



# Navigator Schools

## Board Meeting

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### **Date and Time**

Tuesday February 26, 2019 at 6:00 PM PST

### **Location**

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

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### Teleconference Locations

- Gilroy Prep School, 277 IOOF Avenue, Gilroy, CA 95020
  - Hollister Prep School, 881 Line Street, Hollister, CA 95023
  - 1215 Talbryn Drive, Belmont, CA 94002
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### **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.** Public Comment on Items not Covered on the Regular Agenda
- D.** Approve Minutes from the December 11 Regular Board Meeting

**E.** Approve Minutes from the February 12 Special Board Meeting

**F.** CEO Update

The CEO will provide an update to the Board.

**II. Consent Agenda**

**A.** Consent Agenda

The Board will vote on the approval of the consent agenda which includes: (1) Auditor Approval for FY 2018-19 (2) Low-Performing Students Block Grant (3) SARC (4) WPS 2019-20 Revolving Loan Application and (5) GPS Teachers in Training (TnT) Request.

**III. Topical Items**

Governance

**A.** Governance Committee Report

C. Wright will report on the latest meeting of the NS Governance Committee.

**B.** Election of Victor Paredes-Colonia to the NS Board

Members will vote to add Victor Paredes-Colonia as a ninth member to the NS Board.

**C.** Watsonville Prep Update

K. Carr will provide an update on the status of launching Watsonville Prep School.

**D.** Watsonville Prep Facilities and Possible Action

K. Sved will provide an update on the status of Watsonville Prep facilities for Year 1. The board may consider delegating authority to K. Sved to secure facility agreements.

**E.** Finance Committee Report

J. Montgomery will report on the latest meeting of the NS Finance Committee.

**F.** LCAP Review and Feedback

A. Ortiz will provide an overview of the LCAP development process for 2019-20.

**G.** 2018-19 Financials

J. Montgomery will present an overview of the 2018-19 Financials.

**H.** Dashboard Update

S. Martin will provide an update on the development of the Board Data Dashboard.

**I. NS Priorities Update**

K. Sved will provide an overview of NS priorities.

**J. Strategic Direction: Growth and Dissemination**

The Board will discuss questions highlighted in the CEO Update regarding growth and dissemination.

**K. Establish Special Board Meeting or Retreat Date**

The Board will discuss potential dates and formats for a retreat or special meeting in April 2019.

**IV. Closed Session**

**A. Public Announcement of Reasons for Closed Session**

The Board Chair will announce reasons for the closed session to the public.

**B. Closed Session: Real Property Negotiation, Facilities for Watsonville Prep School**

The Board will discuss the topic of real property negotiation as undertaken with the City of Watsonville for leasing 280 Main Street and Pajaro Valley Unified School District regarding the Proposition 39 offer for use of space at E.A. Hall Middle School. The board may consider delegating authority to K. Sved to secure facility agreements.

**C. Closed Session: Public Employment: CEO Evaluation**

Board members will discuss the status of the CEO 2018-19 evaluation.

**V. Return to Open Session**

**A. Public Report of Actions Taken During Closed Session**

C. Wright will report actions taken during closed session.

**VI. Closing Items**

**A. Adjourn Meeting**

## Coversheet

### Approve Minutes from the December 11 Regular Board Meeting

**Section:** I. Opening Items  
**Item:** D. Approve Minutes from the December 11 Regular Board Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on December 11, 2018

APPROVED



## Navigator Schools

### Minutes

#### Board Meeting

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**Date and Time**

Tuesday December 11, 2018 at 6:00 PM

**Location**

Gilroy Prep School, Gilroy, CA

**Teleconference Locations**

- Gilroy Prep School, 277 IOOF Avenue, Gilroy, CA 95020
- Hollister Prep School, 881 Line Street, Hollister, CA 95023

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**Directors Present**

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

**Directors Absent**

Fiaau Ohmann

**Guests Present**

Andrew Bray, Carolyn Choi, Jennifer Afdahl Rice, Kevin Sved, Sean Martin

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**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 Dec 11, 2018 at 6:06 PM.

**C. Public Comment on Items not Covered on the Regular Agenda**

There were no public comments.

