



Navigator Schools

Board Meeting

Date and Time

Tuesday May 15, 2018 at 6:00 PM PDT

Location

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

Agenda

I. Opening Items

Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

The meeting is called to order with opening remarks.

C. Approve Minutes

Members will vote to approve minutes from the two previous board meetings (March 13 and March 21, 2018).

Approve minutes for Board Meeting on March 13, 2018

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

E. Consent Agenda

The board will vote on approving the Santa Clara County Office of Education CalSTRS agreement and the 2018-19 NS calendars.

II. Standing Items

A. CEO Report

Kevin Sved, CEO, will provide updates on CEO and director activities. Memos are submitted by directors of all departments.

B. Finance Report

The Finance Committee Chair will provide a summary of the latest committee meeting and review related financial updates.

C. Draft LCAP Presentation

Ami Ortiz, Director of Business and Finance, will review the current drafts of the GPS LCAP and the HPS LCAP.

D. 2018-19 Revised Preliminary Budget Presentation

Ami Ortiz will present the revised preliminary budget for 2018-19.

E. Governance Committee Report

The Governance Committee Chair will provide an overview of recent committee meetings and activities.

F. Board Officer Nomination Process

Caitrin Wright, Board Chair, will review the process by which board officers are nominated.

G. Re-Election of Board Members with Expiring Terms

The board will vote to elect three members to additional two-year terms. The members are JP Anderson and Nora Crivello (both having new terms from June 2018 - June 2020) and Alicia Gallegos-Fambrini (September 2017 - September 2019).

H. Approve 2018-19 Board Calendar

The board will vote on the approval of the 2018-19 schedule for board meetings.

I. Board On Track (BOT)

Caitrin Wright will highlight [Board On Track](#) (BOT) tools and lead a discussion on current and future use of BOT at NS.

III. Topical Items

Governance

A. 2018-19 Organizational Goals and Priorities Presentation

Kevin Sved, CEO, will deliver a presentation on proposed organizational goals and priorities for the 2018-19 school year.

B. Dashboard Update

Sean Martin, Special Projects Coordinator and Executive Assistant to the CEO, will share initial elements of a data dashboard project currently under development at NS.

C. Update and Discussion on WPS Charter Process

Kirsten Carr, Director of Community Outreach, will provide an update on the WPS charter application process, including a review of NS presentations at PVUSD board meetings.

D. Partnerships: R.O. Hardin Report

James Dent, CAO, will present a report on our professional development partnership (2016) with R.O. Hardin Elementary School.

E. Partnerships: Providing Services to External Partners

James Dent will share a presentation on a potential professional development outreach partnership with [Wonderful College Prep Academy](#).

F. Public Announcement of Reasons for Closed Session

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

G. Closed Session, Public Employment: CEO Evaluation

The board will move to the GPS office to meet in closed session.

H. Public Report of Action Taken in Closed Session

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

IV. Closing Items

A. Adjourn Meeting

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by: Sean Martin
Related Material: Minutes for Board Meeting on March 13, 2018
Minutes for Board Meeting on March 21, 2018.pdf

APPROVED



Navigator Schools

Minutes

Board Meeting

Date and Time

Tuesday March 13, 2018 at 6:00 PM

Location

Hollister Prep School, 881 Line Street, Hollister CA 95023

Teleconference Locations

- 277 IOOF Avenue, Gilroy, CA 95020

Directors Present

Alicia Gallegos Fambrini, Caitrin Wright, John Glover, Nora Crivello

Directors Absent

JP Anderson, Joyce Montgomery

Guests Present

Sean Martin

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Caitrin Wright called a meeting of the board of directors of Navigator Schools to order on Tuesday Mar 13, 2018 at 6:08 PM.

Caitrin shared a PowerPoint slide highlighting the performance of NS students and how they outperform students at high-income districts in the Bay Area. Caitrin welcomed community members from Watsonville.

C. Approve Minutes

Caitrin Wright made a motion to approve minutes from the Board Meeting on 12-12-17 Board Meeting on 12-12-17.

Nora Crivello seconded the motion.

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

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

There were no public comments.

E. Consent Agenda

John Glover made a motion to approve the consent agenda.

Alicia Gallegos Fambrini seconded the motion.

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

II. Topical Items

A. Watsonville Prep School Charter Petition

1. Kevin Sved, CEO, welcomed parents, children, and community members from Watsonville. Kirsten led the delivery of a presentation about Watsonville Prep School (WPS) and the green-lighting process for charter development.
2. Five parents spoke of their support and excitement for the school. They shared a variety of reasons for supporting the new school and why they look forward to enrolling their children in WPS. Several parents had visited Hollister Prep before the board meeting.
3. Kirsten introduced Fiaau Ohmann, a Watsonville resident, who shared her interest in Navigator Schools (NS). She explained why skilled and successful Watsonville Prep students will benefit the community, including the business community, of Watsonville.
4. Kirsten Carr, Director of Community Outreach, introduced members of NS staff, who spoke to key metrics of the WPS green-lighting plan.
 - James Dent, CAO, reviewed five key points about articulating and codifying the NS model. He introduced members of the NS leadership team, including the WPS principal designee, Andrea Hernandez.
 - Melissa Alatorre-Alnas, Director of HR, spoke about the Support Office and its capacity to promote growth and cultivate new leaders. Kevin mentioned the enthusiasm internal candidates have exhibited toward working at WPS.

- Ami Ortiz, Director of Business and Finance, discussed her experience as a new member of the NS family. She discussed the extent to which the Support Office is thriving, in terms of healthy communication, trust, mutual accountability, and focus on results. Kevin and James mentioned the role of in-house surveys related to this process.
 - Benjamin Moeller, Director of IT and OPS, reviewed organizational systems, structures, and driving effective execution. He discussed the development of playbooks, handbooks, manuals, and checklists to support current and future schools.
 - Heather Parsons discussed efforts at the school-site level to support teacher and leader development. She explained our developing program management system and related tools, including strategies for monitoring coaching, mentorship, and tasks. James mentioned our leadership booklist.
 - Kirsten provided an overview of our readiness for growth (which includes political landscape, community engagement, authorizing, fundraising, and facilities).
 - Sharon Waller, Director of Student Services, discussed special design features of Navigator Schools and the insights we have gathered at existing schools.
 - Andrea Hernandez, WPS principal designate, introduced herself and shared her background as an educator.
 - Kirsten mentioned that we currently have 201 intent-to-enroll forms for WPS. More than half of prospective WPS founding teachers have been identified.
 - Kirsten reviewed our PVUSD outreach efforts, including communications with the PVUSD superintendent and the PVUSD Board of Education.
 - Kirsten presented a list of next steps for outreach to various components of the Watsonville community. She provided an update on the WPS charter petition. She ended her presentation with a review of the timeline for an August 2019 WPS opening.
5. The board asked questions about communication and how our mission guides NS organizational climate and culture.
 6. Board members posed questions to parent visitors; mainly, what can NS learn from the Watsonville community?
 7. John Glover, board member, discussed the power and importance of parents and their influence in the community.
 8. Kirsten discussed CCSA feedback regarding the WPS charter petition.
 9. The board asked additional clarifying questions about WPS regarding enrollment, staffing, board membership, school management (leadership pipeline and transitions), funding, and the petition process.

Caitrin Wright made a motion to approve NS moving forward with the WPS petition pending CCSA review, YMC review, and executive summary provided by Kevin summarizing major edits.

Alicia Gallegos Fambrini seconded the motion.

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

III. Standing Items

A. CEO Report

1. NS leaders shared positive experiences at local district meetings related to GPS and HPS charter renewals.
2. Kevin provided an update on high-speed rail and related facility issues.

B. Finance Report

1. Kevin provided details regarding successes and improvements in the 2018-19 budget development process.
2. He recommended the board approve a 4% overall average increase in staff salaries. He discussed sustainability and long-term salary planning strategies.

C. CEO Authorization to Implement Salary Increases for 2018-19

Caitrin Wright made a motion to approve CEO to authorize a 4% overall average increase in staff salaries in 2018-19.

Alicia Gallegos Fambrini seconded the motion.

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

D. Governance Committee Report

1. Caitrin briefly discussed the use of Board On Track (BOT).
2. She discussed board expansion, further developing the recruitment process, and potential new board member candidates.
3. Members discussed process and timeline for adding new board members. New committees were also considered.

E. Approve Second Term of Board Member

Caitrin Wright made a motion to approve a second two-year term on the NS board for Joyce Montgomery.

Nora Crivello seconded the motion.

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

Board members expressed their gratitude to Joyce Montgomery for her service to Navigator Schools.

IV. Closing Items

A. Approve Special March Board Meeting

John Glover made a motion to hold a special board meeting via teleconference at 10:00am-10:15am, Wednesday, March 21st, 2018.

Alicia Gallegos Fambrini seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Approve Rescheduling of May 8th Regular Board Meeting

The board considered new dates and times for May meeting.
Caitrin Wright made a motion to reschedule the May 8 meeting to May 15.
John Glover seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Adjourn Meeting

1. Staff members shared their impressions of meeting future WPS parents and the inspiration they provide.
2. Board members reaffirmed their support of our expansion efforts.
3. Staff members voiced their support for our new WPS principal.

Caitrin Wright made a motion to adjourn the meeting.
Alicia Gallegos Fambrini seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:02 PM.

Respectfully Submitted,
Sean Martin

DRAFT



Navigator Schools

Minutes

Special Board Meeting

Date and Time

Wednesday March 21, 2018 at 10:00 AM

Location

Navigator Schools

Teleconference Locations

- 333 W Harbor Drive, San Diego, CA 92101
- 827 Broadway, Suite 300, Oakland, CA 94607
- 3020 Hilltop Mall Road, San Pablo CA 94806
- 1827 Clifford Street, Santa Clara, CA 95050

Teleconference Instructions

- Join from PC, Mac, Linux, iOS or Android: <https://navigatorschools.zoom.us/j/656209141>
- Or telephone: dial (for higher quality, dial a number based on your current location): US: +1 669 900 6833 or +1 408 638 0968 or +1 646 876 9923
- Meeting ID: 656 209 141

Directors Present

A. Gallegos-Fambrini (remote), C. Wright (remote), J. Anderson (remote), J. Glover (remote), J. Montgomery (remote), N. Crivello (remote)

Directors Absent

None

Guests Present

K. Sved, S. Martin

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

C. Wright called a meeting of the board of directors of Navigator Schools to order on Wednesday Mar 21, 2018 @ 10:02 AM at Navigator Schools.

II. Governance Committee Report

A. Approve John Flaherty as New NS Board Member

Caitrin reviewed the recommendation of the Governance Committee and summarized the strengths of the candidate. Board members discussed the candidate.

C. Wright made a motion to approve election of John Flaherty to a two-year term on the NS Board (March 2018 - March 2020).

N. Crivello seconded the motion.

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

Roll Call

A. Gallegos-Fambrini Aye

N. Crivello Aye

J. Anderson Aye

C. Wright Aye

J. Glover Aye

J. Montgomery Aye

B. Approve Fiaau Ohmann as New NS Board Member

Caitrin summarized the recommendation of the Governance Committee. Kevin reviewed the qualifications of the candidate. Board members discussed the candidate.

C. Wright made a motion to approve election of Fiaau Ohmann to a two-year term on the NS Board (March 2018 - March 2020).

A. Gallegos-Fambrini seconded the motion.

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

Roll Call

J. Anderson Aye

A. Gallegos-Fambrini Aye

J. Glover Aye

C. Wright Aye

J. Montgomery Aye

N. Crivello Aye

III. Closing Items

A. Adjourn Meeting

C. Wright made a motion to adjourn the meeting.

J. Glover seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:14 AM.

Respectfully Submitted,

S. Martin

Coversheet

Consent Agenda

Section: I. Opening Items
Item: E. Consent Agenda
Purpose: Vote
Submitted by: Benjamin Moeller, Ami Ortiz
Related Material: Santa Clara COE Retirement.pdf
2018-19 Navigator Schools Calendars.pdf



Santa Clara County Office of Education

Jon R. Gundry
County Superintendent of Schools

SANTA CLARA COUNTY OFFICE OF EDUCATION
AGREEMENT FOR CHARTER SCHOOL RETIREMENT REPORTING SERVICES

SCCOE's Fee and Payment Thereof

1. The Charter agrees to pay the SCCOE for the services under this Agreement as follows:
 - \$1,800 per year to be paid upon signing and submission of this Agreement (On or before July 1st of every year).
 - A processing fee of \$125 for each retirement data file submitted that is not acceptable and has to be replaced and reprocessed. These fees shall be assessed monthly and are payable upon demand.
2. The Charter agrees to reimburse the SCCOE for any penalties and/or other levies assessed by CalSTRS that were caused by acts of the Charter.

Duration of Agreement

The Agreement begins on July 1, 2017 and will need to be renewed for each fiscal year beginning July 1 and ending June 30.

IN WITNESS THEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized officers.

SANTA CLARA COUNTY OFFICE OF EDUCATION
DISTRICT BUSINESS AND ADVISORY SERVICES

Gilroy Prep, Navigatorschools
CHARTER SCHOOL

Signature: _____

Signature: _____

Name: _____

Name: _____

Title: _____

Title: _____

Approved by the Charter Governing Board on

_____ Date

Authorized Person for Submission of Retirement Files to the STRS Connect Portal:

Name: Ami Ortiz

Title: Business Analyst

E-Mail: aortiz@navigatorschools.org

Phone: 831-217-4881

County Board of Education: Michael Chang, Joseph Di Salvo, Darcie Green, Rosemary Kamei, Grace H. Mah, Claudia Rossi, Anna Song
1290 Ridder Park Drive, San Jose, CA 95131-2304 (408) 453-6500 www.sccoe.org

2018/19 Navigator Schools Academic Calendar

(To be Adopted by the Navigator Schools Board by May 2018)

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

JULY

4	Independence Day
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January

S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

JANUARY

1-4	No School (Holiday Break)
7-8	No School (Staff Development Day)
11	End of Unit 2
21	No School (Martin Luther King Jr. Day)
16	

August

S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

AUGUST

16	First Day of School
16-17	Minimum Days
31	Minimum Day
12	

February

S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	1	2

FEBRUARY

15	Minimum Day
18-22	No School (Winter Break)
15	

September

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER

3	No School (Labor Day)
10	No School (Staff Development Day)
18	

March

S	M	T	W	T	F	S
24	25	26	27	28	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH

10	Daylight Savings Time
22	No School (Staff Development Day)
22	End of Unit 3
29	Minimum Day
20	

October

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

OCTOBER

19	End of Unit 1
26	No School (Staff Development Day)
29-31	Parent/Teacher Conferences (minimum days)
22	

April

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

APRIL

1-5	No School (Spring Break)
17	

November

S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

NOVEMBER

1-9	Minimum Days (Parent/Teacher Conferences)
4	Daylight Savings Time
12	No School (Veterans Day Observed)
16	Minimum Day
19-23	No School (Thanksgiving Break)
16	

May

S	M	T	W	T	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

MAY

24	Minimum Day
27	No School (Memorial Day)
22	

December

S	M	T	W	T	F	S
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

DECEMBER

21	Minimum Day
24-31	No School (Holiday Break)
15	

June

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

JUNE

10-11	Minimum Days
11	End of Unit 4
11	Last Day of School
7	

5	Minimum Day Wednesdays (K-8)
Green	Minimum Day (K-8)
Orange	No School for Students, Staff Development Day
Grey	No School for Students, Holiday



2018/19 Navigator Schools Instructional Calendar

(To be Adopted by the Navigator Schools Board by May 2018)

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

JULY

4	Independence Day
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January

S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

JANUARY

1-4	No School (Holiday Break)
7-8	Staff Development Days
11	End of Unit 2
21	No School (Martin Luther King Jr. Day)

August

S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

AUGUST

1-7	Navi 101 (New Staff)
8-14	Navi 201 (All Staff)
15	Teacher Work Day
16	First Day of School
16-17	Minimum Days
31	Minimum Day

February

S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	1	2

FEBRUARY

15	Minimum Day
18-22	No School (Winter Break)

September

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER

3	No School (Labor Day)
10	Staff Development Day

March

S	M	T	W	T	F	S
24	25	26	27	28	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH

10	Daylight Savings Time
22	Staff Development Day
22	End of Unit 3
29	Minimum Day

October

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

OCTOBER

19	End of Unit 1
26	Staff Development Day
29-31	Parent/Teacher Conferences (Minimum Days)

April

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

APRIL

1-5	No School (Spring Break)
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November

S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

NOVEMBER

1-9	Parent/Teacher Conferences (Minimum Days)
4	Daylight Savings Time
12	No School (Veterans Day Observed)
16	Minimum Day
19-23	No School (Thanksgiving Break)

May

S	M	T	W	T	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

MAY

24	Minimum Day
27	No School (Memorial Day)

December

S	M	T	W	T	F	S
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

DECEMBER

21	Minimum Day
24-31	No School (Holiday Break)

June

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

JUNE

10-11	Minimum Days
11	End of Unit 4
11	Last Day of School

5	Minimum Day Wednesdays (K-8)
	Minimum Day (K-8)
	Staff Development Day, No School for Students
	Holiday, No School for Students and Staff
	Non-Working Day

M-F Work Days	260
Holidays	30
Non-working Days	34
Working Days	196

This Calendar pertains to Teachers, TNTs, SGIs, Paras, PE, AR, and Athletic Director



2018/19 Navigator Schools Admin Calendar

(To be Adopted by the Navigator Schools Board by May 2018)

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

JULY

4	Independence Day
23	School Admins & Office Staff Return

January

S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

JANUARY

1-4	No School (Holiday Break)
7-8	Staff Development Days
11	End of Unit 2
21	Martin Luther King Jr. Day (no school)

August

S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

AUGUST

1-7	Navi 101 (New Staff)
8-14	Navi 201 (All Staff)
15	Staff Work Day
16	First Day of School
16-17	Minimum Days
31	Minimum Day

February

S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	1	2

FEBRUARY

15	Minimum Day
18-22	No School (Winter Break)

September

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER

3	No School (Labor Day)
10	Staff Development Day

March

S	M	T	W	T	F	S
24	25	26	27	28	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH

10	Daylight Savings Time
22	Staff Development Day
22	End of Unit 3
29	Minimum Day

October

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

OCTOBER

19	End of Unit 1
26	Staff Development Day
29-31	Parent/Teacher Conferences (Minimum Days)

April

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

APRIL

1-5	No School (Spring Break)
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November

S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

NOVEMBER

1-9	Parent/Teacher Conferences (Minimum Days)
4	Daylight Savings Time
12	No School (Veterans Day Observed)
16	Minimum Day
19-23	No School (Thanksgiving Break)

May

S	M	T	W	T	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

MAY

24	Minimum Day
27	No School (Memorial Day)

December

S	M	T	W	T	F	S
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

DECEMBER

21	Minimum Day
17-31	No School (Holiday Break)

June

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

JUNE

10-11	Minimum Days
11	End of Unit 4
11	Last Day of School

5	Minimum Day Wednesdays (K-8)
Green	Minimum Day (K-8)
Orange	Staff Development Day, No School for Students
Grey	Holiday, No School for Students and Staff
Yellow	Non-Working Day
Red	Return Day

M-F Work Days	260
Holidays	30
Non-working Days	24
Working Days	206

This Calendar pertains to Principals, Vice Principals, SGI Coach, Office Managers, and Office Assistants.



