whenever possible, after discussion of possible alternatives with you. Management has the final responsibility for the information returns, and, therefore, you should review them carefully before you sign and file them.

Your returns may be selected for review by taxing authorities. Any proposed adjustments by the examining agent are subject to certain rights of appeal. In the event of such government tax examination, we will be available upon request to represent you and will render additional invoices for the time and expenses incurred.

Unless requested or unavailable, the returns will be electronically filed. This requires an authorization form to be completed by you once the return is complete.

Engagement Administration, Fees, and Other

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement,

you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

We understand that your employees will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing.

We will provide copies of our reports to the Organization; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Vicenti, Lloyd & Stutzman LLP and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the regulator or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Vicenti, Lloyd & Stutzman LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the regulator. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Wade McMullen, CPA, is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. Per Education Code Section 41020(f) (2), there is a limit of six consecutive years for any firm where the partner-in-charge of the audit and the reviewing partner have been the same in each of those years. This is the sixth consecutive year Wade McMullen will be the engagement partner.

During the term of this Agreement and for twelve months following its termination, the Organization shall not knowingly employ any Vicenti, Lloyd & Stutzman LLP employees or partners used by Vicenti, Lloyd & Stutzman LLP in the performance under this agreement, without the prior written consent of Vicenti, Lloyd & Stutzman LLP. Vicenti, Lloyd & Stutzman LLP shall be entitled, in addition to any other remedies it may have at law or in equity, to a payment from the Organization in an amount equal to one year's salary of any partner or employee the Organization employs in violation of this paragraph.

We estimate that our fees for these services will be \$10,250 for the audit and will not exceed \$1,200 for the information returns. You will also be billed for travel and other out-of-pocket costs such as report production, word processing, postage, etc. Additional expenses are estimated to be \$120. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary,

Navigator Schools

March 6, 2017

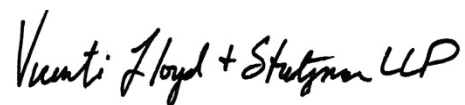
Page 7 of 8

standard billing rates may apply. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. There is a ten percent withholding clause per Education Code 14505.

Government Auditing Standards requires that we provide you with a copy of our most recent quality control review report. Our 2015 peer review report is on the last page of this letter.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Sincerely,



Vicenti, Lloyd & Stutzman LLP

RESPONSE: This letter correctly sets forth the understanding of Navigator Schools.

Officer signature: _____

Title: _____

Date: _____



System Review Report

To the Owners of Vicenti, Lloyd & Stutzman, LLP
and the Peer Review Committee of the
California Society of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Vicenti, Lloyd & Stutzman, LLP (the firm) in effect for the year ended December 31, 2015. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. As a part of our peer review, we considered reviews by regulatory entities, if applicable, in determining the nature and extent of our procedures. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included engagements performed under *Government Auditing Standards* and audits of employee benefit plans.

In our opinion, the system of quality control for the accounting and auditing practice of Vicenti, Lloyd & Stutzman, LLP in effect for the year ended December 31, 2015, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Vicenti, Lloyd & Stutzman, LLP has received a rating of *pass*.

Campbell Taylor & Company

May 25, 2016

Navigator Schools
2017-18 Preliminary Budget Narrative
March 9, 2017

From: Bryan Adams

2017-18 Preliminary Budget

- The 2017-18 preliminary budget **total net income is \$234k** as follows: CMO \$23k, Gilroy Prep \$105k, Hollister Prep \$106k. These numbers reflect the following general assumptions:
 - Enrollment will increase from roughly 840 to 960 due to the addition of one grade at each campus. Hollister Prep is increasing from 360 to 420 students (16.67% increase), and Gilroy Prep is increasing from 480 to 540 students (12.50% increase).
 - New teachers added to the schools in proportion to the increase in enrollment.
 - CMO fees as a % of LCFF revenue decreasing from 19.3% to 18%.
 - A proposed average salary increase of 5% in for school site-based employees, and 3% for all CMO employees. These are average increases, and will be applied to each employee based on merit, duties, and board direction regarding compensation policy.
 - Two new positions at the CMO: 1) \$81k data analyst, 2) \$42k accounting/operations support
 - Benefits will increase by a slightly higher percent than salaries because of two factors: 1) The STRS employer contribution rate is increasing from 12.58% to 14.43%, and 2) health insurance cost per employee is estimated to increase by 7%.
 - Additional state mandated cost reimbursement revenue is omitted for now, until we receive word that this funding will exist next year. If this funding is renewed, revenue for the two schools would increase by a combined amount by anywhere between \$50k and \$150k.
 - Other revenue and expense is for the most part projected to increase by the % increase in enrollment.