**D. Approve Minutes from the October 2, 2018 Board Meeting**

John Glover made a motion to approve minutes from the Board Meeting on 10-02-18 Board Meeting on 10-02-18.

John Flaherty seconded the motion.

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

**Roll Call**

JP Anderson	Aye
Caitrin Wright	Aye
Nora Crivello	Aye
Joyce Montgomery	Aye
John Flaherty	Aye
Fiaau Ohmann	Absent
John Glover	Aye
Alicia Gallegos Fambrini	Abstain

**E. CEO Update**

K. Sved thanked B. Moeller for reconfiguring the meeting space. He introduced V. Paredes-Colonia, a prospective board member. K. Sved reviewed the recent CDE staff recommendation for approval for WPS, potential challenges to opening School 4, the importance of an NS Board retreat, demand for NS dissemination efforts, and the importance of effectively transferring staff to Watsonville Prep School (WPS) from existing sites.

**II. Consent Agenda**

**A. SELPA Documents and 2018-19 Education Protection Act Expenditures**

Alicia Gallegos Fambrini made a motion to approve to consent agenda.

John Glover seconded the motion.

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

**Roll Call**

Alicia Gallegos Fambrini	Aye
John Glover	Aye
Fiaau Ohmann	Absent
Caitrin Wright	Aye
JP Anderson	Aye

**Roll Call**

John Flaherty	Aye
Nora Crivello	Aye

**III. Topical Items**

**A. WPS Update**

Members suggested strategies for presenting the WPS charter appeal to the California State Board of Education. They asked questions about presentation strategies and levels of preparation in key domains. They discussed potential challenges related to the opening of WPS and how to plan for and meet the challenges. K. Carr reviewed a chronology of the petition process, preparation for next steps in the process, and sources, forms, and levels of support. All NS Board members asked clarifying questions. K. Sved led a practice presentation that contained slides and speeches to be featured at the state meeting.

K. Sved provided an update on WPS facilities. He introduced Elizabeth Sanborn and offered a summary of the consultant's role, skills, experience, and background. Board members discussed potential strategies for increased involvement in facilities development. J. Glover volunteered to provide additional consultation on facilities upon request. J. Montgomery also mentioned her willingness to answer staff questions.

**B. Vote to Approve Consulting Services Agreement: Elizabeth Sanborn**

Alicia Gallegos Fambrini made a motion to approve services agreement with Elizabeth Sanborn.

Nora Crivello seconded the motion.

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

**Roll Call**

Alicia Gallegos Fambrini	Aye
JP Anderson	Aye
Caitrin Wright	Aye
Fiaau Ohmann	Absent
John Flaherty	Aye
Nora Crivello	Aye
John Glover	Aye

**C. Finance Committee Report**

J. Montgomery referred attendees to key materials. She reviewed numerous strengths of the successful 2017-18 audit and commended A. Ortiz for providing an informative memo on the topic.

**D. Finance: 2017-18 Audit Approval**

John Glover made a motion to approve the audit.

JP Anderson seconded the motion.

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

**Roll Call**

Fiaau Ohmann	Absent
JP Anderson	Aye
John Glover	Aye
Alicia Gallegos Fambrini	Aye
Caitrin Wright	Aye
Nora Crivello	Aye
John Flaherty	Aye

**E. Finance: 2018-19 Financials**

A. Ortiz introduced related materials. There was no further discussion.

**F. 2018-19 Budget Revise**

John Glover made a motion to approve the budget revise.

John Flaherty seconded the motion.

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

**Roll Call**

Nora Crivello	Aye
JP Anderson	Aye
Fiaau Ohmann	Absent
John Glover	Aye
Alicia Gallegos Fambrini	Aye
Caitrin Wright	Aye
John Flaherty	Aye

K. Sved provided a summary of budget revisions. J. Montgomery and A. Ortiz commented on key takeaways from the budget and personnel planning process.

**G. Governance Committee Report**

The report, included in the meeting packet, did not generate further discussion.

**H. Academic Success Committee**

John Glover made a motion to approve creation of Academic Success Committee.

John Flaherty seconded the motion.