2018/19 Navigator Schools Directors/Chiefs Calendar

(To be Adopted by the Navigator Schools Board by May 2018)

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

JULY

4	Independence Day
18-31	Required Work Days
23	School Admins & Office Staff Return

January

S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

JANUARY

1	New Years Day
2-4	Organizational Holiday
7-8	Staff PD Days - Required Work Days
21	Martin Luther King Jr. Day
30-31	Special Off Site

August

S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

AUGUST

1-17	Required Work Days
1-7	Navi 101 (New Staff)
8-14	Navi 201 (All Staff)
16	First Day of School

February

S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	1	2

FEBRUARY

18	Presidents Day
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September

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER

3	Labor Day
7	Quarterly Off Site
10	Staff PD Day - Required Work Day

March

S	M	T	W	T	F	S
24	25	26	27	28	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH

10	Daylight Savings Time
22	Staff PD Day - Required Work Day
25-28	CCSA
29	CCSA Debrief/Quarterly Off Site

October

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

OCTOBER

26	Staff PD Day - Required Work Day
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April

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

APRIL

November

S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

NOVEMBER

4	Daylight Savings Time
12	Veterans Day Observed
21 & 23	Organizational Holiday
22	Thanksgiving
30	Quarterly Off Site

May

S	M	T	W	T	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

MAY

3	Quarterly Off Site
27	Memorial Day

December

S	M	T	W	T	F	S
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

DECEMBER

24	Organizational Holiday
25	Christmas
26-27	Organizational Holiday
28-31	Non-Work Days

June

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

JUNE

11	Last Day of School
12-18	Required Work Days

5	Minimum Day Wednesdays (K-8)
	Holiday, no school for students and staff
	Organizational Holiday
	Required Work Day
	Non-Work Day

M-F Work Days	260
Legal Holiday	9
Non-Work Day	2
Organizational Holiday	8
*Scheduled Non-work days	18
Working Days	223

*Up to 8 days of the non-work days can be used on instructional days.



2018/19 Navigator Schools Support Office Calendar

(To be Adopted by the Navigator Schools Board by May 2018)

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

JULY

4	Independence Day
18-31	Required Work Days
23	School Admins & Office Staff Return

January

S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

JANUARY

1	New Years Day
2-4	Organizational Holiday
7-8	Staff PD Days - Required Work Days
21	Martin Luther King Jr. Day

August

S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

AUGUST

1-17	Required Work Days
1-7	Navi 101 (New Staff)
8-14	Navi 201 (All Staff)
16	First Day of School

February

S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	1	2

FEBRUARY

18	Presidents Day
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September

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER

3	Labor Day
10	Staff PD Day - Required Work Day

March

S	M	T	W	T	F	S
24	25	26	27	28	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH

10	Daylight Savings Time
22	Staff PD Day - Required Work Day

October

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

OCTOBER

26	Staff PD Day - Required Work Day
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April

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

APRIL

November

S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

NOVEMBER

4	Daylight Savings Time
12	Veterans Day Observed
21 & 23	Organizational Holiday
22	Thanksgiving

May

S	M	T	W	T	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

MAY

27	Memorial Day
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December

S	M	T	W	T	F	S
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

DECEMBER

24	Organizational Holiday
25	Christmas
26-27	Organizational Holiday
28-31	Non-Work Days

June

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

JUNE

11	Last Day of School
12-18	Required Work Days

5	Minimum Day Wednesdays (K-8)
	Holiday, no school for students and staff
	Organizational Holiday
	Required Work Day
	Non-Work Day

M-F Work Days	260
Legal Holiday	9
Non-Work Day	2
Organizational Holiday	8
*Scheduled Non-work days	18
Working Days	223

*Up to 8 days of the non-work days can be used on instructional days.



2018/19 Navigator Schools ITOM Calendar

(To be Adopted by the Navigator Schools Board by May 2018)

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

JULY

4	Independence Day
18-31	Required Work Days
23	School Admins & Office Staff Return

January

S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

JANUARY

1	New Years Day
2-4	Organizational Holiday
7-8	Staff PD Days - Required Work Days
21	Martin Luther King Jr. Day

August

S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

AUGUST

1-17	Required Work Days
1-7	Navi 101 (New Staff)
8-14	Navi 201 (All Staff)
16	First Day of School

February

S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	1	2

FEBRUARY

18	Presidents Day
----	----------------

September

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER

3	Labor Day
10	Staff PD Day - Required Work Day

March

S	M	T	W	T	F	S
24	25	26	27	28	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH

10	Daylight Savings Time
22	Staff PD Day - Required Work Day

October

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

OCTOBER

26	Staff PD Day - Required Work Day
----	----------------------------------

April

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

APRIL

November

S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

NOVEMBER

4	Daylight Savings Time
12	Veterans Day Observed
21 & 23	Organizational Holiday
22	Thanksgiving

May

S	M	T	W	T	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

MAY

27	Memorial Day
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December

S	M	T	W	T	F	S
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

DECEMBER

24	Organizational Holiday
25	Christmas
26-27	Organizational Holiday
28-31	Non-Work Days

June

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

JUNE

11	Last Day of School
10-14	Required Work Days

5	Minimum Day Wednesdays (K-8)
	Holiday, no school for students and staff
	Organizational Holiday
	Required Work Day
	Non-Work Day

M-F Work Days	260
Legal Holiday	9
Non-Work Day	2
Organizational Holiday	8
*Scheduled Non-work days	18
Working Days	223

*Up to 8 days of the non-work days can be used on instructional days.



2018/19 Navigator Schools Custodial Calendar

(To be Adopted by the Navigator Schools Board by May 2018)

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

JULY

4	Fourth of July

January

S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

JANUARY

1	New Years Day
21	Martin Luther King Jr. Day

August

S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

AUGUST

16	1st day of school

February

S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	1	2

FEBRUARY

18	President's Day

September

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER

3	Labor Day

March

S	M	T	W	T	F	S
24	25	26	27	28	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH

10	Daylight Savings Time

October

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

OCTOBER

April

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

APRIL

November

S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

NOVEMBER

4	Daylight Savings Time
12	Veterans Day (Observed)
22	Thanksgiving

May

S	M	T	W	T	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

MAY

27	Memorial Day

December

S	M	T	W	T	F	S
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

DECEMBER

25	Christmas Day

June

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

JUNE

11	Last Day of School

5	Minimum Day Wednesdays (K-8)



Coversheet

CEO Report

Section:	II. Standing Items
Item:	A. CEO Report
Purpose:	FYI
Submitted by:	Various
Related Material:	2. Academics Update.pdf 1. CEO Update.pdf 3. Community Outreach Update.pdf 4. HR Update.pdf 5. IT and OPS Update.pdf 6. Student Services Update.pdf 7. Business Finance Update.pdf



Date: May 9, 2018
To: Board of Directors
From: James Dent (CAO) and Heather Parsons (DCI)
Re: Academic Leadership Team Update

Planning for Thoughtful Growth

The Navigator Academic Leadership Team has begun defining roles and responsibilities for each team member. Here is the [current living document](#). Our increased ability to support capacity building, codification of leadership and teacher development, and curricular and data systems will be significantly upgraded.

In March, twelve instructional leaders attended CCSA for the first time with James. The trip had three main objectives:

1. Feel the power of the charter movement
2. Build team cohesiveness and relationship building
3. Study leadership content using the Five Dysfunctions of a Team

This trip “set the hook” for many of our up and coming leaders. They are very excited about their futures with Navigator, our growth, and their role in supporting our strategic plan. Our senior leadership team feels like we have a very deep bench as we envision being at five schools with comprehensive site leadership teams.

Building and Codifying Academic Program

Navigator continues to expand its codification of the academic program. Our curriculum specialist has finalized the scope and sequence documents as well as archiving all instructional materials and assessments for K-8 math and ELA. Work is well down the road in science as well and should be complete by January of 2019.

We have also created organizational priorities in the areas of mathematics instruction, integrating social emotional learning and codifying our principal development programs. These priorities next year will help Navigator closes its largest gaps in preparation for opening WPS in 2019. The team will be taking advantage of the post-SBAC slowdown to finalize the drafts of the priorities for the board meeting in June.

Healthy Systems

Staffing

Hollister Prep school has five classroom teacher openings for the 2018-19 school year, two spots from growing to seventh grade, one due to an admin promotion, and two more due to maternity leave. HPS plans to fill the majority of these positions with internal teacher in training staff. Debbie Benitez has been named site principal, as Heather Parsons will be moving to Director of Curriculum. The Vice Principal of Culture will be Nick Backich, formally our beloved kindergarten ELA teacher. HPS has selected an outside candidate, Lisa Uccello, to fill the VP of Academics position so that Andrea Hernandez can enter her year zero for Watsonville Prep. HPS is currently hiring additional teacher in training and SGI position to accommodate growth.

GPS has received intent to return forms from all teaching staff. The school currently has two teachers in training who will continue on in that role or fill available spots at GPS or HPS. Missy Corral will be taking on the VP of Academics role as Crystal Toriumi takes over as principal of GPS. Leah Martinez will be taking on the vice principal in training role to support our leadership team should they be offsite.

For our leadership teams at the sites, we have completed our selection process for next year's principals and vice principals. We are very pleased with the teams at each sites and are excited to send eight of our up and coming leaders to the Bay Area RELAY conference this summer in San Francisco. This is a fantastic opportunity to increase our internal capacity around culture, data driven instruction and academic coaching. We have never had so many Navis attend this conference and are excited for their continued development.

SBAC

SBAC testing began this past Monday, and is scheduled to last through the week of May 25th. Students are demonstrating their knowledge in mathematics, ELA and science by working diligently through a prescribed number of problems each day. Navigator knows well that testing time can come with stressors for both staff and students and we have organized activities to get the campuses energized and inspired. Each morning students and staff participate in physical activity to get their blood flowing, which is followed by the motivational tunnel run. When students arrive at the classroom they are met with daily motivational notes from family, and themed snack bars also decorated by families. They settle in quickly and are all up for the challenge.

In the afternoon students get to decompress with pep rallies and a lighter fare of educational activities. Anxiety is at a minimum, and students are reporting they have been comfortable with the content so far, though they have reported the math sections being more complex than in past years, especially in 6th and 7th grades. Even so, they are optimistic about their success.

Innovate Public Schools Award

Navigator was honored in San Francisco last Saturday at the annual Top Schools for Underserved Students Awards that Innovate Public Schools has published for the past three years. For the first time, GPS was at the top of the list in both English Language Arts and mathematics. This is quite a distinction considering the study looked at over seven hundred schools around the Bay Area that serve a high percentage of low income Hispanic/Latino students.

Click [here](#) to take a look at the report.



Date: May 9, 2018

To: Board of Directors

From: Kevin Sved, CEO

Re: CEO Update

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

1. With continued support, guidance, and accountability from our participation in Cohort Four of Achievement First Charter Network Accelerator Program, the Support Office Leadership Team has dug deep on developing priorities that we can “win on” in 2018-19. These priorities are the highest-leverage areas that will drive improved academic performance. These priorities are:
(1) Develop principals to successfully implement data-driven instruction and coaching;
(2) Implement social emotional learning into community and behavioral incident meetings; and
(3) strengthening math. This is addressed in more depth in the 2018-19 priorities item in this agenda.
2. The Chief Academic Officer, James Dent, and our incoming Director of Curriculum and Instruction, Heather Parsons, have worked with the Director of Student Services, Sharon Waller, Data Analyst and Curriculum Specialist, Victoria Garcia, and the 2018-19 Innovation Fellow, Norma Orozco, to map roles and responsibilities to deliver quality academic and leadership support for 2018-19. Please see the Academic Memo, an update on academic leadership activities, for more information.
3. We are working on dashboard metrics that will better support the Board in understanding how well we are doing throughout the year as a supplement to the outstanding SBAC results Navigator continues to deliver. We look forward to sharing samples of these metrics during the Board meeting, moving toward completion in June, with a readiness to start strong with the Board in August 2018.

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

1. The Support Office Leadership Team continues to strengthen trust and teamwork. Doing difficult work together and celebrating successes has been an important part of our growth development. The Board’s greenlighting of the WPS Charter Petition on 3/13 was an opportunity to celebrate, and inspired the attached poem that was shared with the SO Leadership Team on 3/14.
2. The priority planning process developed as part of the Achievement First Charter Accelerated Network support provides a framework to do priority setting on an annual basis. Attached is the timeline utilized to develop the 2018-19 priorities.
3. We are strengthening our systems to plan and develop materials for Board Meetings. Sean Martin, Special Projects Coordinator and Executive Assistant, created a planning tool that will support Directors and Chiefs to submit agenda items and reports on a timely basis.

C) Priority: Lead a thoughtful growth initiative

1. We were awarded an SSF Grant to establish WPS. This \$800,000 grant is being finalized with mileposts. Thank you Silicon Schools Fund!
2. Staffing for site leadership for 2018-19 is complete, with the added position of Vice Principal in Training. The VP in Training is a full time teacher who will receive a stipend to assume extra responsibilities that will support the school while also helping to prepare the VP in Training for future leadership.
3. Please see attached update from Director of Community Outreach.

Navigator Schools Priority Planning Process 2018-2019

Planning Phase	Planning Steps	Owner	Date	Status and Notes
Launch	Review and Revise Priority Planning Process with Timelines	Kevin	1/31	✓
Take Stock	Gather data: student assessments, staff and parent surveys, SOL Team self-assessments	SOL Team		✓
	Review performance against goals and metrics	SOL Team		✓
	Identify what's working well and areas of need	SOL Team		✓
Choosing the Right Priorities	Analyze gaps, needs and brainstorm highest leverage priorities	SOL Team		✓
	Decides on top 2-3 Priorities to move forward to Cross-Site ELT	SOL Team		✓
	SOL Team Discusses Feedback from Cross-Site and either Finalizes 2-3 priorities or takes it back for Cross-Site further discussion, feedback and analysis (repeat this step as needed)	SOL Team		✓
	Priorities decided and owners assigned	SOL Team		✓
Strategy Planning	Owners develop first draft of Priority with Key Strategies and Milestones	Owners	Feb 14	✓
	Estimated needs to Win on Priorities are incorporated into Preliminary Budget.	Ami	Feb 21	✓
	Job Descriptions for any related new positions are developed and reviewed by SOL Team.	Melissa	Feb 23	✓
	Preliminary Budget Presented to Finance Committee	Ami	Feb 27	✓
	Second drafts of Key Strategies and Milestones Presented and Reviewed at SOL Team Meeting; AF Coach Paige MacLean joins SOL Team Meeting and Provides Feedback	Owners	March 2	✓
Alignment of Resources	Preliminary Budget Presented to Board	Ami	March 13	✓
	Feedback from Finance Committee and Board is incorporated (as needed)	SOL Team	March 14	✓
	Hiring process for new positions related to priorities begins	Melissa	March 16	✓
	Owners share revised Priority Template... Key Strategies and Milestones Support Office Leadership Team	Owners	April 13	✓
Approval Processes	Cross-Site Educational Leadership Team Reviews and Provides Feedback on Strategies, Milestones, and Key Questions; Members added to support specific priorities	James	April 18	✓
	Priorities are reviewed, refined, and submitted to external partners for pressure testing.	Kevin	April 18	✓
	Pressure Testing Feedback Incorporated into Priority Plans	SOL Team	May 4	✓
	Priorities built into Local Control Accountability Plan (LCAP) and Goals for 2018-19	Ami	By May 18	
	Engage staff and parents to provide feedback on LCAP and Goals for 2018-19	Kirsten	Ongoing	
	Finalize alignment of resources and PD plan/calendar (summer and school year)	Owners	By June 5	
	Develop communications plan to anchor priorities within the org and create a shared sense of urgency	Kirsten	By June 5	
	Develop a process for monitoring progress, reporting back, reflecting / thought partnering / course correcting	SOL Team	By June 5	
Final Budget and LCAP Presented to Finance Committee	Ami	June 5		
Final Budget and LCAP and Goals for 2018-19 Approved by the Board	Kevin	June 19		



Date: May 1, 2018

To: Kevin Sved

From: Kirsten Carr

Re: Community Outreach Activities

Update

Below is information on recent activities which directly support the goals and priorities of the Navigator Schools Board of Directors and leadership team.