Navigator Schools - 2017-18 Preliminary Budget
 March 2017 Board Report

2017-18 Preliminary Budget:

	Total Preliminary Budget	Change from 2016-17 est.	% Change from 2016-17 est.	GPS Preliminary Budget	Change from 2016-17 est.	% Change from 2016-17 est.	HPS Preliminary Budget	Change from 2016-17 est.	% Change from 2016-17 est.	CMO Preliminary Budget	Change from 2016-17 est.	% Change from 2016-17 est.
<i>Enrollment Projection</i>	960	120	14.29%	540	60	12.50%	420	60	16.67%			
REVENUE:												
LCFF Revenue	7,998,923	1,051,752	14.8%	4,343,495	529,144	13.7%	3,655,428	522,608	16.1%	0	0	
Federal Revenue	403,206	55,953	16.6%	270,757	34,803	15.6%	132,450	21,151	18.4%	0	0	
Other State Revenue	646,484	-345,700	-45.6%	366,907	-172,254	-38.0%	279,577	-173,445	-57.0%	0	0	
Donations & Grants	18,033	-133,968		18,033	11,033		0	-100,000		0	-45,000	
Other Revenue	147,765	-2,134	-1.5%	97,282	12,505	14.6%	50,483	8,062	25.0%	0	-22,700	-113.5%
CMO Management Fees	1,439,806	105,482	7.7%							1,439,806	105,482	7.7%
REVENUE	10,654,216	731,386	7.5%	5,096,473	415,229	9.0%	4,117,938	278,375	7.5%	1,439,806	37,782	2.7%
EXPENDITURES:												
Salaries	5,183,283	553,012	11.7%	2,357,803	212,113	9.9%	1,910,556	253,930	16.3%	914,924	86,969	8.6%
Benefits & Taxes	1,371,500	241,548	21.6%	652,078	103,662	18.9%	509,656	103,971	27.3%	209,766	33,915	17.9%
Books & Supplies	894,788	-93,479	-8.6%	523,201	-41,537	-6.7%	321,215	-69,414	-15.8%	50,372	17,472	80.1%
Services & Other Operating Expense	1,463,154	198,035	17.1%	626,236	86,064	16.7%	594,965	121,257	24.6%	241,952	-9,285	-6.1%
CMO Management Fees	1,439,806	105,482	7.7%	781,829	52,139	7.0%	657,977	53,343	8.5%			
Capital Outlay	22,838	-153,376	-212.9%	13,050	-16,312	-55.6%	9,788	-137,064	-321.0%	0	0	
EXPENDITURES	10,375,369	851,223	8.9%	4,954,197	396,128	8.6%	4,004,157	326,024	9.2%	1,417,014	129,071	9.4%
REVENUE LESS EXPENDITURES	278,848	-119,837	-60.7%	142,275	19,101	92.3%	113,780	-47,648	-29.5%	22,792	-91,290	-597.5%
GAAP Adjustments:												
Revenue Less Expenditures	278,848			142,275			113,780			22,792		
Add back Capita Outlay to Net income	22,838			13,050			9,788			0		
Subtract Depreciation Expense	-68,000			-50,000			-18,000			0		
Net Income - GAAP Basis 2017-18	<u>233,686</u>			<u>105,325</u>			<u>105,568</u>			<u>22,792</u>		
Beginning Net Assets @ 6/30/17 (latest projections)	2,979,626			1,516,228			1,380,504			82,894		
Net Income - GAAP Basis 2017-18	233,686			105,325			105,568			22,792		
Ending Net Assets @ 6/30/18	<u>3,213,312</u>			<u>1,621,554</u>			<u>1,486,072</u>			<u>105,686</u>		

Navigator Schools - 2017-18 Preliminary Budget Summary Comparison to 2016-17
 March 2017 Board Report

Income Statement - Combined <i>CMO/GPS/HPS</i>	2016-17 Projected (Estimate)	2017-18 Preliminary Budget	Variance Fav (Unfav) from 2016-17
Revenue	9,922,830	10,654,216	731,386
Expenses	9,412,732	10,420,531	-1,007,799
Net Income - GAAP basis (audit)	510,098	233,686	-276,413
Less Capital Outlay	-176,214	-22,838	153,376
Revenue less expenses & capital outlay	333,885	210,848	-123,037