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

**Roll Call**

Fiaau Ohmann	Absent
JP Anderson	Aye
Caitrin Wright	Aye
John Glover	Aye
John Flaherty	Aye
Alicia Gallegos Fambrini	Aye



**Roll Call**

Nora Crivello                      Aye

C. Wright presented reasons for the creation of the new committee. J. Montgomery expressed interest in further definition of the purpose and related activities of the committee. She suggested researching similar committees used effectively at other schools. J. Glover provided recommendations for the role and priorities of the committee.

A. Galegos Fambrini asked clarifying questions and sought further insight from K. Sved regarding committee roles. K. Sved provided additional details regarding the purpose and focus of the committee.

**I. NS Priorities Update**

K. Sved provided updates on the priorities, incorporating slides and tracking charts in his presentation. Hollister Prep School facilities were discussed. J. Glover sought further clarification on the timing of the issue and its relation, if any to the development of Watsonville Prep School facilities. C. Wright noted the number of priorities under review and the rate of overall progress. J. Flaherty discussed contingencies and capacities for key priorities related to expansion. C. Wright expressed an interest in seeing additional data. JP Anderson commented on the definition of priority and the alignment of priorities to tracking and reporting efforts.

**J. Vote to Approve Consulting Services Agreement: Andrew Bray**

JP Anderson made a motion to approve consulting services agreement for Andrew Bray. John Glover seconded the motion.

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

**Roll Call**

Fiaau Ohmann	Absent
John Flaherty	Aye
John Glover	Aye
JP Anderson	Aye
Nora Crivello	Aye
Alicia Gallegos Fambrini	Aye
Caitrin Wright	Aye

K. Sved explained the funding mechanism for this consultant service. The board expressed opinions and asked questions about the motivating circumstances, scope, scale, focus, timeline, research, and duration of services. J. Flaherty defined his support. C. Wright sought clarification on the timeline. K. Sved answered board member questions. J. Glover outlined his opinions related to the service, timeline, and growth. N. Crivello commented on timing and organizational capacity. JP commented on the scope of the project in relation to priorities. C. Wright summarized the opinion of the board.

**K. Expanding Services to Wonderful Prep**

Board members asked questions about the roles of key personnel involved in the project across multiple levels of the organization. Members sought more information on key

dates relating to dissemination efforts. J. Montgomery considered the effect of the project on key priorities. A. Galegos Fambrini sought clarification regarding the impact and alignment of the effort to priorities and roles of key personnel. J. Glover recommended revisiting this item at a future date. The board did not make a motion to vote on this item.

#### IV. Closing Items

##### A. Adjourn Meeting

John Flaherty made a motion to adjourn the meeting.  
Alicia Gallegos Fambrini seconded the motion.  
The board **VOTED** unanimously to approve the motion.

##### Roll Call

John Glover	Aye
Fiaau Ohmann	Absent
John Flaherty	Aye
Caitrin Wright	Aye
JP Anderson	Aye
Alicia Gallegos Fambrini	Aye
Nora Crivello	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:32 PM.

Respectfully Submitted,  
Sean Martin

## Coversheet

### Approve Minutes from the February 12 Special Board Meeting

**Section:** I. Opening Items  
**Item:** E. Approve Minutes from the February 12 Special Board Meeting  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Minutes for Special Board Meeting on February 12, 2019.pdf

DRAFT



## Navigator Schools

# Minutes

## Special Board Meeting

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### **Date and Time**

Tuesday February 12, 2019 at 10:00 AM

### **Location**

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

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### Teleconference Locations

- Gilroy Prep School, 277 IOOF Avenue, Gilroy, CA 95020
- Hollister Prep School, 881 Line Street, Hollister, CA 95023
- 1827 Clifford Street, Santa Clara, CA 95050
- 1065 Byers Street, Gilroy, CA 95020
- 780 Broadway Street, Redwood City, CA 94063
- 827 Broadway, Suite 300, Oakland, CA 94607
- 83 Great Oaks Boulevard, San Jose, CA 95119
- 16 Arriba Drive, Aromas, CA 95004

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### **Directors Present**

A. Gallegos Fambrini (remote), F. Ohmann (remote), J. Flaherty (remote), J. Glover (remote), J. Montgomery (remote), N. Crivello (remote)

### **Directors Absent**

C. Wright, J. Anderson

### **Guests Present**

A. Hernandez (remote), A. Ortiz, J. Dent (remote), K. Carr (remote), K. Sved, S. Martin

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## **I. Opening Items**

### **A. Record Attendance and Guests**

**B. Call the Meeting to Order**

A. Gallegos Fambrini called a meeting of the board of directors of Navigator Schools to order on Tuesday Feb 12, 2019 @ 10:02 AM at Navigator Schools, 650 San Benito St., Suite 230, Hollister, CA 95023.