1. Build on and codify the existing academic excellence in schools

- a. Submitted & received unanimous approval for 5-year renewals at both GPS & HPS
- b. Tours given in 2018:
 - i. Gilroy Unified School District Superintendent & cabinet members
 - ii. Watsonville Prep School parents
 - iii. Schwab Foundation
 - iv. Healdsburg Unified School District
 - v. Wonderful College Prep Academy
 - vi. Silicon Schools Learning Expeditions
 - vii. Taylor Farms
 - viii. Chamberlin Foundation
 - ix. Aspire Public Schools
 - x. KIPP Heritage
 - xi. Rocketship Rising Star

2. Create excellent, sustainable organizational health through strong systems, processes and procedures, and culture.

- a. Eliciting stakeholder feedback for LCAP at both sites
- b. Sharing bi-weekly Community Outreach Updates with staff

3. Lead a thoughtful growth initiative

- a. Press mentions for WPS petition
- b. Submitted petition for Watsonville Prep School with Pajaro Valley Unified School District
- c. Public comments given to PVUSD on March 28th
- d. PVUSD Public Hearing April 25th



Date: May 2018

To: Kevin Sved, CEO

From: Melissa Alatorre Alnas, Director of Human Resources

Re: Human Resources Update

Below you will find information (categorized by Board Priority) on the projects, activities, and tasks that have been occupying the HR office in recent months.

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

1. *Talent Recruitment, Hiring, and Position Refinement:*

- a. partnered with SGI Coaches and next year's site principals to align SGI expectations, responsibilities, and work week schedules (ensuring there is time within the work week to lesson plan and meet with both their teacher colleague and instructional coach) of the site Small Group Instructors
- b. collaborated with site leadership to confirm position transitions and vacant positions
- c. supported the attendance of the CSUMB Teacher Recruitment Fair and attended the UCSC Teacher Recruitment Fair
- d. began to implement the paper screening, school tour, and interview process with eligible candidates for vacant positions

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

1. *Professional Development Collaboration:*

- a. began partnering with Sharon to integrate Social Emotional Learning trainings and curriculum for staff and students
- b. supporting James and Heather around the leadership development process
- c. supporting this year's and next year's site principals on staff and general site situations/concerns that arise (wearing my HR hat, but also my previous site principal hat)

2. *Benefits:*

- a. collaborated with Alliant and Navigator staff, started the preliminary conversations around benefits for next school year

3. *Wage and Salary Adjustment Memos:*

- a. collaborated with Business, SO departments, and site leadership to gather information around wage and salary adjustments
- b. created and dispersed all staff wage or salary adjustment memos to site leadership (an updated job description and work year calendar accompanied each memo)

4. *Navigator HR Playbook:*

- a. continuous additions and refinements of the HR Playbook (recent additions: classroom long-term substitute compensation practices, refined professional expectations)

C) Priority: Lead a thoughtful growth initiative

1. Job Descriptions:

- a. updated job descriptions to both be as up-to-date as possible and also be ready

2. Watsonville Prep Support:

- a. Worked on the Human Resources portion of the WPS Charter petition
- b. attended the Superintendent parent meeting with Watsonville Prep parents
- c. collaborated with SO leadership colleagues to prepare messages to the Board for the May 9th PVUSD Board meeting



Date: May 8, 2018
To: Kevin Sved, CEO
From: Benjamin Moeller, Director of IT & Operations
Re: IT & OPS Update

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

1. This is the second year the Starting Clean project has been conducted. New team members have been added such as the HR Director and Data Analyst. Since November the team has met once a month, while I have met one-on-one with each team member to support their progress and problem solve through challenges and opportunities. I am confident after the start of next school the Starting Clean project will become a part of what we do every year.
2. Back in January the ITOM team, along with school staff support, moved the GPS school office and set up four classrooms in just one week. The careful planning a month before executing the project paid off. This was the smoothest project executed by the ITOM team as of yet. Overtime and weekends were not needed to complete the project.
3. Since March, ITOM team members, along with school staff, have been preparing for SBAC. With this being the last week before SBAC, I am proud to say we are so prepared that we are enjoying this last week with just waiting for SBAC. This could have not happened without the amazing team work with our Data Analyst, IT Admin, Manager of Ops and site techs.

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

1. We are continuing to develop the ITOM Manual this year, and now a school office playbook is being developed in partnership with Alex Mijares, the GPS office manager. By the end of the school year the office playbook will be completed enough for current and future school offices to rely on for year-to-year best practices and help keep alignment between school operations.
2. Javier Medina, our SIS/IT Admin has been working on a SIS handbook to support a new SIS Admin/Office Coordinator. This will help support transitioning over the summer.
3. Fulgence Dulay, our Manager of OPs and Maintenance, has been building a handbook on operations and maintenance procedures to help support his role and our Maintenance Technician.

C) Priority: Lead a thoughtful growth initiative

1. Building capacity is crucial to be able to have the bandwidth to support growth. First, Javier is preparing to become a full time IT Admin, with the creation of the SIS Admin/Office Coordinator position coming on board this summer. I will be partnering with Javier to support this new position and support him as he transitions to a full IT Admin. This summer we will have a full time Maintenance Technician. Currently this position has only been part-time, and usually operates in the afternoon. Now we can have earlier support to maintain clean and safe schools. Our site techs have taken on more responsibility for network support this year and it has worked out so well that will carry the network support into next year. Last and not least, I will be co-managing the VPs of Culture and Ops with operations. This will align operations for both school sites and ensure our sites are safe, clean, and have strong operations.



Date: 5/4/18

To: Kevin Sved

From: Sharon Waller

Re: Student Services Update

The SSD, under the motto of **Every Child by Name and Need**, is dedicated to improving our inclusion model and the NS Multi-tiered System of Supports (MTSS) framework. The department has also spearheaded one of the adopted organizational initiatives, the increase in social emotional learning (SEL) at our schools. In addition to these efforts, staff/leadership development and increased parent involvement were focuses.

Improvements in the inclusion model were initiated through study of exemplar programs, the State Taskforce Report on Special Education and through self-reflection of our model. The team debriefed and created action steps for 2018/2019 at a Student Services Retreat where 14 out of 16 student services staff (SSS) attended. The action steps were the following: Increase parent involvement through education, Improve the culture of inclusion through weekly collaboration meetings between SSS, gen ed teacher and the small group instructor (SGI) and create a bank of modified materials for our inclusion students to build capacity.

Work on refinement of the NS MTSS framework was achieved through a visit to an exemplar PBIS school (Edna Batey in Elk Grove). Following that visit, the team committed to the creation of an MTSS Coordinator, the adoption of common expectations about Tier 2 and Tier 3 needs, and an increase in PD in MTSS and SEL.

The SSS team in conjunction with a lead teacher (Jessie Hill) and the special project staff member (Sean Martin) co-wrote and submitted a grant to support MTSS improvements and SEL initiative, The SUMS Initiative Grant for \$50,000. We were notified last week that we've been preliminarily awarded this grant.

In the area of staff development, the Director supervised the SSS leader at HPS through an Alliant University partnership. The candidate, Jessica Sanchez, who started as a paraprofessional at HPS three years ago, will graduate with her Educational Specialist credential in August. She will be the lead special education teacher at HPS in the Fall.

The SSD led an effort to increase the numbers of parent workshops in at both schools. The department hosted a Parent resource fair at HPS and two parent classes, Parents and Media, Parents and Positive Behavioral Strategies, at both campuses.)

Respectfully,

Sharon Waller



Date: May 9, 2018

To: Board of Directors

From: Ami Ortiz

Re: Business and Finance Update

- 18/19 LCAP
 - Preliminary draft of 17/18 updates to Board for review 5/9/18
 - Working with leadership team to solidify 18/19 Goals and Actions
 - Once Goals and Actions are solidified I will begin working on the budget for the LCAP
 - Final draft will go to board on 5/22/18 for feedback
 - Final LCAP will go to Board for approval on 6/19/18
- 18/19 Budget
 - Continue to tighten salaries and staffing for all sites
 - Continue to work with Site Leadership and Directors to solidify expenses
 - In process of creating an estimated balance sheet and monthly cash flow forecast to accompany budget that will be sent with budget to the Board for review and feedback on 5/22/18
 - Final budget, estimated balance sheet and monthly cash flow forecast will go to the Board for approval on 6/19/18
- 16/17 Audit
 - Working with auditor to provide him with requested information by May 15th so he can complete the interim audit
- 18/19 Staffing
 - Working with Director of HR to ensure staffing and salaries for all sites stay within the budgeted amount for the 18/19 school year

Coversheet

Finance Report

Section:	II. Standing Items
Item:	B. Finance Report
Purpose:	FYI
Submitted by:	Ami Ortiz
Related Material:	2017_18 May Financials.pdf



2017-18 Financial Report Narrative
 May 15, 2018
 Board of Directors Meeting

2017-18 Net Income

	<u>Current Projection</u>	<u>Orig Bd Rpt</u>	<u>Previous Projection</u>
CMO	\$89k	\$42k	26K
Gilroy Prep	\$36k	\$294k	34K
Hollister Prep	<u>\$247k</u>	<u>\$235k</u>	<u>\$290k</u>
Total	\$372k	\$571k	350k

- CMO projected net income variance highlights

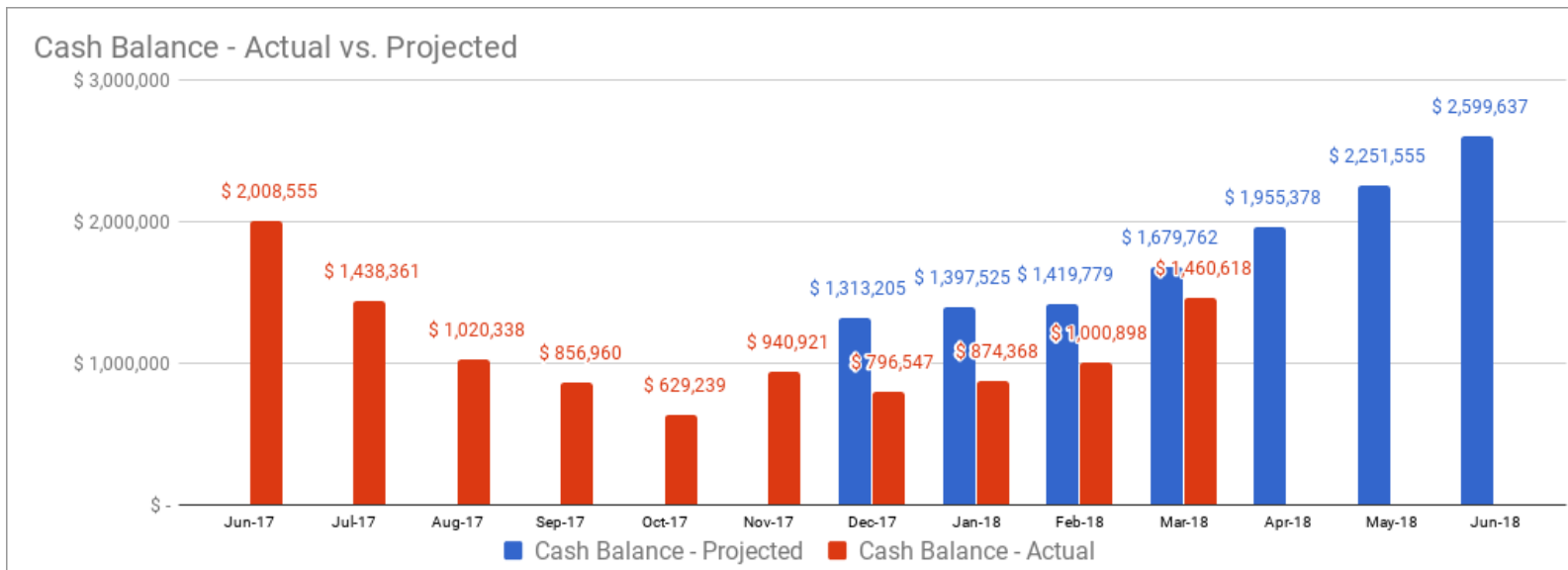
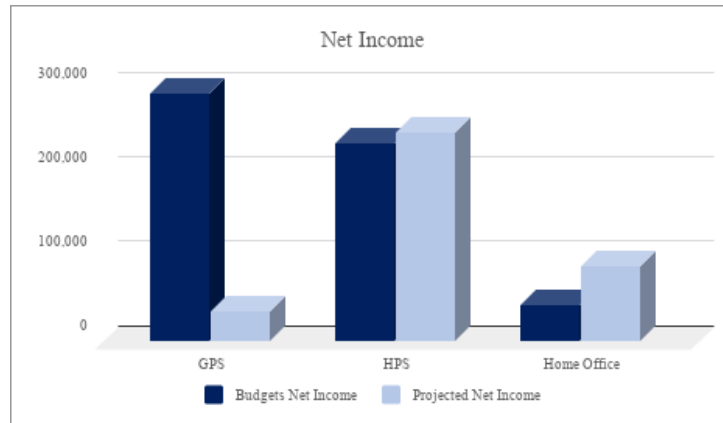
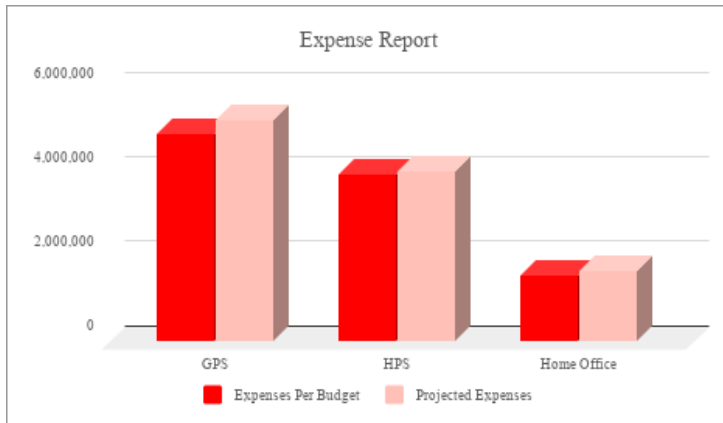
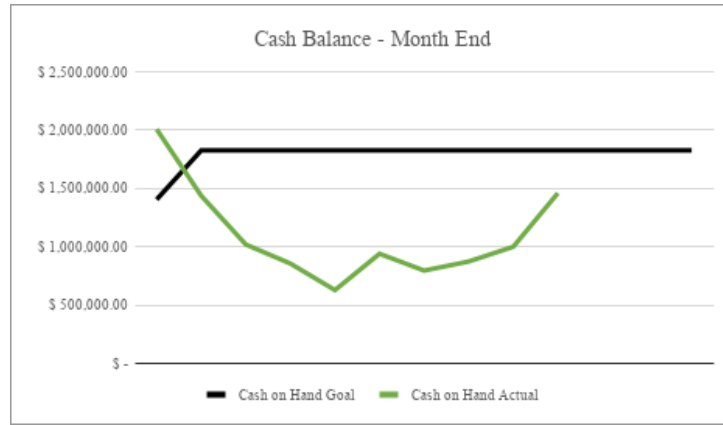
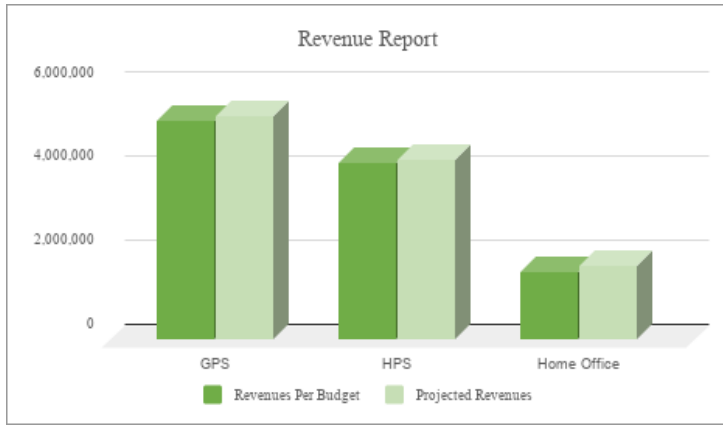
 - \$170k favorable variance from adding to the private fundraising total. The fundraising total changed from \$70k last board report to \$170k to reflect the CSGF grant amount.
 - \$45k unfavorable variance from additional staff hired.
 - \$64k unfavorable variance from benefits and taxes being under budgeted.
 - \$15k unfavorable variance from professional development going over budget.

- Gilroy Prep projected net income variance highlights

 - \$68k favorable variance from one-time mandated cost not budgeted.
 - \$100k favorable variance for elimination of contingency expenses due to the process that has begun to prioritize needs that were not budgeted for.
 - \$267k unfavorable variance in salaries from staffing needs for additional staff to meet the needs of SPED students and staff on leave.
 - \$77k unfavorable variance in benefits & taxes from the additional staff added and from being under budgeted.
 - \$79k unfavorable variance for Books & Supplies from anticipated technology expenses that were budgeted for the 2016-17 year but, due to late arrival of product, had to be recorded in 2017-18 and for technology needs for the additional staff not originally budgeted for.

- Hollister Prep projected net income variance highlights

 - \$51k favorable variance from one-time mandated cost not budgeted.
 - \$50k favorable variance for elimination of contingency expenses due to the process that has begun to prioritize needs that were not budgeted for.
 - \$85k unfavorable variance in salaries from staffing needs for additional Teachers in Training to meet staffing needs to cover multiple Teacher maternity leaves.