	<u>2016-17</u>	<u>2017-18</u>
Beginning Fund Balance	2,469,528	2,979,626
Net Income - GAAP basis (audit)	510,098	233,686
Ending Fund Balance	<u>2,979,626</u>	<u>3,213,312</u>

Revenues/Student *	10,224	9,598
Expenses/Student *	9,617	9,355
Fund Balance/Student	3,547	3,347

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



Date: September 15, 2016

To: Board of Directors

From: Kevin Sved, CEO

Re: CEO Authorization to Implement Site-Based Salary Increases for 2017-18

Recommendation

It is recommended that the Board authorize the CEO to provide 2017-18 employment agreements to school site-based staff with a 3% increase to base salary. Additionally, it is recommended that an additional 1% of salary increase compared to gross schoolwide 2016-17 salaries be allocated for Principals to have the discretion to provide stipends associated with additional responsibilities.

Background

The CEO needs compensation direction to retain and recruit site-based staff for 2017-18. The Board needs to approve a budget for 2017-18 that will keep the schools on solid financial footing. Preliminary budgets have been developed for 2017-18 based on average salary increases of 5% for returning site-based staff and an average salary increase of 3% for returning Support Office staff. The Finance Committee reviewed the preliminary budgets and discussed the need for a more comprehensive approach and philosophy related to compensation. Issues that need to be considered include:

- Compensation should be:
 - Fair and equitable
 - Supports maintenance of positive relationships with administration and board
 - Encourages retention and recruitment of qualified teachers and staff
- Effect of Compensation on school's bottom line
- Anticipation of change in California's economic growth and its impact on school budgets

While the preliminary budgets were developed with an average 5% salary increase for site-based staff, it is prudent to limit the increases to 3% plus 1% discretionary for stipends to help ensure healthy budget reserves to minimize risk against potential revenue fluctuations. Until a more comprehensive approach to compensation can be developed, consideration of site-based salaries in comparison to the salary ranges in local districts can help provide guidance in relation to salary increases. The attached document compares Navigator salaries with local districts. A table comparing preliminary compensation scenarios is also attached.

Summary

The CEO needs compensation direction to retain and recruit site-based staff for 2017-18. It is recommended that the Board authorize the CEO to provide 2017-18 employment agreements to school site-based staff with a 3% increase to base salary. Additionally, it is recommended that an additional 1% salary increase compared to gross schoolwide 2016-17 salaries be allocated for Principals to provide stipends associated with additional responsibilities.

Attachments:

- School Site-Based Salaries Compared to Local Districts
- Table Comparing Preliminary Compensation Scenarios

Site Staff Salary Comparison March 2017

	<i>Teacher in Training</i>	<i>Intern Program or STSP Teacher</i>	<i>Year 1-2 Teacher</i>	<i>Year 3-6 Teacher</i>	<i>Year 7-10</i>
	36,000-37,000	49,500-52,700	49,500-53,235	54,810-63,000	64,000-6
	n/a	43,530	49,748-54,103	49,748-65,063	56,855-76
	n/a	41,315	47,217-57,013	49,864-64,530	57,477-71
ity USD ve)	n/a	43,805	50,062-55,654	50,066-61,520	52,781-67
	n/a	44,069	50,365-54,475	52,379-63,729	61,277-74
	<i>Principal</i>	<i>Vice Principal</i>	<i>Academic Dean</i>	<i>Office Manager</i>	<i>SGI/Para</i>
	127,000*	85,750*	81,500*	48,500*	17.25/hou
	108,000-132,000 (up to step 4 on schedule)	95,000-114,000 (up to step 4 on schedule)	n/a (on teacher schedule)	34,969-44,561 (up to step 6 on schedule)	15.62-19.9 (up to 6 y service)
	97,727-120,224 (up to 10 years of service)	88,470-105,667 (up to 10 years of service)	n/a (on teacher schedule)	28,635-37,558 (up to 10 years of service)	12.60-17.9 (up to 10 service)

y or wage

issues for further research and analysis:

adjustments/increases are planned in local districts for upcoming year(s)

the number of calendar days in an annual work calendar

conditions, benefit packages, and other types of compensation

percentage increase for yearly experience factors in districts vs. COLA increases