**C. Public Comment on Items not Covered on the Regular Agenda**

There were no public comments.

**II. Topical Item**

**A. WPS Facilities Update**

K. Sved presented facilities options for Watsonville Prep School. He discussed recent communications and meetings with Pajaro Valley Unified School District regarding Proposition 39 issues. NS staff shared details relating to the collaboration experience and the condition of facilities offered by PVUSD. K. Sved explained details of Proposition 39 funding options. Board members asked clarifying questions. Annual fees and costs were discussed. Timelines and mitigation plans for the adding of student restrooms were considered. Members highlighted advantages of the proposed site. N. Crivello asked a question about fencing. J. Montgomery mentioned the importance of sufficient facilities for staff. K. Sved summarized options for food services. He also described potential options for facilities expansion in future years. A. Galegos Fambrini inquired as to the level of parent involvement in the facilities development process, and A. Hernandez addressed the topic. K. Sved outlined next steps for the upcoming regular NS Board Meeting. He also summarized additional facilities strategies beyond Proposition 39. K. Sved thanked J. Glover for his assistance.

**III. Closing Items**

**A. Adjourn Meeting**

J. Flaherty made a motion to adjourn the meeting.

A. Gallegos Fambrini seconded the motion.

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

**Roll Call**

J. Glover	Aye
C. Wright	Absent
J. Anderson	Absent
J. Flaherty	Aye
F. Ohmann	Aye
A. Gallegos Fambrini	Aye
N. Crivello	Aye
J. Montgomery	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:38 AM.

Respectfully Submitted,  
S. Martin

# Coversheet

## CEO Update

**Section:** I. Opening Items  
**Item:** F. CEO Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** CEO Update.pdf



Date: February 19, 2019

To: Board Members

From: Kevin Sved

Re: CEO Update

Dear Board Members,

Our December 11, 2018 featured valuable discussions in which board members offered key insights and feedback regarding continuation and expansion of Navigator dissemination work. After reflecting upon the last few board meetings, I realize how important it is to provide the Board with opportunities to engage in deeper dialogue around core issues and long-term strategies related to dissemination work, as opposed to asking the Board to react to specific dissemination requests. The NS leadership team is expanding its efforts to provide appropriate context and space for the Board to engage in deeper dialogue around continuing dissemination efforts. We acknowledge that continuing dissemination efforts also involves reviewing the status and plans of our growth strategy, as well sustaining our our work to continuously improve our existing schools. To date, the Board's concerns seem to fall within four five categories:

- **Mission fit and Impact:** How does dissemination fit into the Navigator mission and what is the desired impact?
- **Capacity:** Does Navigator have the capacity to effectively engage in dissemination and maintain the necessary focus to execute on the higher priority work of continuously improving existing schools and effectively launching Watsonville Prep?
- **Timing:** With so many competing priorities, is now the right time to engage in dissemination work?
- **Scope and Scale:** What aspects of Navigator's model would be disseminated, to what level of scale, and by what means?
- **Process:** What is the right process to discuss and make an informed decision as to whether Navigator should continue to engage in dissemination work?

This document will address the process with the objective of helping to frame a Board discussion regarding the strategic direction of Navigator Schools that is agendized for the February 26 meeting. The goal of the Board discussion on February 26 will be to identify key questions that need to be answered and information the Board will require in order to make an informed decision regarding Navigator's future growth and dissemination efforts. Based on the Board's discussion, staff plans to prepare a set of recommendations to be discussed and potentially considered during a special board meeting or retreat scheduled for early April.