Navigator Schools
Balance Sheet Comparison

	Actual <u>6/30/2016</u>	Actual <u>6/30/2017</u>	Actual <u>3/31/2018</u>
Cash	1,884,454	2,008,555	1,460,618
Accounts Receivable	767,909	1,126,497	0
Prepaid Expense	72,379	209,415	33,045
Fixed Assets, net of depreciation	188,935	312,895	335,009
Total Assets	2,913,677	3,657,361	1,828,672
Accrued Liabilities	319,149	657,592	429,990
CDE Loan Payable	125,000	62,500	10,321
Total Liabilities	444,149	720,092	440,311
Beginning Fund Balance	1,790,843	2,469,528	2,937,269
Net Income	678,685	467,741	(1,548,908)
Ending Fund Balance	2,469,528	2,937,269	1,388,361
Total Liabilities & Fund Balance	2,913,677	3,657,361	1,828,672

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

Income Statement - Combined <i>CMO/GPS/HPS</i>	2017-18 Original Budget	2017-18 Latest Projection	2016-17 Audited Actuals
Revenue	10,991,368	11,335,437	9,860,508
Expenses	10,420,391	10,963,689	9,392,768
Net Income - GAAP basis (audit)	570,977	371,748	467,740
Less Capital Outlay	(157,550)	(31,713)	(190,113)
Revenue less expenses & capital out	413,427	340,035	277,627

	<u>2017-18</u>	<u>2017-18</u>	<u>2016-17</u>
Beginning Fund Balance	3,136,443	2,937,268	2,469,528
Net Income - GAAP basis (audit)	570,977	371,748	467,740
Ending Fund Balance	<u>3,707,420</u>	<u>3,309,016</u>	<u>2,937,268</u>

Revenues/Student *	9,939	10,295	10,254
Expenses/Student *	9,344	9,908	9,697
Fund Balance/Student at Year End	3,862	3,447	3,497

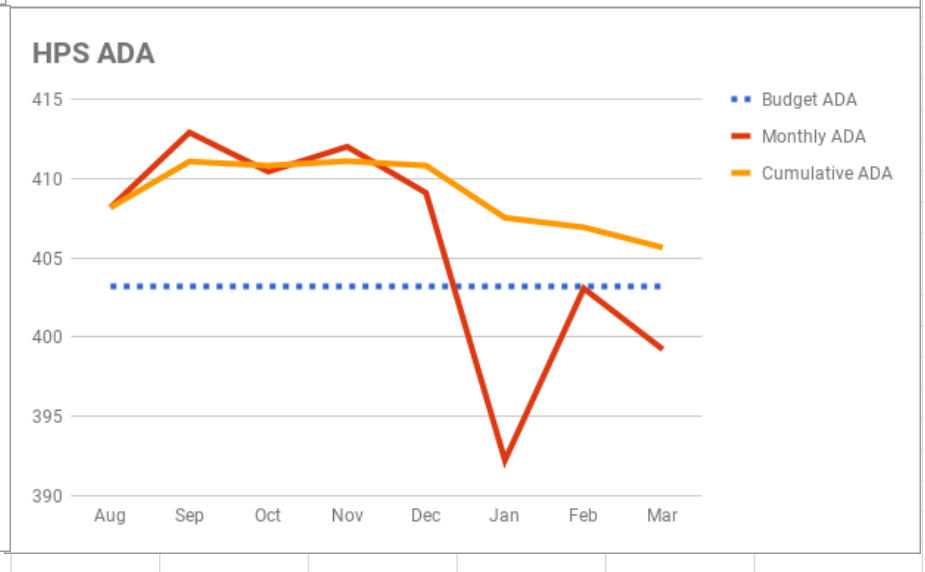
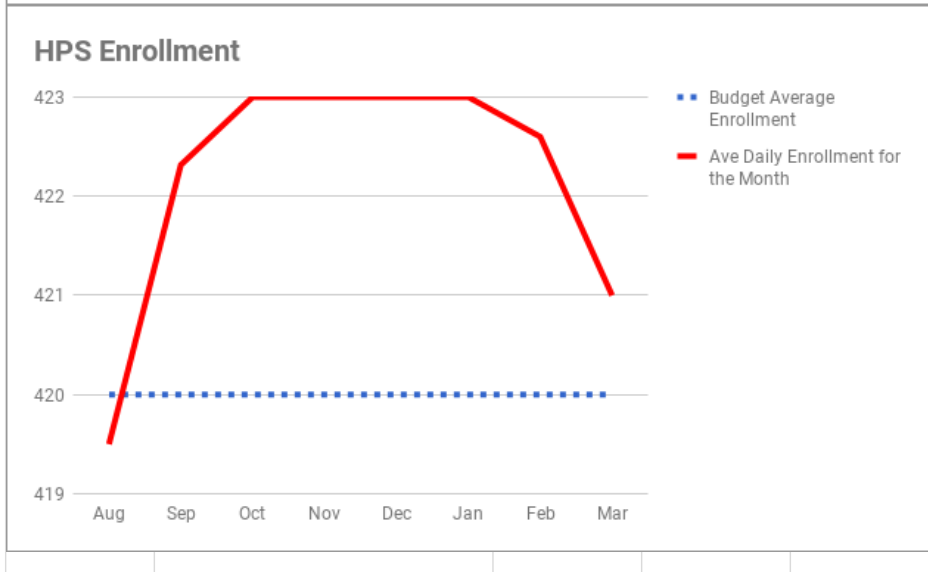
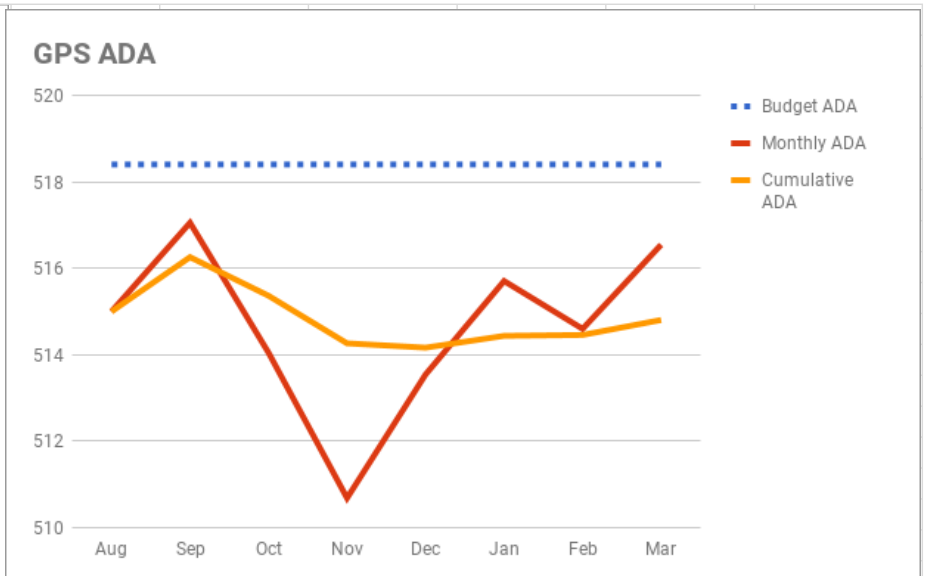
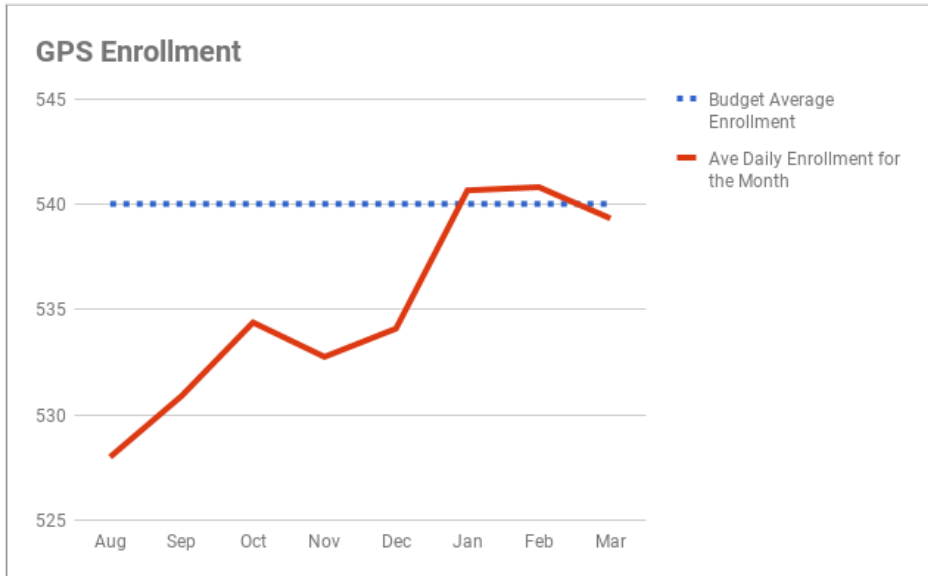
* Revenues and Expenses per student do not include CMO Management Fee Revenue/Expense because that is an intercompany charge.

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

Summary Level

Enrollment Projection

	Total 2017-18 Original <u>Budget</u>	Total 2017-18 Current <u>Projection</u>	GPS 2017-18 Original <u>Budget</u>	GPS 2017-18 Current <u>Projection</u>	HPS 2017-18 Original <u>Budget</u>	HPS 2017-18 Current <u>Projection</u>	CMO 2017-18 Original <u>Budget</u>	CMO 2017-18 Current <u>Projection</u>
	960	960	540	540	420	420		
REVENUE:								
LCFF Revenue	8,055,232	8,068,943	4,377,511	4,381,372	3,677,721	3,687,571	0	0
Federal Revenue	403,203	438,721	270,757	302,050	132,446	136,671	0	0
Other State Revenue	771,475	883,045	441,906	478,150	329,569	404,895	0	0
Donations & Grants	156,885	319,885	16,885	16,885	10,000	3,000	130,000	300,000
Other Revenue	154,631	172,433	104,744	115,729	49,887	56,427	0	277
CMO Management Fees	1,449,942	1,452,410					1,449,942	1,452,410
REVENUE	10,991,368	11,335,437	5,211,803	5,294,186	4,199,623	4,288,564	1,579,942	1,752,687
EXPENDITURES:								
Salaries	5,166,066	5,587,930	2,301,008	2,567,693	1,831,375	1,940,702	1,033,683	1,079,535
Benefits & Taxes	1,368,284	1,529,025	639,244	736,352	529,291	529,291	199,749	263,382
Books & Supplies	829,728	924,386	485,740	551,085	290,216	306,174	53,772	67,127
Services & Other Operating Expense	1,380,571	1,417,938	553,777	579,472	576,515	584,866	250,279	253,600
CMO Management Fees	1,449,942	1,452,410	787,952	788,647	661,990	663,763		
Contingency Expenses	150,000	0	100,000	0	50,000	0	0	0
Capital Outlay	157,550	31,713	101,025	21,713	56,525	10,000	0	0
EXPENDITURES	10,502,141	10,943,402	4,968,746	5,244,962	3,995,912	4,034,796	1,537,483	1,663,644
REVENUE LESS EXPENDITURES	489,227	392,035	243,057	49,224	203,711	253,768	42,459	89,043
GAAP Adjustments:								
Revenue Less Expenditures	489,227	392,035	243,057	49,224	203,711	253,768	42,459	89,043
Add back Capita Outlay to Net income	157,550	31,713	101,025	21,713	56,525	10,000	0	0
Subtract Depreciation Expense	(75,800)	(52,000)	(50,362)	(35,000)	(25,438)	(17,000)	0	0
Net Income - GAAP Basis 2017-18	570,977	371,748	293,720	35,937	234,798	246,768	42,459	89,043
Beginning Net Assets @ 6/30/17 (latest projecti	3,136,443	2,937,269	1,642,303	1,478,654	1,324,788	1,306,504	169,352	152,111
Net Income - GAAP Basis 2017-18	570,977	371,748	293,720	35,937	234,798	246,768	42,459	89,043
Ending Net Assets @ 6/30/18	3,707,420	3,309,017	1,936,023	1,514,591	1,559,586	1,553,272	211,811	241,154



Navigator Schools - Financial Data

<u>Attendance and Enrollment Data</u>	<u>Total</u>	<u>GPS</u>	<u>HPS</u>
2017-18 ADA - Approved Budget	921.6	518.4	403.2
2017-18 ADA thru 3/31/18	920.5	514.8	405.6
2017-18 ADA % thru 3/31/18	96.1%	96.2%	96.1%
2017-18 Enrollment - Approved Budget	960.0	540.0	420.0
2017-18 Ave Enrollment thru 3/31/18	957.6	535.4	422.2
Enrollment as of 3/31/18	959.0	538.0	421.0



	<u>Actual</u>	<u>Goal</u>
Cash balance as of 3/31/18	1,460,618	1,508,700
Annual Budgeted Expenditures (not including CMO Mgmt Fees)	9,052,199	9,052,199
Number of Months Cash on Hand	1.94	2.00

Coversheet

Draft LCAP Presentation

Section:	II. Standing Items
Item:	C. Draft LCAP Presentation
Purpose:	Discuss
Submitted by:	Ami Ortiz
Related Material:	Draft HPS LCAP 2018_19.pdf Draft GPS LCAP 2018_19.pdf

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

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Hollister Prep School	Kevin Sved, CEO	ksved@navigatorschools.org 831-217-4889

2017-20 Plan Summary

The Story

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

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

HPS serves its students and community by providing high quality educational services. HPS students participate in the state testing system which uses tests developed and administered by the Smarter Balanced Assessment Consortium (SBAC). In spring 2017, 91% of HPS students scored proficient or advanced in English Language Arts and 75% scored proficient or advanced in Math, both significantly higher than state averages. HPS is managed by Navigator Schools (Navigator), which is a Charter Management Organization dedicated to providing high quality educational services to K-8 students in the Central Coast region of California. Navigator also operates Gilroy Prep School.

LCAP Highlights

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

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

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

Review of Performance

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

Greatest Progress

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

Greatest Needs

[Add text here]

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

[Add text here]

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

Increased or Improved services

[Add text here]

Budget Summary

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ 4,703,240

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ [Add amount here]

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

[Add text here]

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 4,370,857

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5 & 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>In June 2017, 88% of staff felt proud to tell people where they work and 87% indicated they would recommend working at Navigator to a good friend. Expected outcome would be to improve baseline by 2%</p>	<p>As of January 2018 90% of staff felt proud to tell people where they work.</p>
<p>Parent Surveys will show: Safe and supported: 88% or better Satisfied with academic results: 95% or better</p>	<p>End of May Survey</p>
<p>Student Surveys for grades 3-6 targets will show: -95% felt proud to belong to HPS most or all of the time -89% felt that adults at the school cared about them most or all of the time -98% agreed that they felt safe at school</p>	<p>End of May Survey</p>

Expected

Actual

Suspension rates will be less than 2.5%	Suspension rate is .004
Student Attendance Rates, as a measure of student engagement will improve on baseline measures by 96% of enrollment.	HPS maintains a 96% of enrollment attendance rate.

Actions / Services

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

Action 1

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

Action 2

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

Action 3

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

Action 4

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

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school leadership will hold regular monthly meetings (parent coffees, Parent Club, middle school planning, etc.) with parents so that parents have input into school decisions.	HPS leadership holds a bilingual parent coffee on the first Friday of every month. In addition to that, the Parent Club meets at least once a month. Middle school parents were invited to an orientation	\$603 4000-Food for Meetings	\$573 4000-\$573

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	night before the 2017/18 school year began, which will be an annual event. Parent input is received through the bilingual coffee meetings and ELAC meetings.		

Action 6

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

Action 7

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

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Vice Principal serves as administrative point person with school culture, managing student discipline, advising and supporting	The Vice Principal of Culture and Ops serves as a point person for school culture, student discipline, advising and	See Goal 1, Action 1	See Goal 1, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students, communicating with parents, meeting with teachers and parents, and supporting and coaching instructional staff with effective classroom management strategies.	supporting students, communicating with parents, meeting with teachers and parents, and supporting and coaching instructional staff.		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a safe climate for students on our school grounds and in our parking lot by providing adequate yard duty staff to supervise students before and after school, and during recess and lunch.	The yard duty positions are fully staffed in order to maintain a safe climate for students before and after school and during recesses.	\$29,734 2000-Staff Salaries 3000-Staff Benefits	\$30,197 2000-\$30,197 3000-\$0

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize the services of the Navigator Schools Support Office to provide charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations, enabling site leadership to focus on instruction and culture.	The Support Office provides support to the school through charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations.	\$661,990 5000-Management Fee	\$663,763 5000-\$663,763

Analysis

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

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

[Add text here]

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

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

[Add text here]

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4 & 8

Local Priorities:

Annual Measureable Outcomes

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.	HPS has appropriately assigned, trained, and credentialed teachers who are providing high quality instruction to all students using data driven strategies. Once weekly data analysis meetings and personalized professional development are driving this outcome.	\$954,065 1000-Teacher Salaries 3000-Teacher Benefits	\$846,461 1000-\$651,124 3000-\$195,337

Action 2

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

Action 3

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

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and utilize standards aligned instructional materials so that all students have access to appropriate curriculum in English Language Arts, Mathematics, Social Science, and Science, with a special focus on science and social studies in 2017-18.	A wide variety of stands aligned instructional materials have been purchased and are in use so that all students have access to appropriate curriculum. Some of the materials and software in use at HPS are: Standards Plus, Ready Common Core, Lexia, Reading Plus, Discovery Tech Book, Mystery Science, TCI, ST Math, IXL, Fastt Math and ALEKS.	\$87,861 4000-Books, Supplies, Educational Software	\$113,572 4000-\$113,572

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide all students regular physical education instruction based on Physical Education Content Standards	Regular physical education instruction, based on Physical Education Content Standards, is provided to all grade levels. Grades K-5 receive structured PE time twice a week and grade 6 receives structured PE time 4 times a week. There are also multiple opportunities for unstructured time during the week.	\$36,754 2000-Staff Salaries 3000-Staff Benefits 4000-PE Supplies	\$30,800 2000-\$26,800 3000-\$0 4000-\$4,000

Action 6

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
supports, strategies and reports on a regular basis.	supports, strategies and reports on a regular basis.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.	HPS enhanced and modified the curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. Teachers and leadership attended the County ELD trainings. Teachers are provided structured training throughout the year.	\$35,470 (Title III \$17,735/LCFF \$17,735) 1000-Teacher Salaries 2000-Staff Salaries 3000-Benefits	\$17,791 1000-\$10,337 2000-\$3,618 3000-\$3,336 4000-\$500

Action 8

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

Action 9

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

Analysis

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

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

[Add text here]

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

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

[Add text here]

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5 & 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Weekly coaching for teachers an average of 30 times a school year.	Once a week coaching for teachers over 36 weeks
Weekly coaching for SGI's an average of 30 times a school year.	Once a week coaching for SGI's over 36 weeks
Weekly coaching for administrators an average of 30 times a school year.	Once a week coaching for administrators over 36 weeks

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Site leadership will provide weekly coaching to all teachers and small group instructors, and principal will provide weekly coaching to site leadership.	The Principal provides weekly coaching to all site leadership. Site leadership provides weekly coaching to teachers,	See Goal 1, Action 1	See Goal 1, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	teachers in training and small group instructors.		