or rating in teachers and staff with prior experience and new to Navigator

performance factor into determining salary adjustments

Navigator Schools - Compensation Comparison w/ Various Wage Increases		<u>2017-18</u>	<u>2017-18</u>	<u>2017-18</u>	<u>2017-18</u>	<u>2017-18</u>
		All School Staff +5%, CMO +3%	All School Staff +5%, CMO +5%	All School Staff +4%, CMO +3%	All School Staff +4%, CMO +4%	All School Staff at 5%, CMO +4%
Compensation Budget	Total 2016-2017					
Teachers, Teachers in Training	2,021,166	2,410,133	2,410,133	2,391,498	2,391,498	2,410,133
Small Group Instructors / Para Professionals	675,578	724,424	724,424	718,926	718,926	724,424
Yard duty/Janitorial/Security/Food service	189,826	200,419	200,419	198,509	198,509	200,419
Other Hourly Office (IT, Office Managers)	251,246	236,039	236,039	233,791	233,791	236,039
Administration (school site: Principal, VP, Academic Dean, SGI Coach)	664,499	697,345	697,345	690,704	690,704	697,345
Support Office Staff (all CMO employees)	827,955	914,924	930,304	914,924	922,614	922,614
Total Salaries	4,630,270	5,183,284	5,198,664	5,148,352	5,156,042	5,190,974
Benefits & Taxes	1,129,954	1,371,499	1,375,025	1,362,000	1,363,763	1,373,262
Total Salary & Benefits/Taxes	5,760,224	6,554,783	6,573,689	6,510,352	6,519,805	6,564,236
Percent Increase from 2016-17 - Total Salaries & Benefits		13.79%	14.12%	13.02%	13.19%	13.96%
LCFF Revenues	6,947,171	7,998,923	7,998,923	7,998,923	7,998,923	7,998,923
Net Income	510,095	233,685	214,779	278,115	268,662	224,232
Salary Increase from 2016-17 to 2017-18		553,014	568,394	518,082	525,772	560,704
Increase in wages resulting from raises		197,723	213,194	162,793	170,483	205,413
Increase in wages resulting from new positions and increase in hours		355,291	355,200	355,289	355,289	355,291



Date: March 9, 2017

To: Board of Directors

From: Kevin Sved, CEO

Re: Resolution Designating Gilroy and Hollister Prep Schools as Safe Havens

Recommendation

It is recommended that the Board designate Gilroy and Hollister Prep Schools as Safe Havens.

Background

As discussed at previous board meetings, as requested by school site staff, and as recommended in the attached letter from the California Department of Education, the Navigator Schools leadership team would like to declare our schools as a “safe haven” for students and their parents. The resolution would remind parents and students they are welcome on our school campuses regardless of their immigration status. This resolution would also remind families of existing laws that protect them and their students’ records from questions about immigration status.

Summary

Navigator Schools leadership and staff recommend Gilroy and Hollister Prep Schools are designated Safe Havens to provide our students and their families with a sense of security and safety in an uncertain time.

Attachments: California Department of Education Official Letter California



Home / Newsroom / Editorials & Letters / Letters

**California Department of Education
Official Letter**

December 21, 2016

Dear County and District Superintendents, Charter School Administrators, and Principals:

PUBLIC SCHOOLS REMAIN SAFE HAVENS FOR CALIFORNIA'S STUDENTS

In this time of uncertainty, anxiety, and fear I strongly encourage you to join me in declaring our public schools “safe havens” for students and their parents and to remind families about existing laws that protect them and their students’ records from questions about immigration status.

Unfortunately, since the presidential election, reports of bullying, harassment, and intimidation of K-12 students based on immigration status, religious, or ethnic identification are on the rise.

As State Superintendent of Public Instruction, safety is my top priority. And my strongest commitment to you, your students and their families is that schools remain safe places to learn. California serves more than 6.2 million kindergarten through twelfth grade students with the most diverse population in the nation.

Parents should know they are welcome on our school campuses regardless of their immigration status. We encourage all parents and guardians to participate in their school communities and in the education of their children. Engaged parents play a key role in helping our students succeed. That is one reason encouraging parent engagement is a top priority for California schools and one of the key local indicators of success for our schools and districts.