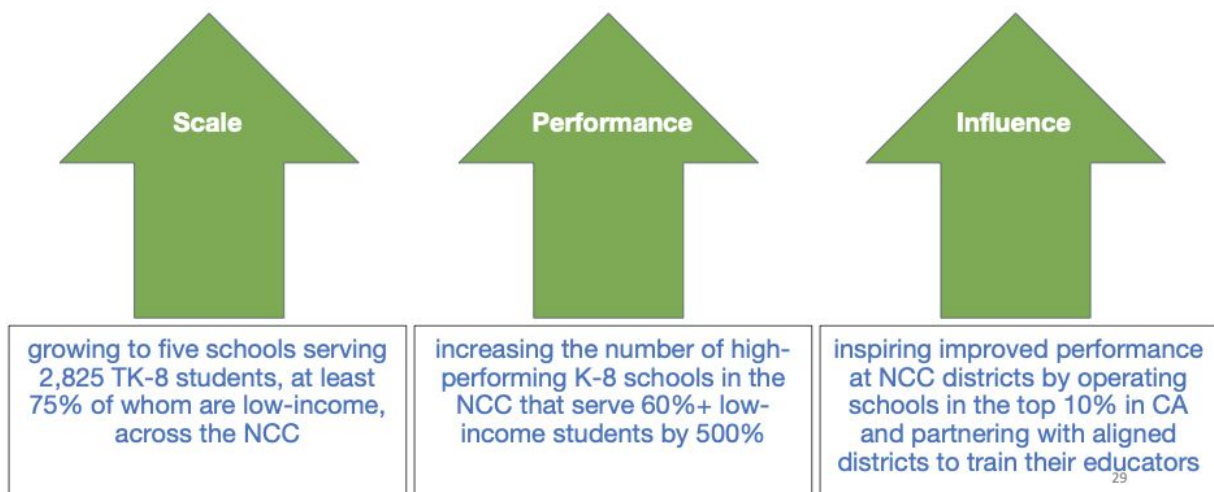
To help frame the discussion, it is important to briefly review our strategic plan and the progress we have made toward achieving it.

Navigator Schools, by adopting a Strategic Plan in December 2017, made a bold commitment to impact:

## Our Future Impact



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



While we can celebrate that we're on track to open Watsonville Prep School (WPS) in 2019, we missed the timeline to open School 4 in 2020, which also pushes back our timeline to open School 5 by at least one year. The main reason for the delayed timeline for School 4 was the lengthy chartering process for WPS. Going into 2018-19, WPS had already been denied at the district level, making it evident that we would not meet the 24-month greenlighting criteria for School 4. I erred by not acknowledging this earlier and proposing the 2018-19 priorities accordingly.

(Note: The impact statement refers to TK. We have not yet begun TK because charter renewal negotiations with Gilroy Unified and Hollister School District would have been more difficult with TK. For reasons related to facilities challenges, TK was also not prioritized for Watsonville Prep.)

Given the current status, we need to reevaluate the timeline for school growth, as well as the potential effects on our future Support Office (SO) staffing plans and related multi-year projections. The plan to grow to five schools by 2021-22 featured support office expansion to support growth and continuous improvement, in anticipation of achieving an economy of scale by 2022-23, at which point private financial support would no longer be needed to fund the expanded SO. The milestones for annual disbursement for the \$2.1m multi-year grant from the Charter School Growth Fund are connected to the growth plan. By opening WPS in 2019, we



are on target to meet the milestones for the 2019-20 disbursement. However, we are not on target to meet the 2020-21 milestone.

An additional challenge to our growth plan is the changing political environment regarding charters. The new governor and state superintendent are not as charter-friendly as previous office holders. The changing composition of the State Board of Education (SBE) will at best result in a smaller appetite for SBE approved charters. Changes at the state level have contributed to an emboldened charter opposition, resulting in calls for a moratorium on new charters and an increase in legislative actions that would threaten charter growth and sustainability.

This changing environment will make Navigator's plan for operating five schools increasingly difficult. It will be more important for Navigator to win approval at the district or county level. Given these challenges, NS Board engagement around our growth strategy is crucial. Staff has analyzed the current landscape and seeks Board input on the following preliminary findings:

- 1) While the environment will be more challenging for growth, we cannot accurately predict approval or denial at the district and county level without engaging communities, cultivating relationships with key influencers, and meeting with district and county board members.
- 2) The SBE will likely be less tolerant of considering charter appeals, but it is too early to assess how the SBE will treat high-performing charters like Navigator if a strong charter petition is denied by a very low-performing district.
- 3) Developing local support will require deeper community engagement work than Navigator has done in the past.