Action 2

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

Action 3

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

Analysis

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

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

[Add text here]

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

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

[Add text here]

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4 & 7

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

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

Action 1

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		3000-Benefits	

Action 2

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

Action 3

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

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide regular intervention support for students who are not achieving at grade level.	There is regular intervention time built into the daily schedule.	See Goal 2, Action 2	See Goal 2, Action 2

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide summer school for students who are not achieving at grade level.	Summer School is provided for students who are not achieving at grade level.	\$26,154 (Title I) 1000-Teacher Salaries 2000-Staff Salaries 3000-Benefits 4000-Books and Materials 5000-Services	Title I Funded

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide food service program that serves free and reduced-price breakfast and lunch for eligible students so that all students have equitable opportunity to be well-nourished during school.	100% of students receive free and reduced breakfast and lunch through the Hollister School District.	\$61,203 5000-Contract w/ Hollister School District	\$58,199 5000-\$58,199

Analysis

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

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

[Add text here]

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

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

[Add text here]

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5 & 7

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide high quality tech support to the school site by having well-trained and	Hollister Prep School has a full-time Technology Support Technician with a	\$53,268 2000-Staff Salaries	\$52,476 2000-\$43,730

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
supported full-time technical support personnel.	98% or higher customer satisfaction rating.	3000-Benefits	3000-\$8,746

Action 2

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

Action 3

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

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To support staff effectiveness and efficiency, provide staff with up to date technology, including replacing outdated technology.	Staff's Technology is replaced every 3-5 years depending on type of device.	\$40,574 4000-Books, Materials, Technology	\$45,000 4000-\$45,000

Action 5

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

Analysis

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

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

[Add text here]

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

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3 estimated actual expenditures are \$22,800 over the budgeted amount due to miscalculation on the original LCAP budget.

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

[Add text here]

Stakeholder Engagement

LCAP Year: 2017-18

Involvement Process for LCAP and Annual Update

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

HPS Staff Survey – January 2018

Navigator Board Finance Committee – May 3, 2018

Bilingual Parent Coffee – April 13, 2018

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

Bilingual Parent Coffee –

HPS Staff Meeting –

Parent Survey –

Website -

Impact on LCAP and Annual Update

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

These consultations resulted in shaping the LCAP goals to reflect the five essential components of Navigator's Academic Model:

- Creating a Culture of Excellence
- Utilizing Data-Driven Instruction
- Coaching to support continuous improvement
- Equity with multi-tiered system of student supports
- Technology

Do we want to add more here?

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

[Add selection here]

Goal 1

[Describe the goal here]

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]
 Local Priorities: [List Local Priorities here]

Identified Need:

[Add text here]

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

[Add 2017-18 selection here]

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

[Add 2018-19 selection here]

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

[Add 2019-20 selection here]

2017-18 Actions/Services

[Describe the 2017-18 action/service here]

2018-19 Actions/Services

[Describe the 2018-19 action/service here]

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	[Add amount here]	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **XXXX-XX**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ [Add amount here]

[Add percentage here] %

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

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

[Add text here]

Addendum

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

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

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

Actions/Services

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

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

(c) “High school dropout rate” shall be calculated as follows:

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

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

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Contact Name and Title

Email and Phone

Gilroy Prep School

Kevin Sved, CEO

ksved@navigatorschools.org
831-217-4889

2017-20 Plan Summary

The Story

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

Gilroy Prep School (GPS) serves a student body in grades kindergarten through grade 8. In the fall of 2017, GPS served 540 students with the following demographics: 49.8% socio-economically disadvantaged, 36.9% English language learners, 7.5% special education, and 0% foster youth. GPS students are ethnically diverse: 62.7% Hispanic or Latino, 21.7% White, 6.1% Asian, 3.9% Filipino, 1.7% African-American, and 4.1% other. The US Census Bureau estimates the City of Gilroy with a population of 55,069 in 2016, which is an 8.9% increase from 2010. The community has vibrant agribusiness and the town has also become home to commuters to Silicon Valley and San Jose.

GPS serves its students and community by providing high quality educational services. GPS students participate in the state testing system which uses tests developed and administered by the Smarter Balanced Assessment Consortium (SBAC). In spring 2017, 83% of GPS students scored proficient or advanced in English Language Arts and 75% scored proficient or advanced in Math, both significantly higher than state averages. GPS is managed by Navigator Schools (Navigator), which is a Charter Management Organization dedicated to providing high quality educational services to K-8 students in the Central Coast region of California. Navigator also operates Hollister Prep School.

LCAP Highlights

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

Gilroy Prep School continued to deliver high quality educational services for all student groups as demonstrated by spring 2017 SBAC scores. This year's LCAP supports ongoing academic growth by continuing with a steady focus on strategies that have proven successful for Gilroy Prep: creating a culture of excellence, data driven instruction, coaching for continuous improvement, response to intervention, and effective integration of technology to support blended learning and personalized

learning. A key feature of the 2018-19 LCAP is to implement strategies that lower the number of students being suspended and the overall number of suspension days. GPS will reduce suspension by improving its implementation of Positive Behavior Support and Intervention.

Review of Performance

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

Greatest Progress

[Add text here]

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

Greatest Needs

[Add text here]

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

[Add text here]

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

Increased or Improved services

[Add text here]

Budget Summary

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ 5,212,083

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ [Add amount here]

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

[Add text here]

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 4,581,673

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5 & 6

Annual Measureable Outcomes

Expected	Actual
Staff Surveys-In June 2017, 96% of staff felt proud to tell people where they work and 96% indicated they would recommend working at Navigator to a good friend. Expected Outcome was to maintain baseline of 96%	87.5% of staff said they felt proud to tell people where they work.
Parent Survey-Maintain baseline of 93% or better who felt safe and supported and 95% or better who are satisfied with academic results.	Survey results to come in Summer 2018
Student Surveys-Survey for grades 3-8 targets: -81% felt proud to belong to GPS most or all of the time -88% felt that adults at the school cared about them most or all of the time -92% agreed that they felt safe at school	Survey results to come in Summer 2018
Suspension rates- Less than 2.5%	Suspension rates are at 2%

Expected

Actual

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

ADA maintains a 96% rate.

Actions / Services

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

Action 1

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

Action 2

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

Action 3

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

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

Action 4

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

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school leadership will hold regular monthly meetings (parent coffees, Parent Club, middle school planning, etc.) with parents so that parents have input into school decisions.	GPS held a monthly parent coffee and parent club meetings and had problem/solution times at each to address parent input.	\$446 4000-Supplies	\$653 4000-Supplies

Action 6

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

Action 7

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

Action 8

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

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a safe climate for students on our school grounds and in our parking lot by providing adequate yard duty staff to supervise students before and after school, and during recess and lunch.	The yard duty positions are fully staffed in order to maintain a safe climate for students before and after school and during recesses.	\$59,354 2000-Salaries 3000-Beenfits	\$77,704 2000-\$64,753 3000-\$12,951

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize the services of the Navigator Schools Support Office to provide charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations, enabling site leadership to focus on instruction and culture.	The Support Office provides support to the school through charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations.	\$787,952 5000-Services (management fee)	\$788,647 5000-\$788,647

Analysis

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

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

[Add text here]

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

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

[Add text here]

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4 & 8

Annual Measureable Outcomes

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.	GPS has appropriately assigned, trained, and credentialed teachers who are providing high quality instruction to all students using data driven strategies. Once weekly data analysis meetings and personalized professional development are driving this outcome.	\$1,117,406 1000-salaries 3000-benefits	\$1,212,727 1000-\$932,867 3000-\$279,860

Action 2

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

Action 3

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

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and utilize standards aligned instructional materials so that all students have access to appropriate curriculum in English Language Arts, Mathematics, Social Science, and Science.	GPS purchased social studies and science curriculum for middle school as well as supplementary materials for ELS and Math.	\$123,299 4000-Supplies	\$91,924 4000-\$91,924

Action 5

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

Action 6

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

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.</p>	<p>GPS added additional designated ELD time during the school and held several trainings for staff which covered integrated and designated ELD.</p>	<p>\$34,470 Title III-\$17,235/LCFF-\$17,235 1000-Salaries 2000-Salaries 3000-Benefits</p>	<p>\$17,235 LCFF 1000-\$10,337 2000-\$3,562 3000-\$3,336</p>

Action 8

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

Action 9

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

Analysis

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

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

[Add text here]

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

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

[Add text here]

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5 & 6

Annual Measureable Outcomes

Expected	Actual
Weekly coaching for teachers an average of 30 times a school year.	Once a week coaching for teachers over 36 weeks
Weekly coaching for small group instructors an average of 30 times a school year.	Once a week coaching for SGIs over 36 weeks
Weekly coaching for administrators an average of 30 times a school year.	Once a week coaching for administrators over 36 weeks

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Site leadership will provide weekly coaching to all teachers and small group instructors, and principal will provide weekly coaching to site leadership	The Principal provides weekly coaching to all site leadership. Site leadership provides weekly coaching to teachers, teachers in training and small group instructors.	See Goal 1, Action 1	Goal 1, Action 1

Action 2

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

Action 3

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

ANALYSIS

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

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

[Add text here]

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

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

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

[Add text here]

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4 & 7

Annual Measureable Outcomes

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

Actions / Services

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

Action 1

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

Action 2

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

Action 3

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

Action 4

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

Action 5

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

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide food service program that serves free and reduced-price breakfast and lunch for eligible students so that all students have equitable opportunity to be well-nourished during school.	Free and reduced breakfast and lunch for eligible students is available on a daily basis so that all students have equitable opportunity to be well-nourished during school	\$185,385 Nutrition- \$120,897/LCFF \$64,488 2000-Salaries 3000-Benefits 4000-Supplies	\$61,326 2000-\$24,353 3000-\$4,870 4000-\$32,103

ANALYSIS

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

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

[Add text here]

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

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

[Add text here]

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5 & 7

Annual Measureable Outcomes

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel resource teacher and Director of Student Services.	GPS has a full time Technology Support Technician with a 98% or higher customer satisfaction rating.	\$52,534 2000-Salaries 3000-Benefits	\$52,534 2000-\$43,680 3000-\$8,854

Action 2

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

Action 3

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

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To support staff effectiveness and efficiency, provide staff with up to date technology, including replacing outdated technology.	Staff technology is replaced every 3-5 years depending on type of device.	\$74,190 4000-Supplies	\$75,100 4000-\$75,100

Action 5

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

ANALYSIS

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

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

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

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3 estimated actual expenditures are \$11,532 over what was budgeted due to miscalculation in the original LCAP budget.
Action 5 estimated actual expenditures are \$7,884 over what was budgeted due to miscalculation in the original LCAP budget.

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

[Add text here]

Stakeholder Engagement

LCAP Year: **2017-18**

Involvement Process for LCAP and Annual Update

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

Staff Survey – January 2018

Navigator Board Finance Committee – May 3, 2018

Bilingual Parent Coffee – April 27, 2018

Navigator Schools Board of Directors – May 15, 2018

Bilingual Parent Coffee –

Staff Meeting –

Parent Survey –

Website -

Impact on LCAP and Annual Update

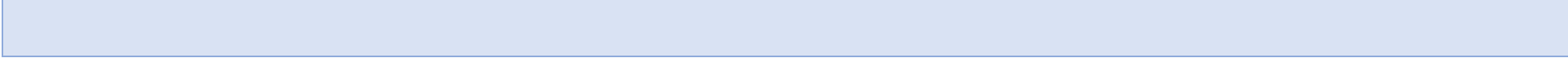
How did these consultations impact the LCAP for the upcoming year?

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

These consultations resulted in shaping the LCAP goals to reflect the five essential components of Navigator's Academic Model:

- Creating a Culture of Excellence
- Utilizing Data-Driven Instruction
- Coaching to support continuous improvement
- Equity with multi-tiered system of student supports
- Technology

Do we want to say more?



Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

[Add selection here]

Goal 1

[Describe the goal here]

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]
 Local Priorities: [List Local Priorities here]

Identified Need:

[Add text here]

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

[Add 2017-18 selection here]

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

[Add 2018-19 selection here]

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

[Add 2019-20 selection here]

2017-18 Actions/Services

[Describe the 2017-18 action/service here]

2018-19 Actions/Services

[Describe the 2018-19 action/service here]

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text" value="[Add amount here]"/>	<input type="text" value="[Add amount here]"/>	<input type="text" value="[Add amount here]"/>
Source	<input type="text" value="[Add source here]"/>	<input type="text" value="[Add source here]"/>	<input type="text" value="[Add source here]"/>
Budget Reference	<input type="text" value="[Add budget reference here]"/>	<input type="text" value="[Add budget reference here]"/>	<input type="text" value="[Add budget reference here]"/>

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **XXXX-XX**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ [Add amount here]

[Add percentage here] %

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

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

[Add text here]

Addendum

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

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

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

Actions/Services

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

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

(c) “High school dropout rate” shall be calculated as follows:

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

Coversheet

2018-19 Revised Preliminary Budget Presentation

Section:	II. Standing Items
Item:	D. 2018-19 Revised Preliminary Budget Presentation
Purpose:	Discuss
Submitted by:	Ami Ortiz
Related Material:	2018_19 May Prelim Budget.pdf 2018_19 May Financial Narrative.pdf

Navigator Schools - 2018-19 Preliminary Budget
 May 2018 Finance Committee Report

2018-19 Preliminary Budget:	Total 2018-19 Preliminary Budget	Change from 2017-18	% Change from 2017-18	GPS 2018-19 Preliminary Budget	Change from 2017-18	% Change from 2017-18	HPS 2018-19 Preliminary Budget	Change from 2017-18	% Change from 2017-18	CMO 2018-19 Preliminary Budget	Change from 2017-18	% Change from 2017-18	WPS 2018-19 Preliminary Budget
<i>Enrollment Projection</i>	1020	60	6.25%	540	0	0.00%	480	60	14.29%				YEAR ZERO
REVENUE:													
LCFF Revenue	8,952,530	890,348	11.04%	4,581,673	200,301	4.57%	4,370,857	690,047	18.75%	0	0		0
Federal Revenue	458,246	27,215	6.31%	302,050	8,088	2.75%	156,196	19,127	13.95%	0	0		0
Other State Revenue	940,887	57,546	6.51%	478,150	0	0.00%	462,737	57,546	14.20%	0	0		0
Donations & Grants	1,430,885	461,729	47.64%	12,885	-4,700	-26.73%	3,000	1,429	90.96%	665,000	465,000	232.50%	750,000
Other Revenue	135,646	10,242	8.17%	95,646	2,285	2.45%	40,000	7,957	24.83%	0	0		0
CMO Management Fees	1,521,930	70,737	4.87%							1,521,930	70,737	4.87%	0
REVENUE	13,440,124	1,517,817	12.73%	5,470,404	205,974	3.91%	5,032,790	776,106	18.23%	2,186,930	535,737	32.45%	750,000
EXPENDITURES:													
Salaries	6,468,727	633,358	10.85%	2,655,354	54,545	2.10%	2,201,706	184,058	9.12%	1,458,667	394,755	37.10%	153,000
Benefits & Taxes	1,822,686	290,883	18.99%	755,603	89,634	13.46%	648,083	78,895	13.86%	380,742	122,354	47.35%	38,258
Books & Supplies	750,508	-227,794	-23.28%	386,507	-178,193	-31.56%	274,749	-49,601	-15.29%	60,462	0	0.00%	28,790
Services & Other Operating Expense	1,826,595	233,459	14.65%	635,735	50,251	8.58%	760,656	149,790	24.52%	276,269	33,418	13.76%	153,935
CMO Management Fees	1,521,930	114,445	8.13%	778,884	-9,763	-1.24%	743,046	124,208	20.07%	0	0		0
Capital Outlay	425,000	75,853	21.73%	0	-45,672	-100.00%	75,000	121,525	-261.20%	0	0		350,000
EXPENDITURES	12,815,446	1,120,204	9.58%	5,212,083	-39,198	-0.75%	4,703,240	608,875	14.87%	2,176,140	550,527	33.87%	723,983
REVENUE LESS EXPENDITURES	624,678	397,613	175.11%	258,321	245,172	1864.57%	329,550	167,231	0.00%	10,790	-14,790	0	26,017
<u>GAAP Adjustments:</u>													
Revenue Less Expenditures	624,678			258,321			329,550			10,790			26,017
Add back Capita Outlay to Net income	0			0			75,000			0			350,000
Subtract Depreciation Expense	-52,000			-35,000			-17,000			0			0
Net Income - GAAP Basis 2018-19	997,678			223,321			387,550			10,790			376,017
Projected Fund Balance at 6/30/18	<u>3,279,964</u>			<u>1,512,239</u>			<u>1,589,821</u>			<u>177,904</u>			<u>0</u>
Projected Fund Balance at 6/30/19	<u>4,277,642</u>			<u>1,735,560</u>			<u>1,977,371</u>			<u>188,694</u>			<u>376,017</u>



2018-19 Financial Report Narrative
May 3, 2018
Finance Committee Meeting

2018-19 Preliminary Budget

	Net Income (Before GAAP)	Net Income (GAAP)	Projected Beginning Fund Balance	Projected Ending Fund Balance
CMO	\$11k	\$11k	\$178k	\$189k
Gilroy Prep	\$258k	\$223k	\$1.5m	\$1.7m
Hollister Prep	\$330k	\$388k	\$1.6m	\$2.0m
Watsonville Prep	\$26k	\$376k	\$0	\$376k
Total	\$625k	\$998k	\$3.3m	\$4.3m

The total net income of \$1.1m reflects the following general assumptions:

- LCFF is funded at target.
- Enrollment will increase from 960 in 2017-18 to 1020 in 2018-19 due to the addition of one grade level at HPS campus increasing enrollment from 420 to 480 students.
- New teachers will be added to HPS in proportion to the increase in enrollment.
- A MTSS Coordinator will be added to HPS at 50% and GPS at 50%.
- Hollister Prep includes capital improvement expenses of \$75,000 for site development planning and architectural design fees in support of a permanent HPS facility solution.
- The \$665,000 of private donations are based on pledged and anticipated growth funding.
- CMO fees as a % of LCFF revenue will be reduced from 18% in 2017-18 to 17% in 2018-19.
- Salaries and benefits are based on an increase of 4% for all staff at HPS, GPS and CMO. These are average increases and will be applied to each employee based on merit and cost of living adjustments.
- The addition of 2.75 FTE positions will be added to the CMO:
 - \$150,800 Chief Academic Officer (increasing from 25% FTE to 100% FTE.)
 - \$125,000 Director of Curriculum and Instruction
 - \$65,000 SIS Coordinator
- \$55,000 is allocated for the addition of a development consultant.
- Benefits will increase by a higher percentage than salaries because of two factors:
 - STRS contribution rate will increase from 14.43% in 2017-18 to 16.28% in 2018-19.
 - Health Insurance inflation is estimated at 8%.
- The WPS Budget
 - Budget assumes for non Prop 39 for facilities.
 - The total of \$500,000 for rent and Capital Outlay is conservative.