The California Department of Education will continue to provide local educational agencies (LEAs) with guidelines about existing laws that protect student records, including:

- The 1984 Supreme Court decision *Plyler v. Doe* requires schools to enroll all eligible children regardless of their citizenship or immigration status.
- State and federal laws prohibit educational agencies from disclosing personally identifiable student information to law enforcement, without the consent of a parent or guardian, a court order or lawful subpoena, or in the case of a health emergency.
- Districts must verify a student’s age and residency, but have flexibility in what documents or supporting papers they use. They do not have to use documents pertaining to immigration status.
- To determine age, for example, an LEA can rely on a statement from a local registrar, baptismal records, or an affidavit from a parent guardian or custodian.
- To determine residency, an LEA can rely on property tax receipts, pay stubs, or correspondence from a government agency.

Since LEAs do have wide discretion in what records they use, I strongly recommend that they do not collect or maintain documents related to immigration status.

Some California districts, such as the Los Angeles Unified School District and Sacramento Unified School District, have declared themselves to be “safe havens” to let their communities know they will maintain a welcoming environment for all students and parents. I support this message.

Here is an example of a resolution from the Sacramento City Unified School District
http://www.scusd.edu/sites/main/files/file-attachments/safe_haven_reso_final_amended_final.pdf.

Together, we can make it clear we will do our best to make sure the prospect of the deportation of undocumented students and their families will not interfere with helping our students succeed.

Our schools are not and will not become an arm of the U.S. Customs and Immigration Enforcement (ICE). Instead, they will remain safe places for learning and teaching for all students, regardless of immigration status.

Please join me in spreading this message. We can and must support each other as California leads the way forward.

Sincerely,

Tom Torlakson

TT:ba
2016-09599

Last Reviewed: Wednesday, December 21, 2016

RESOLUTION DESIGNATING GILROY AND HOLLISTER PREP SCHOOLS AS SAFE HAVENS

Whereas, Navigator Schools is committed to the success of all students irrespective of their immigration status, ethnicity, race, religion, sexual orientation, sex and gender identity, socio-economic status, or ability; and

Whereas, The Declaration of Independence of the United States of America recognizes every individual's right to life, liberty, and the pursuit of happiness; and

Whereas, The United States of America was built by diverse peoples, both native and immigrant alike; and

Whereas, Education has played a critical role in furthering tolerance and strengthening our society; and

Whereas, A large number of Navigator Schools staff members are from the Gilroy/Hollister community and are deeply committed to Navigator Schools, its students, families, and community; and

Whereas, A large number of families in the Gilroy/Hollister community are immigrants to the United States; and

Whereas, Numerous language—in addition to English—are spoken in Gilroy and Hollister Prep Schools, with Spanish being the largest; and

Whereas, Navigator Schools values diversity, multiculturalism, and multilingualism and provides bilingual programs districtwide; and

Whereas, A large number of the parents of students in the Navigator Schools are agricultural/farm workers and, as such, are a vital part of the central coast agricultural economy, helping feed the state, county, and beyond; and

Whereas, More than 60% of Navigator students qualify for free and reduced lunch; and
Whereas, Recent news and national events has resulted in thousands of students and families in Gilroy and Hollister expressing fear, sadness and concerns for student safety

NOW, THEREFORE, THE BOARD OF DIRECTORS FOR NAVIGATOR SCHOOLS FINDS, DETERMINES, AND RESOLVES AS FOLLOWS:

1. That the Navigator Schools Board of Directors directs the Chief Executive Officer (CEO) to support the creation of a safe haven at Gilroy and Hollister Prep Schools. This status shall include:

- Promoting tolerance and acceptance over hate or hate speech;
- Maintaining that, in compliance with U.S. Immigration and Customs Enforcement's (ICE) 2011 policy stating that it will not conduct immigration enforcement activity at any sensitive location, which includes all district facilities and equipment, without permission by specific federal law enforcement officials, unless exigent circumstances exist; ICE shall not be allowed to enter school sites or district properties without prior written approval from the CEO.
- Restricting the sharing of student files that may be used to ascertain the legal status of students;
- Designating Navigator School sites, facilities, and equipment as safe havens for students, families and the community;
- Allocating adequate resources necessary to support diversity, inclusion, and the values of a multicultural society;
- Offering focused professional development opportunities for all levels of staff;
- Collaborating with local non-profits and governmental agencies to support the success of immigrant families in our community.

2. That Navigator Schools work closely with the City, County and other state and local municipalities and community organizations to ensure our students and families are offered a protected space.