The expansion priority report in this packet provides additional detail. Given these dynamics and related uncertainty regarding growth, expanding Navigator's impact through dissemination is worthy of Board time and consideration.

### **Dissemination**

Amid the celebration of our victory at the State Board of Education, Navigator staff realized that supporters from host districts and partner schools were highly effective at promoting the Navi cause. In addition, a theme emerged as evidenced in the statements of state board members that Navigator's most-appreciated and unique strength is its proven track record of collaboration with external organizations.

Given Navigator's work in this area and the spirit of the charter law, we are uniquely positioned to be a force for good in an environment that is increasingly "us vs. them." California's Charter School Act highlights the essential obligation of charter schools to encourage the use of "different and innovative" teaching methods. In addition, legislators expect charter schools to create new professional opportunities for teachers. The mission of Navigator Schools perfectly aligns to these expectations. We develop top-tier teams of educators who deliver phenomenal outcomes for all students. Coaching and innovation are at the heart of what we do.

We are changing the face of education in California by demonstrating, documenting, and spreading what works across classrooms, schools, and districts. Our partners appreciate us, and the State Board of Education appreciate our partnerships. Navigator has a powerful engine for growth – collaboration – and the State Board expressed its faith in the promise of this transformative force. With the approval of Watsonville Prep, the emergence and importance of collaboration is a key theme in the story of Navigator’s growth.

The attached dissemination report will provide context to our pilot dissemination work, including a detailed analysis of the pilot with Wonderful Prep.

### **Framing Board Dialogue**

Based on the narrative above and further context provided by the staff Growth and Dissemination Updates, we ask the board to discuss the following questions:

- 1. Staff currently is eager to pursue doing both growth and a pilot dissemination effort concurrently. What questions does Board need answered to be able to consider supporting this direction?*
- 2. What information do board members need to make an informed decision regarding Navigator’s future strategic direction regarding growth and dissemination?*

To help prepare the Board for a good discussion, staff worked diligently to provide thorough updates in this packet so that Board members have more context of current staff activities, analysis, and planned next steps related to key priority areas. Please feel free to reach out to me or staff prior to the meeting if we can be of assistance in explaining any of the materials.

# Coversheet

## Consent Agenda

**Section:** II. Consent Agenda  
**Item:** A. Consent Agenda  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2-Low-Performing Students Block Grant.pdf  
1-Auditor Approval FY 2018-19.pdf  
5-TnT Request for GPS Memo.pdf  
3-SARC Board Memo.pdf  
4-WPS Revolving Loan Fund.pdf



Date: February 26, 2019

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: 2018-19 Low-Performing Students Block Grant

**Recommendation**

It is recommended the Board approve, as part of the consent agenda, the 2018-19 Low-Performing Students Block Grant funds to be used to supplement Teacher in Training salaries for extended day intervention.

**Background**

Governor Brown signed Assembly Bill 1808 into law on June 27, 2018. AB 1808 authorizes the allocation of a \$300 million Low-Performing Students Block Grant (LPSBG) in the 2018–19 fiscal year to provide California’s low-performing students with additional supports to increase their academic achievement as defined in the California *Education Code (EC)*, Section 41570(d).

All eligible LEAs must complete Required Report Number One. If an eligible LEA chooses not to receive LPSBG funds, it still must complete Required Report Number One to formally document that choice. On or before March 1, 2019, the LEA is required to report to the State Superintendent regarding the adopted plan to use the grant funds to increase the academic performance of pupils identified. The Finance Committee discussed this item on February 12, 2019.

**Summary**

Gilroy Prep School is scheduled to receive \$1,976 and Hollister Prep School is scheduled to receive \$3,952. It is recommended the Board approve, as part of the consent agenda, the 2018-19 Low-Performing Students Block Grant funds be used to supplement Teacher in Training salaries (TNT) for extended day intervention. The extended day intervention program is not dependent on these funds and will continue to operate once the funds have been expended.



Date: February 26, 2019

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: Selection of Auditors for the Fiscal Year 2018-19

**Recommendation**

It is recommended the Board approve, as part of the consent agenda, that Derrick DeBruyne from CliftonLarsonAllen be responsible for the performance of the audit for the fiscal year 2018-19.