- Staffing includes Year 0 Principal at 1 FTE , an Office Manager at .50 FTE and a Site Tech at .50 FTE.
- The budget submitted to PVUSD was a base budget based on Prop 39 facilities.

Coversheet

Approve 2018-19 Board Calendar

Section: II. Standing Items
Item: H. Approve 2018-19 Board Calendar
Purpose: Vote
Submitted by: Sean Martin
Related Material: 2018_19 NS Brd Schedule Draft.pdf

2018-19 NS Board Meeting Schedule

Date	Activity/Agenda Items
August	Board Retreat
September	<ul style="list-style-type: none"> ● Unaudited actuals from 2017-18 ● SBAC scores presentation ● Board goals, dashboard adoption ● ELAC 20180-19 goals (introduce new ELAC members)
October	No meeting scheduled.
November	
December	<ul style="list-style-type: none"> ● 2017-18 audit approval ● Fall survey: staff results ● English Learner progress report ● Preliminary 2019-20 Budget Presentation and Feedback
January	No meeting scheduled.
February	
March	<ul style="list-style-type: none"> ● Preliminary 2019-20 budget presentation <ul style="list-style-type: none"> ○ Recommendation for 2019-20 Salary Adjustments ● 2019-20 School Calendar Approval ● LCAP review ● Annual SELPA Agreement
April	No meeting scheduled.
May	<ul style="list-style-type: none"> ● ELAC Annual Review Presentation ● Officer nomination process ● LCAP approval ● 2019-20 Budget approval ● CEO Evaluation (Closed Session: Memo Review and Agreement)
June	<ul style="list-style-type: none"> ● Election of officers ● End of year staff & parent survey results ● CEO Final evaluation (closed session)

Coversheet

2018-19 Organizational Goals and Priorities Presentation

Section:	III. Topical Items
Item:	A. 2018-19 Organizational Goals and Priorities Presentation
Purpose:	Discuss
Submitted by:	Kevin Sved
Related Material:	Organizational Priorities 2018_19.pdf



Priority Setting for 2018-19

Background

For 2016-17, the Board established three organizational priorities that provided a framework for the CEO and leadership team members to develop individual and team priorities. The three priorities were:

1. Build on and codify the existing academic excellence in schools.
2. Create excellent, sustainable organizational health through strong systems, processes and procedures, and culture.
3. Lead a thoughtful growth initiative

These organizational priorities carried over into 2017-18, and continued to provide a framework to organize more focused and actionable priorities for the CEO. These CEO priorities were reviewed by the Board in December 2017:

1. Secure Charter Renewals for Gilroy Prep and Hollister Prep
2. Build trust with staff, particularly with SO leadership team and cross-site educational leadership team.
3. Implement an effective performance management system to hold direct reports accountable in a supportive manner that drives improved performance.
 - a) NS Academic Model substantially codified to withstand State Board appeals process by March 1, 2018
 - b) Ensure hiring and training systems are in place for all instructional staff, starting with principals, vice principals, academic deans.
4. Staff the Board of Directors at high level of excellence.
 - a) Add a Board Member who has the potential to be a meaningful contributor to the Growth Initiative.
 - b) High quality Board materials will be provided to Board on a timely basis prior to meetings.
 - c) Staff support for Board and Committee work will meet or exceed Board member expectations.
5. Secure charter petition approval for Watsonville Prep School.
6. Meet the 2017-18 fundraising goal for the Support Office.

Planning Priorities for 2018-19

With the experiences of the last two years as context, the proposed process to establish the priorities and related metrics for 2018-19 is as follows:

- 1) Share and discuss the current draft during the May Board Meeting.

- 2) Incorporate feedback from Board and the CEO evaluation process, bringing a revised priorities plan to the June Board meeting.
- 3) Finalize success metrics and dashboard indicators to monitor success during the Board's August retreat.

Proposed Priorities for 2018-19

Utilizing the three organizational priorities as an organizing framework, the proposed 2018-19 priorities are described below.

Build on and codify the existing academic excellence in schools.

Extensive work has been done in this area to develop priorities that can be measured, achieved, and will yield the biggest impact on meeting student needs. With support from our the Achievement First Charter Network Accelerator Program, we were able to narrow our initial "kitchen sink" goals and priorities, to more targeted and "winnable" priorities that will drive improved outcomes. The three priorities for this area are:

- 1) Develop principals to successfully implement data-driven instruction and coaching;
- 2) Incorporate social emotional learning into community and behavioral incident meetings; and
- 3) strengthen math instruction, specifically using mathematical modeling, improving math fluency, and implementing math intervention.

Templates provided by Achievement First that are being used to support planning around these priorities are attached. Significant work has been done to date, and more detailed work will be accomplished to describe the specific measures for success.

Create excellent, sustainable organizational health through strong systems, processes and procedures, and culture.

Staffing the Board of Directors at high level of excellence was a stated priority in 2017-18, and continues to be a top CEO priority. Additionally, developing detailed metrics and a system for monitoring these metrics will be necessary to drive improved staff performance and accountability. Related to this priority, will be to implement a dashboard that will be a meaningful way for the Board to monitor organizational performance in key areas. Specific objectives proposed for 2018-19 in this area include:

- 1) Grow to a board of nine members, with four fully functioning committees, including:
 - Finance
 - Governance
 - CEO Support and Evaluation
 - Academics and Programs
- 2) Add at least one non-board member to each committee, to strengthen committee structure and develop an expanded pool for new board members
- 3) High quality Board materials will be provided to Board members one week before board meetings, with all materials being vetted by a committee
- 4) Staff support for Board and Committee work will meet or exceed Board member expectations. A rubric and system for monitoring this will be developed. An easy first

step could be a quick evaluation tool for board members to complete at the end of each board meeting.

Lead a thoughtful growth initiative

The proposed priorities in this area are:

- 1) Open WPS in August 2019 fully staffed, fully enrolled, with healthy financial outlook, and in suitable facilities.
 - a) Secure charter approval (if not secured by PVUSD in May 2018)
 - b) Procure appropriate facilities for first two years of operations with a pathway for a long-term solution
 - c) Meet or exceed fundraising goals for 2018-19
- 2) Secure charter (or be progressing through appeal process) for School 4
- 3) Meet or exceed Support Office fundraising goals by February 2019
- 4) Have a long-term facility solution for Hollister Prep approved by NS Board by June 2019

In addition to these new 2018-19 priorities, we will want to ensure we are maintaining and improving on other goals and objectives that we will be accountable, including our NS Dashboard and greenlighting criteria, charter documents, and LCAP. Referring back to the priority of Board Development, the key will be to develop and implement a system by which we can make these priorities clear and easily monitored so progress can be tracked, and the Board has the means by which to hold the CEO accountable. Therefore, an overarching CEO priority will be to ensure this system is in place by the September 2019 Board Meeting.

Organizational Priority 2018-19: *Develop Principals to successfully implement DDI and Coaching (DRAFT 5-9-18)*

Priority Owner: James

Team: James / Heather / Victoria / Fellow / Ben	Measures of Success: TO BE DEVELOPED 1. 2.
Strategy 1: Effectively Implement the Reorg Structure with ITOM / VPs to help principal stay focused on instruction (Owner: Benjamin Moeller) Description.	
Critical Milestones 1. Playbooks and Operational Scorecards are used consistently across sites 2. Ops / VPs of C&O / Principal meeting structures are consistent and effective 3. Data is clean and weekly/monthly data reports are routinely distributed across network	
Strategy 2: Strengthen Navi DDI program (Owner: Victoria Garcia) Description.	
Critical Milestones 1. Codification of DDI Processes and training materials developed including exemplar videos 2. Data analysis cycles achieve excellence <ul style="list-style-type: none"> a. Development of rubrics b. Calibration for review c. Clarified roles for academic team member d. Accountability mechanisms developed and tied to performance management systems 3. Seventy-five percent of all teachers achieve mastery level of DDI	
Strategy 3: Develop and implement Coaching program (Owner: Heather Parsons) Description.	
Critical Milestones 1. Coaching system codified <ul style="list-style-type: none"> a. Three-way coaching PD b. Observation and Feedback PD c. Live Coaching PD 2. Principals ensure 90% of all feedbacks occur each week 3. Three-way coaching opportunities are calendared for each teacher and SGI	

Planning the Strategies to Win on Your Priorities

Organizational Priority 2018-19: Implement *Social Emotional Learning into Community and Behavioral incident Meetings (DRAFT)*

Priority Owner: Sharon

<p>Nick / Aimee / Sharon / Jessie / SPED / Shawna / Ada</p>	<p>Measures of Success</p> <ul style="list-style-type: none"> ● Lesson plans ● Observations, videos, data ● Teacher survey shows increase in SEL knowledge
<p>Strategy 1: Integrate Toolbox tools and PATH into instructional lessons for weekly Community Meeting time (Owner:)</p>	
<p>Description: Toolbox strategies and Paths curriculum lessons are taught in weekly community meetings</p>	
<p>Critical Milestones</p> <ol style="list-style-type: none"> 1. 5 anchor lessons created and implemented at each grade 2. Pre- and post-survey of 2nd-8th grade teachers demonstrating PATHS and Toolbox integrated lessons occurring weekly 3. Toolbox and PATHs PD occurs for teachers during Navi 201 4. System for observation and feedback integrated into coaching practices 	
<p>Strategy 2: PBIS Behavior Matrix linked with CASEL SEL skills and Toolbox Tools is used by staff for all behavioral incidents (Owner: VP of Culture & Ops, MTSS Coordinator)</p>	
<p>Description: The NS Tiered behavior matrix (including CASEL skills) is referenced during student behavior conferences</p>	
<p>Critical Milestones</p> <ol style="list-style-type: none"> 1. VP of Ops and MTSS Coordinator create tiered behavior matrix that links behaviors to SEL CASEL skills 2. Behavior Matrix Training presented to staff during Navi 201 3. Data will be tracked from staff- student behavioral meetings reveal the use of the matrix to guide action steps and consequences 	
<p>Strategy 3: SEL/Toolbox PD for teachers three times a year (Owner: MTSS Coordinator, Director of Student Services, HR)</p>	
<p>Description: Introductory PD provides models of Community Meetings and use of Discipline Matrix, Mid-Year PD provides more practice on identified gaps in implementation and time to write lessons. Final PD reviews data and identifies next steps.</p>	
<p>Critical Milestones</p> <ol style="list-style-type: none"> 1. PD calendared and designed 2. Key staff attends advanced SEL training 3. PD and surveys given to teachers after PD to gather feedback 	

Planning the Strategies to Win on Your Priorities

DRAFT

Organizational Priority 2018-19: Strengthen math modeling and instruction

Priority Owner: James

James/Heather/Crystal/Debbie/Lisa/Missy/Victoria	Measures of Success <ul style="list-style-type: none"> ● Navigator students will achieve 80% proficiency in 2019 on SBAC ● Math teachers will report a significant increased capacity to instruct math effectively ● Students requiring intensive after school intervention will decrease by 25% annually ● Math Scores increase by 5% on average as measured by DF3
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Strategy 1: Maximize Mathematical Modeling at NS (Owner: Heather)

Description. Navigator has recognized the need to improve the consistency and frequency of mathematical modeling in classrooms. This strategy will deepen math understanding and achievement.

Critical Milestones

1. Develop annual math PD Calendar for new and returning math instructional staff
 - June Cross-site ELT meeting for math modeling
 - Develop PD for instructional staff collaboratively (leadership team)
 - Full PD at Navi 201
 - PD days throughout the year

2. Develop Math PD's for new and returning teachers
 - June Cross-site ELT meeting for math modeling
 - Develop PD for teachers collaboratively (leadership team)
 - Fellow builds the PD's throughout the year

3. Create math class student practice rubric for site principals
 - Develop concurrently with initial 201 PD

4. Develop monthly walkthrough plan for reviewing math practices
 - Weekly walkthrough focus in math classes; then taper off to twice a month

Strategy 2: Build Fluency (Owner: Heather)

Description: Navigator students must become fluent in math facts mastery so that more complex mathematics is not hindered by a lack of efficiency.

Critical Milestones

1. Clear scope and sequence of math facts adopted by Navigator
 - Develop a scope and sequence draft- include intervention cutpoints (VPA and DACs)- by Week of July 23
 - Bring draft to cross site and teachers for input during Navi 201
 - Establish final draft by Day 1 of school

2. Develop weekly goal sheet
 - By first day of school

3. Create NS fluency assessments

- By first day of school
4. Ensure best fluency software available is implemented
 - Implement Reflex math by first day of school
 5. Develop PD's for math fluency
 - By Navi 201 for teachers (PD for teachers)
 - By first week of school (PD for students)

Strategy 3: Define and Implement a strong a Math Intervention (Owner: Victoria)

Description. To ensure that all students become successful in math, Navigator will develop a clear system of intervention for mathematics that will include in class, blended and extra-time interventions.

Critical Milestones

1. Create clear cut-points for math interventions
2. Develop math intervention plan including times and curriculum to be used
3. Initiate intervention for all students not scoring a 3 on SBAC by September 1st annually

For additional strategies, insert rows for strategy title plus critical milestones and progress indicators

Coversheet

Partnerships: R.O. Hardin Report

Section: III. Topical Items
Item: D. Partnerships: R.O. Hardin Report
Purpose: Discuss
Submitted by: James Dent
Related Material: RO Hardin Board Update.pdf



Date: May 8, 2018

To: Navigator Schools Board of Directors

From: James Dent

Re: Navigator Schools/R.O. Hardin Partnership

Background

In July 2016 Navigator Schools and the Hollister School District Board of Trustees entered into a Memorandum of Understanding for support of R.O. Hardin Elementary School instructional staff. This support included training by Navigator staff for R.O. Hardin teachers, instructional assistants and academic coaches, and for ongoing support for mentoring the school's academic coaches. Specifically, the MOU stipulated:

1. Ten days of training for HSD teachers and coaches beginning on August 1, 2016
2. Five days of training for HSD instructional assistants beginning on or about August 1, 2016
3. One day of training will be provided for academic coaches in the summer of 2016. Additionally, R.O. Hardin staff will be invited to participate in ongoing mentoring twice monthly at the HPS site throughout the 2016-2017 school year
4. Provide monthly walk-through of R.O. Hardin campus with Navigator staff to calibrate implementation

Activities to date:

Summer 2016: R.O. Hardin staff participated in Navigator's intensive annual professional development, Navi 101 & 201, with intentions to fully implement Navigator's instructional model in its classrooms. Teachers, small group instructors, and administrators integrated fully into the Navigator culture with early indications of success. Post-training surveys completed by 62 participants gave Navi 101 a recommendation of 8.5/10.

2016/17 Academic Year – From August-November, James Dent, in his role as CAO, was providing weekly coaching to the R.O. Hardin principal, Elena Hatchett, and the academic coach, Michelle McCowen. This coaching focused on:

- Instructional coaching
- Standards-based quiz data analysis
- Staff and student culture
- Classroom set-up to maximize learning
- Data analysis of blended software

R.O. Hardin implemented weekly coaching and improved in the areas of data driven instruction.

The pilot experienced some unexpected challenges, including:

- R.O. Hardin

- The educational priorities of the new incoming Superintendent for Hollister School District were not in full alignment with Navigator’s approach
 - Loss of VP position at RO Hardin reduced consistency of coaching as well as team cohesion
 - Funding cuts in HSD reduced student access to software
 - The RO Hardin centers model failed to achieve the same level of implementation as the Navigator model. RO Hardin teachers had liberty about how to use their small group instructors. At Navigator, their daily expectations are very clear.
- Navigator
 - Christin Barkas left GPS, James stepped in as Principal
 - James was unable to provide the weekly coaching to RO Hardin. Heather and James did meet with Elena several times but not as consistently after Christin left

Our internal capacity in 2016-17 was insufficient to provide the same level of support to adjust to Christin’s departure. Even so, R.O.Hardin has seen significant gains the past to years on SBAC. There are several contributing factors to R.O. Hardin’s improvement and while it is difficult to prove which had what effect on SBAC performance, the timing of improvement suggests that our presence has had a positive impact.

The second chart shows the percentile rank of R.O. Hardin compared to other California public schools. R.O. Hardin was consistently in the lowest 20% of school. In the past year, the school has risen to the 37th percentile.

2017-18 Activities

- This school year new members of the R.O. Hardin team attended Navi 101 training before school started.
- Lisa Ucello, the current coach at R.O. Hardin, Joe Rivas, Principal of Sunnyslope and Jennifer Wildman, Assistant Superintendent of Educational Services have toured HPS classrooms.
- Navigator also provided a training for coaches at the San Benito County Office of Education for a dozen leaders from the local districts.

R.O. Hardin SBAC Proficient/Exceeds Proficiency Rates 2015-17 (%)

	2015	2016	2017
ELA	16	27	33.6
Math	12	27	30.6

Much was learned from our experience with R.O. Hardin and the Hollister School District. There has been significant progress at the school. Two years later, Navigator is now even more prepared to support external organizations.