3. That the Board reaffirms its focus on promoting and elevating tolerance, inclusiveness and kindness of all students, families and staff at all district school sites, facilities and material property.

4. That the Board reaffirm the authority of the CEO to protect the data and identities of any student, family member, or school employee who may be adversely affected by any future policies or executive action that results in the collection of any personally identifiable information to the fullest extent provided by the law.

5. That the Board reaffirms Navigator Schools' unequivocal commitment to ensuring a safe educational environment for all students, serving as a safe haven school district for students and families threatened by immigration enforcement or discrimination, to the fullest extent provided by the law.

This Resolution shall take effect immediately upon its adoption.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting held on March 13, 2017.

Caitrin Wright, Chair
 Navigator Schools
 Board of Directors

2017-2018 School Year (DRAFT)

Date	Activity/agenda
August (Or would late June 2017 be better?)	Board retreat
September 12, (6 pm – 9 pm)	Board meeting <ul style="list-style-type: none"> • Unaudited annual financial statement • Committee descriptions • Accountability plan • SBAC scores presentation • Board goals/dashboard adoption
October 24, Tuesday (6 pm – 9 pm)	Board meeting
November December 12, Tuesday (6pm-9pm)	Board meeting <ul style="list-style-type: none"> • 1st interim budget revisions • Interim assessment report/review • FY 2016-17 Audit approval • Fall survey staff results
January February	
March 13, Tuesday (6 pm – 9 pm)	Board meeting <ul style="list-style-type: none"> • 2018-19 Preliminary budget presentation • 2nd interim budget revisions • LCAP review
April	
May 8, Tuesday (6pm-9pm)	Board Meeting <ul style="list-style-type: none"> • Budget approval • 2018-19 school Calendar Approved • Employee handbook • LCAP approval • Officer nomination process
June 19, Tuesday (6pm-9pm)	<ul style="list-style-type: none"> • Selection of new Board members • Election of officers • End of year staff & parent survey results • CEO evaluation (closed session) • Facility Use Agreements • Approve employment contracts

Board calendar will be updated periodically to reflect new information.

Who Will Be Involved

Who?	Purpose?	When?
Staff Strategic Planning Committee	<ul style="list-style-type: none"> -Drive overall process -Create content -Deliberate on key decisions 	<ul style="list-style-type: none"> -One hour bi-weekly meetings -Ongoing individual work in targeted areas
Board Strategic Planning Committee (Caitrin, Nora, John)	<ul style="list-style-type: none"> -Gather board member input between board meetings 	<ul style="list-style-type: none"> -Monthly two-hour meetings
Board of Directors (full board)	<ul style="list-style-type: none"> -Provide input on key decisions through planning process- -Ultimate decision-maker 	<ul style="list-style-type: none"> -Regularly scheduled meetings -Potential longer planning retreat
Full School Staff Meetings (open to all staff)	<ul style="list-style-type: none"> -Provide high-level input -Keep staff informed 	<ul style="list-style-type: none"> -1-2 meetings at each school likely in late spring/summer
Parent Community (open to all parents)	<ul style="list-style-type: none"> -Provide high-level input -Keep parents informed 	<ul style="list-style-type: none"> -1-2 meetings at each school, likely in late spring/summer



Date: March 8, 2017

To: Board of Directors

From: Kevin Sved, CEO

Re: Update on Strategic Planning & Request for Board Decision

Recommendation

It is recommended that the Board approve the Navigator team to develop a full strategic plan framed by the impact statement and strategy screen described below.