**Background**

In accordance with Education Code (EC) Section 41020, the governing board of each school district provide an audit of the books and accounts of the school district. In the event the governing board of a school district has not provided for an audit by April 1, the County Office of Education, having jurisdiction over the district, shall provide for the audit.

Per EC 41020(f)(2), there is a limit of six consecutive years for any firm where the partner in charge of the audit and reviewing partner have been the same in those years. Due to this six year limit, Wade McMullen will not be the auditor in charge or the reviewing auditor. For the fiscal year 2018-19 Derrick DeBruyne will act as auditor in charge.

**Summary**

It is recommended the Board approve, as part of the consent agenda, that Derrick DeBruyne from CliftonLarsonAllen be responsible for the performance of the audit for the fiscal year 2018-19.



Date: February 26, 2019  
To: Board of Directors  
From: Ami Ortiz, Director of Business & Finance  
Re: Addition of Two teachers in Training at GPS

**Recommendation:**

It is recommended that the Board approve, as part of the consent agenda, the request for two additional Teachers in Training (TnT) for Gilroy Prep School (GPS).

**Background**

Gilroy Prep School is requesting two additional TnTs to be hired as soon as possible. GPS has a total of three teachers who will move to become founding teachers at Watsonville Prep School (WPS). An additional two teachers will not be returning for other reasons. That will leave GPS with a total of six teaching positions to fill for the 2019-20 school year. In December the Board approved a budget revise to add two TnTs which brought the total TnT staff to five, but with six teachers leaving at the end of the year it is imperative that GPS add these two additional TnTs so that students, families and instruction are not adversely affected.

These new positions will help to fill the 2019-20 openings at GPS. These staff will benefit GPS by:

- Preparing and ensuring the presence of trained and acclimated staff to start the 2019-20 school year
- Bolstering the intervention services for students for the remainder of the year
- Providing additional substitutes to support professional development and peer observation

The fiscal impact of these added positions for the remainder of the year will not impact the 2018-19 budget. The fiscal impact of adding these two TnTs is approximately \$25,000 total. However, there are budgeted funds available due to one teaching position being filled with a lower than projected salary. This left room in the budget to add these two additional TnTs.

**Summary**

It is recommended that the Board approve, as part of the consent agenda, the request for two additional Teachers in Training (TnT) for Gilroy Prep School (GPS).



Date: February 19, 2019

To: Board of Directors

From: Benjamin Moeller, Director of ITOM

Re: School Accountability Report Card (SARC)

### Background

Once per year, public schools in California are responsible for submitting a School Accountability Report Card (SARC). The SARC is due February 1st. It provides information to the community to allow public comparison of schools for student achievement, environment, resources and demographics. I coordinated with school and support office staff of Gilroy Prep and Hollister Prep to collect, verify, and report required information. The SARC for GPS is posted for public viewing here: <http://sarconline.org/Sarc/About/43694840123760>. The SARC for HPS is located here: <http://sarconline.org/Sarc/About/35674700127688>.

### Recommendation

It is recommended that the Board approve the SARCs for both Gilroy Prep and Hollister Prep.



Date: February 20, 2019

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: Authorization to apply for the Charter School Revolving Loan Fund

**Recommendation:**

It is recommended that the Board approve, as part of the consent agenda, the request to apply for the Charter School Revolving Loan Fund program (CSRLFP) for Watsonville Prep (WPS).

**Background and Analysis**

The Charter School Revolving Loan Fund is a program that provides low-interest loans of up to \$250,000 to new charter schools to assist them with meeting the purposes of the school's approved charter. The program is available to any charter school that is not a conversion of an existing public school, and that has not yet completed the full term of its initial charter. The deadline for submission is February 22, 2019. The Finance Committee discussed this item on February 12, 2019.

**Summary**

It is recommended that the Board approve, as part of the consent agenda, the request to apply for the Charter School Revolving Loan Fund program (CSRLFP) for Watsonville Prep (WPS).