Coversheet

Partnerships: Providing Services to External Partners

Section: III. Topical Items
Item: E. Partnerships: Providing Services to External Partners
Purpose: Discuss
Submitted by: Kevin Sved
Related Material: Wonderful PD Request Letter.PDF
A Wonderful Opportunity.pdf

Wonderful college prep academy™

May 8, 2018

Dear Board of Directors:

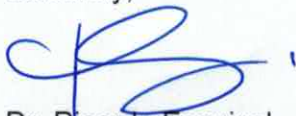
Wonderful College Prep Academy is thrilled with the possibility of partnering with Navigator Schools. Your academic gains and achievement in grades K-8 in the areas of math and literacy are to be commended.

With two new elementary programs, and a strong focus on mathematics K-12, Wonderful College Prep Academy is eager to partner with you in order to help the Academy enhance their teaching and instructional coaching practices. We visited your campus (Gilroy Prep), engaged with several staff members, and were immediately inspired by the possibilities on our own educational programs. A partnership with Navigator Schools will support the growth at the elementary level as well as significantly improve math outcomes K-8. This partnership aligns with our college-going mission and is strongly supported by the Academy's governing board as well as executive leadership team.

The Academy first opened in 2009 serving students of Delano and surrounding communities in grades 6-12. In eight years, the Academy has become the premier high school in the region, with 88% of its graduates on their way to 4-year universities this Fall. In 2017, we added an elementary school to our Delano campus and launched a new charter school in Lost Hills. In August, The Academy will serve 1,750 students and approximately 175 employees across both campuses. The Academy's mission is to increase the number of students with bachelor's degrees throughout the central valley.

We look forward to a working partnership with Navigator Schools.

Sincerely,



Dr. Ricardo Esquivel
Executive Director



Date: May 10, 2018
 To: Board of Directors
 From: Kevin Sved, CEO
 Re: Authorization to Execute Consulting Services Agreement

Recommendation

It is recommended that the Board authorize the CEO to execute a Consulting Services Agreement to provide professional development services and curriculum developed by Navigator Schools to Wonderful College Prep Academy.

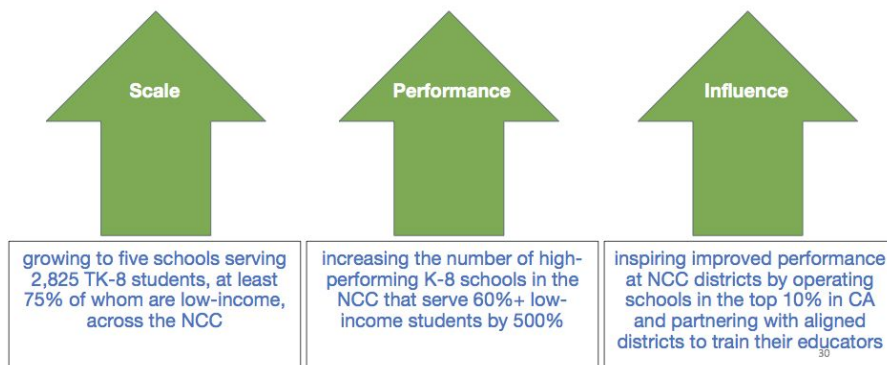
Background

Navigator Schools started with a commitment to share its learning with others in order to inspire improved teaching and learning in as many schools as possible. A similar spirit of service and sharing has benefitted Navigator, as the recipe for Navigator’s model is a result of utilizing ingredients inspired by other schools that our staff have visited over the years. This commitment to expanding Navigator’s impact is reflected in our strategic plan, as indicated in the Board-approved impact statement that is part of the strategic plan.

Our Future Impact



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



The commitment to inspire improved performance in other schools thus far has been largely focused on providing tours, sharing our learning, inviting limited numbers of educators into our Navigator trainings, and providing access to our online materials and resources. Two exceptions have been the collaboration with district schools, Rod Kelly in Gilroy Unified School District and R.O. Hardin in Hollister School District, where more extensive collaboration has occurred with mixed results. **There is a need to define Navigator’s strategy to inspire improved performance in other schools** and determine how this fits in the organization, how it will be managed, to what extent Navigator will commit time and energy to this work, and how it will be funded.

A Wonderful Opportunity

An opportunity has arisen that will allow Navigator to test ideas about the work of inspiring improved performance. In February of this school year, Gilroy Prep was visited by the leadership team of Wonderful Prep. Wonderful Prep currently operates a K-1, 6-12 school in Delano and a K-2 program in Lost Hills with a planned expansion to K-12 in Delano and K-6 in Lost Hills next school year. The student population is 75% low-income and 92.7% Latino, very similar to student populations Navigator will be serving in Watsonville and other target communities.

Wonderful Prep expressed interest in contracting with Navigator to provide summer training, curriculum sharing, and ongoing coaching in the 2018-19 school year.

After a subsequent visit by Navigator's CAO to their Delano campus, our staff has identified Wonderful Prep as an organization well-positioned to successfully implement much of the Navigator model for these key reasons:

1. Wonderful classrooms have a two-employee model allowing for a centers model for math and ELA
2. Wonderful will be changing their model next year to incorporate a Humanities and STEM block such as the model Navigator uses
3. Wonderful utilizes technology in a similar manner to Navigator including two projection devices in every classroom
4. There is strong leadership and mission alignment between the principal, executive director, and board chair

Wonderful Prep requested a concept budget from Navigator which included:

1. A week of training in the summer
2. Weekly Zoom meetings to review coaching feedback videos
3. Academic data and support toward setting instructional priorities
4. Visits to the two campuses on the last Monday and Tuesday of each month (nine total).

A concept budget of \$120,000 was completed and sent to Wonderful Prep and their board has subsequently approved the project and associated costs, with the condition that it must be approved by the Navigator Board as well.

Rationale for Supporting the Partnership

With a commitment to open Watsonville Prep School in 2019-20, begin the greenlighting process for School 4, and continue to make progress on other priorities, launching into this new work should only be done if it aligns with Navigator's priorities for 2018-19. After much consideration and internal debate, I am recommending that we move forward with the partnership for five main reasons, which I will explain in more detail below:

- 1) The funding from the collaboration will support the hiring of a full-time Innovation Fellow, with the net gain in FTE supporting Navigator to "win" on the three programmatic priorities in 2018-19.
- 2) Tools, strategies, and lessons learned during this pilot will strengthen the Academic leadership team's ability to coach and support Navigator schools.
- 3) Navigator needs to define this third strategy for impact and the partnership provides an ideal set of circumstances to help Navigator test ideas that will help determine how the work of inspiring improved performance fits in the organization.

- 4) With a full-time Chief Academic Officer and full-time Director of Curriculum and Instruction, we are positioned this year to support both Navi sites as well as an external entity.
 - 5) The potential benefits of a successful partnership with Wonderful Prep outweigh the risks.
- 1) *FTE Value Add.* Analyzing the staff time to be allocated to support the partnership, we estimate it to be the equivalent of .2 to .25 FTE, with the majority of that time being provided by CAO James Dent. With the funding received through the partnership, we will add a full-time Innovation Fellow. The 20-25% of work that would have been part of the CAO's duties in 2018-19 without the Innovation Fellow will be absorbed by the Innovation Fellow, including video documentation of best practices, codifying the middle school model, and supporting the codification work for winning on the math priority. While it may take the Innovation Fellow more time to complete the duties than the CAO would have needed, we conservatively estimate a value add of 50% of the Innovation Fellow's time to support other program codification efforts that will strengthen Navigator's abilities to win on math and social emotional learning priorities. This codification work will also help us train new staff and support existing staff at GPS and HPS, and will be instrumental in helping us effectively launch schools 3-5.
 - 2) *Organizational Learning.* As Navigator grows into a five-school network, the Support Office will need to develop more effective tools and systems for school observations and feedback systems for school leadership. This partnership will provide an opportunity to experiment and refine these tools and systems. Additionally, this partnership will help Navigator better learn the strengths and weaknesses in our academic model when applied in schools that are more demographically similar to schools in our target communities, with higher percentages of FRL and EL students than we currently serve. Tools, strategies, and lessons learned during this pilot will strengthen the Academic leadership team's ability to coach and support Navigator schools.
 - 3) *Defining Impact Strategy.* Navigator needs to define this third strategy for impact. This is a passion from staff that will not go away and it is important that we define how to channel this passion and energy in a way that effectively supports the current and future Navigator schools. This partnership will help us learn from experience to inform this strategy.
 - 4) *Staff Capacity.* With a full-time CAO and full-time Director of Curriculum and Instruction (DCI), we are able to provide a strong system of support for our new principals while also providing external service support. Additionally, we have clarified roles and responsibilities for for CAO and DCI who will both be providing coaching and support for our new principals, building on their complementary strengths. A more detailed analysis of these roles and responsibilities, as well as other Support Office academic leaders is attached as Attachment A. We also attached our Principal Support Plan in Attachment B. In contrast to our first external support experience with Hollister School District, the Navigator support office team is much larger as it looks to support Wonderful Prep. Additionally, we are not opening a new school next year, but possibly will be in the next three subsequent years. Below is a comparison of the past three years in terms of capacity to support an external entity.

2016-17 (RO Hardin Support Year)	2017-18	2018-19
<ul style="list-style-type: none"> ● CAO / GPS Principal ● Director of Student Services 	<ul style="list-style-type: none"> ● CAO / GPS Principal ● Director Student Services ● Data / Curriculum Analyst ● Innovation Fellow 	<ul style="list-style-type: none"> ● Chief Academic Officer ● Director Student Services ● Director of Curriculum and Instruction ● Innovation Fellow ● Data / Curriculum Analyst ● WPS Principal (Year 0)*

* In preparing the WPS Principal for success in 2019-20, there will be some projects that will support existing schools. For example, strengthening parent engagement at HPS through the English Learner Advisory Council (ELAC) will help serve HPS will also preparing the WPS Principal to effectively launch the ELAC in Watsonville.

- 5) *Benefits outweigh the risks.* In addition to the benefits described above, other benefits include:
- Demonstrating a proven ability to effect change in other schools can strengthen Navigator’s appeal to grow in new districts.
 - Demonstrating the need for Navigator’s services can help attract philanthropy that will further accelerate codification of Navigator curriculum and training tools.
 - Expanding positive influence and impact can open new philanthropic doors to Navigator that can help support long-term facility solutions for Navigator Schools. (This has been the case for Valor Collegiate Academies with their Compass program.)

The biggest risks for moving forward with this partnership are:

- The added work negatively affects existing schools
- Failure and potential harm to Navigator’s reputation

Mitigating risk of negative impact in existing schools. We will mitigate the risk of this partnership having a negative impact on the existing schools by clearly demonstrating the specific time that will be allocated for Wonderful Prep. This will help ensure clarity on expectations for all parties involved. Any staff time utilized to support Wonderful Prep will be closely monitored to help ensure that we are not over-extending our resources. A monthly step-back meeting with CEO and CAO will include reviewing staff support at Navigator campuses, and an accounting of time and progress reporting for the Wonderful project.

One potential cause of stretching our staff could be unexpected attrition among Navigator leadership, which happened with the R.O. Hardin collaboration. As a back-up plan in this instance, we have current Vice-Principals who are ready for principalships. We also have two Vice-Principal in Training positions in 2018-19 who can back-fill vice principal openings. These are full-time teachers who are receiving stipends to fulfill extra duties that will prepare them to be future vice-principals, while also stepping into leadership roles while site leaders are off-site. These staff members can be called upon to fill unforeseen vice-principal openings. And with our Teachers-in-Training, we are always ready to fill unforeseen teacher openings.

Mitigating risk of failure and harm to reputation. To mitigate this risk, we will incorporate lessons learned from the R.O. Hardin experience, and help ensure there is philosophical alignment with Wonderful Prep. We will develop a "Conditions for Success" statement that clearly defines a shared understanding between NS and W of certain conditions that must be accepted as "ground rules" for the project before it begins. Additionally, we will develop criteria for success that will help create clarity and strengthen our ability to track success, and make adjustments as needed.

Metrics of success may include:

- SBAC / MAP scores at Wonderful Prep will increase by five percent next three year.
- Eighty percent of Wonderful Prep instructional staff report feeling adequately trained and supported to implement a high quality instructional program.
- Eighty percent of Wonderful Prep leadership staff reports feeling that they are adequately trained and supported to develop a strong culture, DDI and coaching model. These measurements will be based on pre-training, mid-year, and end-of-year surveys.

Internal Metrics for Navigator

- NS staff time to deliver services did not exceed allocated time by more than 10%.
- 100% of NS Principals indicate that principal development and support provided by Support Office met or exceeded expectations.
- NS received all contract funds projected

To build increasing capacity to deliver outreach services of the highest quality, NS will implement a project progress monitoring system. This effort is aligned to the "culture of excellence" Compass Point guiding Navigator Schools. To provide objective internal and contractual accountability, this system will be maintained by the Director of Business and Finance. The key aim of this system is to create a timely feedback loop between NS and Wonderful. This feedback loop will increase communication, fuel insights for innovation, and provide a cumulative record of evidence to inform evaluation of the project upon its completion.

The Business and Finance department will receive monthly feedback from Wonderful in the form of standardized, monthly satisfaction surveys and short narrative reflections that focus on the status and quality of deliverables and services. The Director of Business and Finance, supported as necessary by relevant members of the SO staff, will maintain an ongoing project dashboard or rubric to be utilized as a reporting mechanism at NS Directors meetings, NS Board Finance Committee meetings, and weekly check-ins between project leaders and the CEO.

Summary

It is recommended that the Board authorize the CEO to execute a Consulting Services Agreement to provide professional development services and curriculum developed by Navigator Schools to Wonderful College Prep Academy. A draft consulting agreement is attached.

Attachments

- Roles and Responsibilities for the 2018-19 Academic Lead Team
- New Principal Support Plan
- Sample Consulting Agreement

Attachment A

Roles and Responsibilities for the 2018-19 Academic Lead Team

Below is a summary of high-level roles and responsibilities for the 2018-19 Academic Lead Team:

Chief Academic Officer

- Responsible for overseeing and maintaining the Navi staff and student culture
- Coach and evaluate Principals
- Develop leadership development program
- Develop and oversee instructional coaching program
- Oversee external consulting opportunities
- Oversee development of Navigator academic data reporting system and dashboard
- Oversee continual improvement process for academic model
- Support student support team with SEL and academic interventions
- Oversee implementation of best practices of current and new academic technologies

Director of Student Services

- Coach student services staff
- Develop the vision, mission, guiding principles, and strategic plan for Student Services
- Ensure seamless delivery of support services for students through cooperative, collaborative, and timely efforts with school leaders, parents, and external agencies
- Develop and revise policies, regulations, and procedures in compliance with applicable federal and state regulations
- Develop recommendations related to financial resources needed for student services and oversee approved Special Education budget
- Oversee multi-tiered system of supports
- Oversee summer school program

Director of Curriculum and Instruction

- Develop teacher development program
- Support site leader development and website
- Project manager for Navi 101/201
- Develop mentor teacher program including TnT program
- Develop external site visit calendar
- Support external consulting opportunities
- Research and development for new curriculum and academic technologies
- Align and codify best instructional practices across sites
- Align and codify curriculum across sites
- Develop system to access video support for curriculum and instruction
- Support student support team with SEL and academic interventions
- Oversee the training of best practices of current and new academic technologies

Data Analyst / Curriculum Specialist

- Coach and support Deans for data and site interventions
- Develop curriculum during release days
- Oversee data meeting process at sites
- Oversee Navigator interventions including classroom, afterschool and blended
- Oversee implementation of blended learning programs and data use
- Project manager for administration state mandated testing
- Oversee Navi assessment calendar
- Oversee report card process at sites
- Support student support team with SEL and academic interventions

Watsonville Prep Principal (Year 0)

- Manage staffing and training of WPS staff
- Engaging Watsonville Community and being an active presence in Watsonville
- Support the codification of the K-5 curriculum
- Support creation of teacher development program
- Other development-aligned special projects

Innovation Fellow

- Create professional development decks and videos for all Navi 101 strategies.
- Support teachers in the development and implementation of new strategies/ideas.
- Support teacher implementation of existing strategies
- Collaborate with Director of Curriculum and Instruction to upload professional developments and videos to website
- Oversee continual improvement process for plug-ins trainings.
- Research and development for new plug-ins
- Develop DDI PD's and video trainings
- Develop Observation and Feedback PD's and video trainings
- Support teacher implementation of student services strategies

Attachment B**New Principal Support Plan Overview 2018-19 (Draft)**

Guiding question: How will we develop new principals and ensure our schools are properly supported?

Each of our principals has been to the RELAY training and will have finished Innovate Public Schools Start-up Fellowship (Crystal will by the end of next school year). Additionally, both Crystal and Debbie have worked in site leadership for at least three years at the Navigator campuses. Next year, each principal will initially have one meeting per week with James and Heather together as we focus on building excellent relationships and a strong process for the weekly meetings and support. James and Heather will spend 1.5 days each week at each campus, supporting principals and site leadership.

	Principal Weekly Development			
	School Management Self and Team	Personal / Team Leadership	Culture Staff and Student	External Development
Crystal GPS	Heather	James	James/Heather	Innovate Fellowship
Debbie HPS	Heather	James	James/Heather	TBD*
Andi WPS	James/Heather	James	James/Heather	Ryan Fellowship

*Debbie has already completed Relay and Innovate trainings.

School Management Self and Team

Navigator has realized that school management is a critical component to achieving consistency between our school sites. The feeling of being at the same site, despite the distance between them, has always been a goal. To that end, we have differentiated school management into two areas: self management and team management. Accountability was an action step for our leadership team and we have iterated a tool borrowed from Achievement First which will enable use to do two things:

1. Provide all new leaders clarity on the responsibilities in their role
2. Manage the completion of tasks and progress of projects of their team

We have completed a prototype [here](#) of this “Task/Project Tracker” for the principal, vice principal of culture and vice principal of academics. Heather will be responsible for meeting weekly with the three leaders to review their weekly progress and provide support in the areas the principal or their team are struggling.