Background

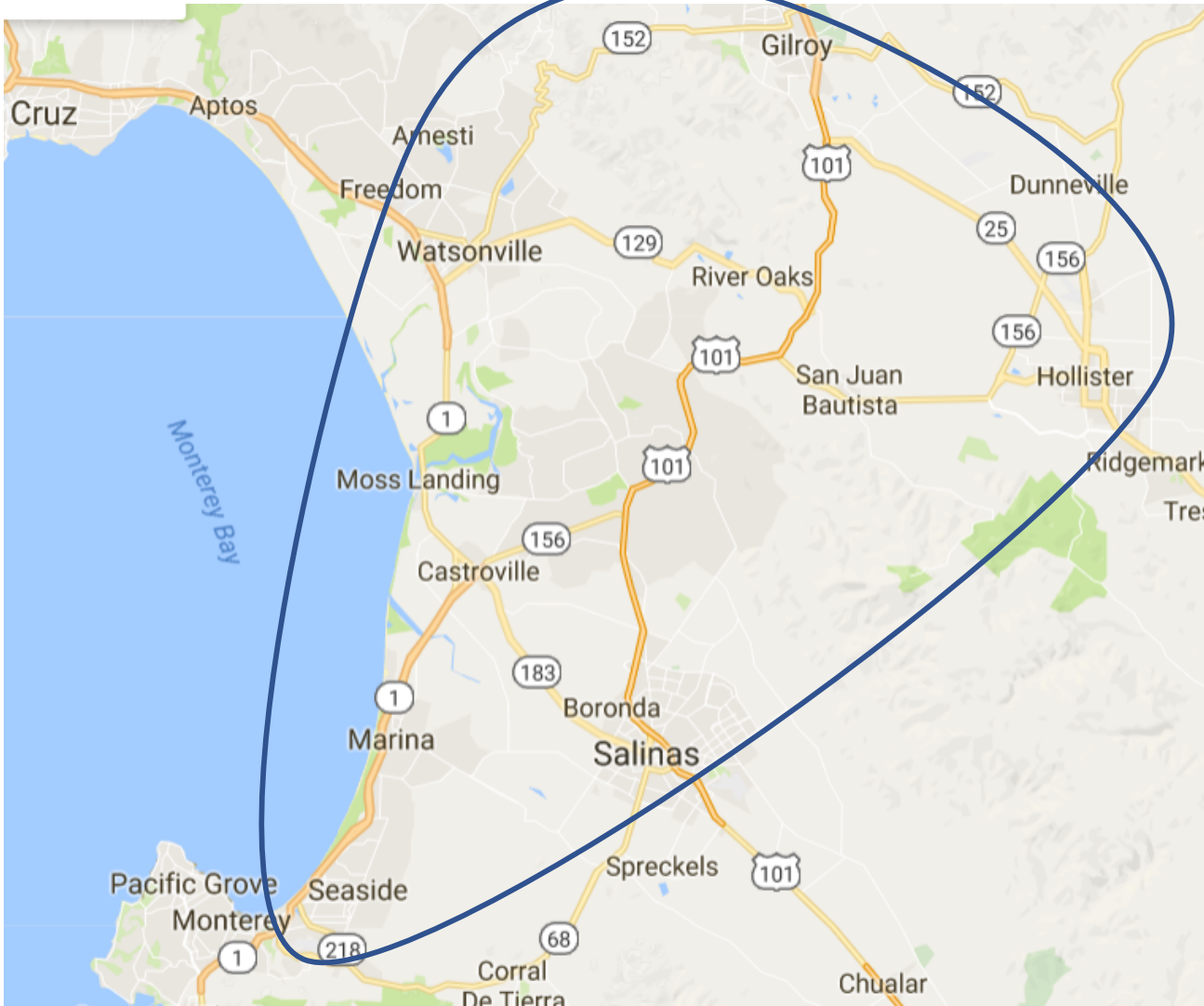
Following board approval in December, the Navigator team launched a strategic planning process in January. Our leadership team has spent significant time together reflecting on Navigator’s current strengths and weaknesses as an organization, the opportunities and challenges in the broader landscape in which we operate, and the impact we might pursue in the future.

Impact Statement

As part of our strategic planning work, the Navigator team has spent time developing an “impact statement” – a statement that can serve as a foundation or “north star” to guide our strategy over the next five years. Several themes emerged clearly and easily in our work on an impact statement: that we want to expand our impact, achieve excellent outcomes for our students, focus on serving the Greater Monterey Bay Area (“GMBA”) region¹, and continue to prioritize underserved students. Other areas were more complicated to explore; for example, whether to open a high school and how to best influence outcomes for the many thousands of students who are enrolled in district schools throughout the GMBA.

¹ This is our current label for the region that runs roughly from Gilroy on the northern edge, west to the Watsonville area, and south as far as Monterey and Salinas.

Map of the GMBA region where we would like to explore growth:



Based on our discussion as a team, we have drafted the following impact statement and welcome board input and reactions:

By 2022, Navigator will become a beacon for outstanding TK-8 education for underserved students throughout the Greater Monterey Bay Area by:

- growing to five schools serving 2,825 TK-8 students, at least 75% of whom are low-income, in five schools across the GMBA²;
- increasing the number of low-income K-8 students in the GMBA who are on track to succeed in college by 35%³;
- increasing the number of high-performing K-8 schools in the GMBA that serve at least 60% low-income students by 500%⁴;
and
- inspiring improved performance at GMBA districts by operating schools that are in the top 10% in the state and partnering with aligned districts to train their educators.

Strategy Screen

In addition to drafting an impact statement, the Navigator team developed and utilized a strategy screen to help us identify potential strategies for Navigator and consider the pros and cons of each. See below for the results of our strategy screen analysis.

² This is based on the idea of opening three new schools of 565 students each, or 1,695 total new seats.

³ This number is calculated by taking the number of low-income K-8 students in the GMBA (51,575) and multiplying that number by the national average college completion rate of low-income eighth-grade students (8.3%). We then divide that number by the number equal to the product of low-income students that Navigator would serve with five schools (2,119) multiplied by Navigator's blended FRL proficiency rate from last year (72%).

⁴ This measure uses beating the California average proficiency rates in math and ELA as a proxy for "high-performing". There is currently one school in the GMBA that serves at least 60% low-income students and exceeds California average proficiency rates in math and ELA.

Twelve Key Questions (Score 1-4; 4 is a strong yes, 1 is a strong no)	Replicate TK-8 model	Focus solely on driving performance improvements at current scale	Provide PD on the Navigator model to GMBA educators	Open tutoring centers or other outreach services in potential new markets	Open high school in Hollister	Provide support to alumni in high school and college	Open high school in Gilroy
Is the strategy necessary to realize desired impact?	4	1	3	2	1	1	1
Is there a high likelihood that the strategy will produce desired impact?	4	1	2	2	1	1	1
Are we uniquely positioned to execute the strategy?	4	4	4	2	2	3	2
Does the strategy play to the strengths of our team and culture?	4	1	3	2	2	2	2
Are the drivers of success within our control?	2	4	1	3	2	2	2
Is the strategy likely to be financially sustainable?	4	4	3	2	3	1	3
Is there a demonstrated need for the strategy?	4	1	4	3	3	2	2
Do we have a track record of success with this strategy already?	3	4	2	1	1	1	1
Is there likely to be community support?	4	3	3	4	3	3	2
Is there likely to be political support?	2	4	2	3	2	4	1
Is organizational capacity to execute the strategy present or accessible?	4	4	3	2	1	1	1
Would we face minimal competition?	4	4	4	3	3	2	2
Total Score	43	35	34	29	24	23	20
Average Score	3.6	2.9	2.8	2.4	2.0	1.9	1.7

Based on the outputs from our strategy screen, we would like to develop a strategic plan built around three strategies: (1) replicating our TK-8 model in the GMBA, (2) providing professional development to GMBA educators, and (3) opening tutoring centers or other outreach services in potential new markets. (Note that the latter strategy is only being considered as a tactic to build community support and interest in our work in new markets, not as a significant “new business” for Navigator.) Of equal importance is what we are proposing *not to do* based on the strategy screen: (1) staying at our existing scale (though this strategy scored well, it was disqualified due to its low scores relating to impact), (2) opening high schools, or (3) providing significant supports to our alumni. With respect to alumni, though we are not envisioning the build out of significant supports for them, part of our strategic plan will address how Navigator can best ensure their continued success given our decision not to operate high schools at this time.

New Market Criteria

As part of the strategic plan, the Navigator team will research and evaluate the following criteria for any community that we consider for expansion:

- Is there a need for a Navigator school, as measured by the performance of existing schools?
- Does the community have enough underserved students to justify a Navigator school?
- What is the size of the district and how many district and charter schools are there?
- Could more than one school potentially be opened in the community?
- Is the community likely to be supportive of a Navigator school?
- Are the district superintendent and board likely to be supportive of a Navigator school?
- Are adequate and affordable facilities likely to be available?
- Is the community likely to be an attractive place for recruiting staff?
- How far is the community from Navigator’s support office?

Questions for Board Discussion:

- Do you have any questions or comments on our proposed impact statement?
- Do you have any questions or comments on our strategy screen results?

Request for Action by the Board: Before we proceed further with strategic plan development, **we would like the board of directors to approve the direction in which we are headed, as expressed in our impact statement, or redirect us as needed.** If the board

approves our proposed impact statement (not as a final position but as a guiding framework), the Navigator team will proceed with building a detailed strategic plan based on that statement. A draft strategic plan would then be shared with the board for feedback at the June 20, 2017 board meeting.