Personal / Team Leadership

James will be responsible for developing our principals in the area of personal leadership development. This is broken into several domains including but not limited to:

1. Accountable Communication Technology (ACT)
2. Developing individual leaders
3. Building effective teams
4. Running effective meetings
5. The concept of servant leadership

Over the years, Navigator has been increasingly effective at developing leaders from within. This year, with the ACT training and other principal development work, it has become clear that personal and team leadership can be developed and improved and that a focus in this area will help accelerate each individual principal's development. A series of short courses focusing on the topics above will be held with cohorts of principals using book studies at its base. Much of the work will be housed online and a draft has begun [here](#).

Culture Staff and Student

Staff and student culture are the foundation of Navigator success. The principal has been determined to be the "guardian" of culture at the sites. Both RELAY and Innovate have a strong focus on building strong cultures at schools. We are currently building PD's and mini-courses that will help develop our site principals to become excellent culture builders.

The Task/Project Tracker includes a category for school culture. This category includes items such as morning huddle, weekly staff emails, shout-outs, parent coffees, Parent Club Meetings and activities calendar. James and Heather will be reviewing this category with the principals on a weekly basis.

External Development

Navigator has invested heavily in RELAY Graduate School of Education as well as Innovate Public School's Start-Up Fellowship for all site leaders. In 2018-19 and into the future, we will continue to support Navigator attendance in these programs. Crystal is slated to attend Innovate next year as Andi and Debbie already have attended. All three have been trained at RELAY and Andi has recently been accepted as a Ryan Fellow. Principals will also be considered for attendance at conferences based on content or individual need as they are identified.

CONSULTING SERVICES AGREEMENT (DRAFT)

This CONSULTING SERVICES Agreement (this "Agreement") is entered into as of June 1, 2018 (the "Effective Date"), by and between Wonderful College Prep Academy, a California nonprofit public benefit corporation, located at 2070 Veneto Street, Delano, California 93215 (the "Academy"), on the one hand, and Navigator Schools, located at 650 San Benito Street, Hollister, California 95023 ("Consultant"), on the other hand, with reference to the following facts:

WHEREAS, the Academy and Consultant have agreed that Consultant will provide certain consulting services to the Academy pursuant to the terms and conditions of this Agreement.

NOW, THEREFORE, in consideration of the various covenants and agreements hereinafter set forth, the parties hereto agree as follows:

1. Term; Termination.

(a) Term. The Academy hereby engages Consultant, and Consultant accepts such engagement, for a term commencing on the Effective Date and continuing until the later of: (i) the date on which the Services (as defined below) have been completed to the Academy's satisfaction and the Academy's Acceptance (as defined below) of such Services as more particularly described in Exhibit A attached hereto; or (ii) May 31, 2019 (the "Initial Term"). The Initial Term may be extended for a further six (6) month term on the terms and conditions of this Agreement by providing written notice to Consultant no later than thirty (30) days prior to the expiration of the Initial Term (the "Extended Term" and, together with the Initial Term, the "Term").

(b) Termination. The Academy may terminate this Agreement at any time, with or without reason, effective thirty (30) days from delivery of written notice to Consultant.

(c) Effect of Termination. Upon any termination of this Agreement pursuant to subsection (b) above, (i) in the event that the Academy owes Consultant any accrued and unpaid amounts of the Fee (as defined below) for Services actually performed by Consultant through the effective date of termination, the Academy shall pay the Fee, on a pro rata basis, for Services actually rendered through the effective date of such termination; or (ii) Consultant shall promptly reimburse to the Academy on a pro rata basis any prepaid amounts of the Fee paid to Consultant for any Services not rendered as of the effective date of termination.

2. Services; Acceptance.

(a) Services. Consultant shall provide the services as the Academy shall from time to time request, including, without limitation, those services described in Exhibit A attached hereto (collectively, the "Services") and deliver to the Academy any content or other such materials, including, without limitation, all concepts, strategies, plans, reports, documents and other materials created or developed in the performance of the Services in addition to the materials set forth in Exhibit A (collectively, the "Deliverables"). The Academy and Consultant may mutually agree in writing to modify the scope of the Services to be provided by Consultant under this Agreement.

(b) Performance of the Services.

(i) Consultant agrees to use, and agrees that it shall require each of its vendors, contractors or subcontractors to use, only personnel who are qualified and properly trained and who possess every license, permit, registration, certificate or other approval required by applicable law to enable such persons to perform services involving any part of Consultant's obligations under this Agreement.

(ii) Consultant shall communicate as appropriate with the Academy about progress Consultant has made in performing the Services.

(iii) Consultant shall supply all tools, equipment and supplies required to perform the Services, except if Consultant's work must be performed on or with the Academy's equipment.

(iv) Consultant shall perform the Services in accordance with standards prevailing in the Academy's industry, and in accordance with any applicable laws, rules or regulations.

(c) Academy's Obligations. The Academy shall:

(i) Agree to "Conditions for Success" statement that clearly defines a shared understanding between Academy and Consultant.

(ii) Notify Consultant of any changes to the Academy's procedures affecting Consultant's performance of the Services and obligations under this Agreement at least fifteen (15) days prior to implementing any such changes.

(iii) Promptly provide any requested and necessary documentation, information, access to personnel and cooperation reasonably required to provide the Services. Any delay or failure to provide materials, information or cooperation may result in a revision to any agreed timetable for the performance of the Services and delivery of the Deliverables.

3. Compensation.

(a) Fee. Subject to subsection (c) below, in consideration for the Services and the Deliverables, the Academy shall pay to Consultant) One Hundred Seventeen Thousand Five Hundred Dollars (\$117,500) (the "Fee"). The Academy also agrees to compensate for lodging, travel and food for summer training and monthly visits. Any expense in excess of \$1,000 shall be approved by the Academy in advance in writing (which may be by email). Consultant acknowledges and agrees that the Fee includes, and no separate payments shall be made by the Academy for, any other activities performed by Consultant in connection with providing the Services and the Deliverables.

(b) Invoicing/Payment. The parties agree that the Fee shall, subject to Sections 2(c) and (d) above, be paid by the Academy to Consultant in three (3) installments as follows:

- (1) \$39,166 within 5 business days of the Effective Date;
- (2) \$39,166 on November 30, 2018; and
- (3) \$39,168 on June 30, 2019.

In addition, on a monthly basis, Consultant shall submit to the Academy, a written update detailing all Services performed during such month along with any Deliverables provided to the Academy during such month, including the dates and hours of service, and all reimbursable expenses incurred by Consultant during such month with applicable backup documentation. Such reports shall also include any additional information and supporting documentation that the Academy shall reasonably request. The Academy shall reimburse Consultant for any applicable expenses within 30 days of the end of the month in which they are incurred.

(c) Limits on Fee. The Academy and Consultant agree that the total Fee for the Services and the Deliverables (as provided by Section 3(a) above) shall not exceed One Hundred Eight Thousand Five Hundred Dollars (\$108,500) unless agreed to, in writing, by the Academy.

4. Relationship of the Parties; Withholding and other Deductions. Consultant acknowledges and agrees that the relationship between the Academy and Consultant intended to be created by this Agreement is that of client and independent contractor, and nothing herein contained shall be construed as creating a relationship of employer and employee or principal and agent between them. Consultant shall neither act nor make any representation that it is authorized to act as an employee, agent or officer of the Academy. Consultant acknowledges and agrees that they are responsible for paying all taxes related to the compensation payable to it hereunder and that the Academy will not withhold any monies for payments which Consultant is required to make pursuant to any applicable law, governmental regulation, rule or order. Consultant agrees to indemnify and hold harmless the Academy from and against any and all claims, judgments, losses, damages (including special and consequential damages), costs and expenses, including actual attorneys' fees and costs, imposed upon or incurred by the Academy resulting or arising out of any failure of Consultant to pay any such taxes when due.

5. Confidential Information; New Information; Representation and Warranties.

5.1 Consultant acknowledges and agrees that this Agreement creates a relationship of confidence and trust on the part of Consultant for the benefit of the Academy, and that during the Term, Consultant will be responsible in whole or in part for the creation of, or may acquire or have access to, certain Confidential Information (as hereinafter defined) of the Academy. During the Term and at all times thereafter, Consultant shall preserve as confidential all Confidential Information that it may create, acquire or have access to during the Term. Without the Academy's prior written consent, which may be given or withheld in the Academy's sole and absolute discretion, Consultant shall not disclose any Confidential Information (i) to any third party nor give any third party access thereto, nor (ii) use any Confidential Information except to perform the Services hereunder, nor (iii) disclose the terms and conditions of this Agreement; provided, however, that the foregoing will not apply to the extent Consultant, in the opinion of counsel, is required to disclose any Confidential Information by applicable law or legal process as long as Consultant promptly notifies the Academy of such pending disclosure and

consults with the Academy prior to such disclosure as to the advisability of seeking a protective order or other means of preserving the confidentiality of the Confidential Information. In the event that Consultant is required by applicable law or legal process to disclose any Confidential Information, Consultant agrees to use reasonable efforts to obtain assurances that the information so disclosed will continue to be accorded confidential treatment.

5.2 As used in this Section 5:

5.2.1 “Confidential Information” shall mean (i) information or material that gives or could give the Academy some competitive advantage or the disclosure of which could be detrimental to the Academy’s interests, (ii) information or material which is owned by the Academy or in which the Academy has an interest, and all other information or material conceived, originated, discovered or developed, in whole or in part, by Consultant while performing the Services, (iii) all information (in writing or otherwise) concerning the Academy (including, without limitation, information concerning the Academy’s business, assets, liabilities, operations, affairs, financial condition, projections, contracts, customers, products, plans or prospects) which is not generally known by the public, and (iv) all analyses, compilations, studies, reports, records or other documents or materials which contain, or are prepared on the basis of, any information or material which the Academy furnishes to Consultant or prepared by or for Consultant based on information or material which the Academy furnishes to Consultant. Notwithstanding the above, “Confidential Information” does not include any information or material that (a) is or becomes public knowledge otherwise than by Consultant’s acts or omissions; or (b) is or becomes available to Consultant without obligation of confidence from a source (other than the Academy) having the legal right to disclose such information; or (c) is already in Consultant’s knowledge or possession and was not received by Consultant as a result of a prior relationship with the Academy.

5.2.2 “Academy” shall include any and all affiliates of the Academy.

5.2.3 “Consultant” shall include any and all employees, assistants, agents, advisors, independent contractors and affiliates of Consultant.

5.3 Representations and Warranties of Consultant. Consultant represents and warrants to the Academy that it is not under any contractual or other restriction or obligation that is inconsistent with the execution of this Agreement, the performance of the Services hereunder, or the rights of the Academy hereunder. Consultant represents and warrants, to the best of its knowledge, that the Deliverables and any work product produced as part of the Services do not and will not infringe on any third party intellectual property rights.

6. Publicity. No public announcement or promotional material, advertising, or notice to any third party (whether written or oral) concerning the Services, Deliverables or this Agreement shall be issued, given, or otherwise disseminated by Consultant without the prior written approval of the Academy. Consultant shall neither use the Academy’s logo or other trade or service marks, nor publicly state that the Academy is satisfied with the Services, Deliverables or otherwise endorse the use of such Services, without the Academy’s prior written approval.

7. Use of Trademarks. Consultant may use, reproduce and distribute the Academy’s service marks, trademarks and trade names (if any) (collectively, the “Academy Marks”) solely in connection with the performance of the Services. Any goodwill received from this use will accrue to the Academy, which

will remain the sole owner of the Academy Marks. Upon the expiration or earlier termination of this Agreement, Consultant will have no further rights to use the Academy marks, unless the Academy provides written approval for each such use.

8. Governing Law; Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of California, without regard to its conflicts of law principles. Any suit brought in connection with this Agreement shall be brought in the state or federal courts sitting in Los Angeles, California.

9. Indemnification. Consultant agrees to indemnify and hold harmless the Academy and its affiliates and their respective officers, directors, shareholders, partners, members, managers, trustees, employees, agents, successor and assigns from and against any and all claims, judgments, losses, damages (including special and consequential damages), costs and expenses, including actual attorneys' fees (at market rates) and costs, imposed upon or incurred by any of them resulting or arising directly or indirectly out of (a) Consultant's breach of this Agreement and/or applicable laws; (b) Consultant's negligence or intentional misconduct; or (c) any allegations that any materials (including trademarks and logos) provided by Consultant infringes upon or otherwise violates any intellectual property or other right(s) of any third party.

10. Notices. Unless otherwise specified in this Agreement, all notices, requests and other communications hereunder shall be in writing and shall be delivered by courier or other means of personal service (including by means of a nationally recognized courier service or professional messenger service), sent by fax or email, or mailed first class, postage prepaid, by certified mail, return receipt requested, in all cases, addressed to:

If to the Academy:

Wonderful College Prep Academy
2070 Veneto Street
Delano, California 93215
Attention: Ricardo Esquivel, Executive Director
Email: Ricardo.Esquivel@wonderfulcollegeprep.org

If to Consultant:

Navigator Schools
650 San Benito Street, Suite 230
Hollister, CA 95023
Attention: Ami Ortiz, Director Business and Finance
Email: aortiz@navigatorschools.org

All notices, requests and other communications shall be deemed given on the date of actual receipt or delivery as evidenced by written receipt, acknowledgment or other evidence of actual receipt or delivery to the address. Any party hereto may from time to time by notice in writing served as set forth above designate a different address or a different or additional person to which all such notices or communications thereafter are to be given.

11. Entire Agreement; Modification. This Agreement sets forth the final and entire agreement of the parties with respect to the subject matter hereof and supersedes all prior agreements, understandings and representations, whether oral or written, with respect thereto. This Agreement may only be modified by a written instrument duly executed by the parties.

12. Survival. To the fullest extent permitted by law, the following sections of this Agreement shall survive the termination of this Agreement and Consultant's engagement hereunder: Sections 1, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18 and 19.

13. Third Party Beneficiaries. This Agreement does not create, and shall not be construed as creating, any rights enforceable by any person not a party to this Agreement.

14. Waiver. The failure of either party hereto at any time to enforce performance by the other party of any provision of this Agreement shall in no way affect such party's rights thereafter to enforce the same, nor shall the waiver by either party of any breach of any provision hereof be deemed to be a waiver by such party of any other breach of the same or any other provision hereof.

15. Assignment. Consultant may not assign this Agreement or any of its rights or obligations hereunder to a third party without the prior written consent of the Academy.

16. Further Assurances. The parties agree to execute and deliver such additional documents or instruments as may be necessary or appropriate to carry out the terms of this Agreement, including, without limitation, the terms of Section 5.2 hereof.

17. Severability. All sections, clauses and covenants contained in this Agreement are severable, and in the event any of them shall be held to be invalid by any court, this Agreement shall be interpreted as if such invalid sections, clauses or covenants were not contained herein.

18. Force Majeure. Notwithstanding anything in this Agreement to the contrary, the obligations of the Academy or Consultant will be suspended to the extent that such party is hindered or prevented from complying with this Agreement in any way because of matters outside of the party's reasonable control, including, without limitation: labor disturbances; acts of God; failure of a telecommunications carrier to provide lines or service; governmental regulations or interference; accidents; fires; explosions; acts of war or terrorism, or from any other similar or dissimilar cause beyond the reasonable control of such party (collectively a "Force Majeure"). If a party's obligations are suspended pursuant to this Section, such party shall not be liable to the other party or any other person or entity for any claims, causes of action, loss or damage in any way arising out of, or related to, such Force Majeure or suspension of such party's obligations, except for the Academy's payment obligations to Consultant for Services rendered prior to the Force Majeure. Consultant will not bill the Academy for Services that are suspended as a result of an applicable Force Majeure event. Upon the cessation of a Force Majeure, such party's obligations shall resume.

19. Attorney's Fees. In the event of legal proceedings between the parties relating to this Agreement, the party prevailing in such proceedings shall be entitled to recover all costs in connection therewith, including reasonable attorney's fees (at market rates).

20. Counterparts. This Agreement may be executed and delivered, including by facsimile, in one or more counterparts, each of which shall be deemed an original, but all of which, together, shall constitute one and the same instrument.

21. Time is of the Essence. Time is expressly agreed to be of the essence of this Agreement and each, every and all of the terms, conditions and provisions herein.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed as of the Effective Date.

ACADEMY:

WONDERFUL COLLEGE PREP ACADEMY

By:

Ricardo Esquivel
Executive Director

CONSULTANT:

Navigator Schools

By:

Kevin Sved
CEO

Exhibit A

SCOPE OF WORK

Anticipated time: 2018-2019 School Year.

Proposed Scope of Work

	Cost per grade
6-8 ELA Curriculum	
Pacing plan by Grade (6-8):	\$1,000 \$3,000
Guided Reading Components by Grade	\$1,000 \$3,000
Assessments by Grade	\$1,000 \$3,000
	\$9,000
6-8 Math Curriculum	
Pacing plan by Grade (6-8):	\$1,000 \$3,000
Instructional Slides by standard/grade (6-8):	\$1,750 \$5,250
Spiral Slides per Grade (6-8)	\$1,750 \$5,250
Assessments (6-8)	\$1,000 \$3,000
	\$16,500
K-5 Math Curriculum	
Pacing Plan by Grade (K-8)	\$1,000 \$6,000
Instructional Slides by Standard/grade (K-5)	\$1,750 \$10,500
Spiral Slides per Grade (K-5)	\$1,750 \$10,500
Assessments	\$1,000 \$6,000
	\$33,000
Wonderful 101 Math Training (5 Days - PM)	
K-5 Elementary Math Leads and SGT	\$3,500 \$10,50
All 6-8 Math Teachers	\$3,500 \$10,500
	\$21,000
Wonderful 101 Summer Classroom Management (5 days – AM)	
Elementary Leads and K-5 staff	\$3,500 \$10,500
All 6-8 Staff	\$3,500 \$10,500
	\$21,000
· Annual Leadership Development for Elementary Leads / Weekly two hour virtual meeting and one two-day visit per month	
Instructional Coaching (September-November)	\$4,000

Data Driven Instruction (December-February)	\$4,000
School Culture (Ongoing)	\$4,000
Personal Leadership Development (Ongoing)	\$4,000
	\$16,000
"Unlimited Visits to Navigator Onsite PD's and Classrooms Visits"	\$1,000
18-19 Total	\$117,500
* Lodging, travel and food reimbursable to Navigator for summer training and monthly visits	