# Coversheet

## Governance Committee Report

**Section:** III. Topical Items  
**Item:** A. Governance Committee Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Minutes for Gov Com Mtg on February 14, 2019.pdf

DRAFT



## Navigator Schools

# Minutes

## Governance Committee

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### Date and Time

Thursday February 14, 2019 at 9:00 AM

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### Teleconference Locations

- 827 Broadway, Suite 300, Oakland, CA 94607
- 1065 Byers Street, Gilroy, CA 95020
- 1827 Clifford Street, Santa Clara, CA 95050

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### Committee Members Present

A. Gallegos Fambrini (remote), C. Wright (remote), J. Anderson (remote)

### Committee Members Absent

*None*

### Guests Present

K. Sved, S. Martin

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## I. Opening Items

### A. Record Attendance and Guests

### B. Call the Meeting to Order

C. Wright called a meeting of the Governance committee of Navigator Schools to order on Thursday Feb 14, 2019 @ 9:02 AM.

### C. Approve Minutes

J. Anderson made a motion to approve minutes from the Governance Committee on 11-15-18.

A. Gallegos Fambrini seconded the motion.

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

**Roll Call**

J. Anderson Aye  
C. Wright Aye  
A. Gallegos Fambrini Aye

## II. Topical Items

### A. NS Board Data Dashboard

Members discussed proposed components of the dashboard. They provided feedback, clarifying questions, and suggestions. Issues discussed included the inclusion of goals in a more explicit manner, considering when to aggregate or disaggregate data (organization versus school sites, elementary school versus middle school), the standardization of visuals across committees and board meetings (for business and finance, specifically), levels of narrative detail, and the shared opinion of board members that initial dashboard iterations will be paper-based (as opposed to online versions).

### B. Recommendation to Add Victor Paredes-Colonia as Board Member

C. Wright reviewed V. Paredes-Colonia's feedback after previous board meeting. She she expressed support for his membership on the board due to his qualifications and interests. JP Anderson affirmed his support. All members agreed that a vote to add the new board member should be brought before the full board.

### C. Academic Success Committee Proposed Membership

K. Sved is considering reaching out to M. Watkins as a potential member of the Academic Success Committee.

### D. Board Member Recruitment

This item was not discussed.

### E. Retreat Planning

K. Sved sought consensus from the committee that a potential date for a retreat be brought before the board. He suggested the retreat occur in March. A. Galegos Fambrini expressed support for a retreat, as did JP Anderson.

## III. Closing Items

### A. Schedule Upcoming Meeting(s)

### B. Adjourn Meeting

C. Wright made a motion to adjourn the meeting.

A. Gallegos Fambrini seconded the motion.

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

**Roll Call**

C. Wright Aye  
A. Gallegos Fambrini Aye  
J. Anderson Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:34 AM.

Respectfully Submitted,

S. Martin

# Coversheet

## Watsonville Prep Update

<b>Section:</b>	III. Topical Items
<b>Item:</b>	C. Watsonville Prep Update
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Watsonville Prep Update.pdf



**Date:** February 19, 2019

**To:** Board of Directors

**Submitted By:** Kirsten Carr, Director of Engagement & Partnerships

**Subject:** Watsonville Prep School Update **Agenda Item Type:** Informational, Discussion

**Objective(s):**

- 1) As part of the Board approved green lighting process, the board will be updated on key checkpoints for a August 2019 opening.
- 2) The Board will provide feedback to help ensure WPS has a successful August launch.

**Overview**

To provide a status update on activities regarding WPS as well as present a current snapshot on staff plans to prepare for a successful launch in August.

**State Board Approval** - After hearing hours of testimony from dedicated parents, Navigator staff members, and strong district partners, the State Board of Education voted 10-0-1 to approve the petition for Watsonville Prep School. The SBE complimented Navigator on its commitment to the spirit of the Charter Schools law through its continued collaboration with traditional district schools across the state.

Project Management Update - Staff has adopted Wrike as the project management tool for WPS and Kevin will serve as Project Manager. We are on target to hit our major milestones for hiring, enrollment, facilities, and operations. Below are the various departments, leads, and *samples* of projects:

- Academics - Heather Parsons is leading the academic team focused on supplying WPS classrooms and instructional staff with the resources and tools they need for a strong start. This work includes, but is not limited to:
  - Ordering curriculum
  - Finalizing professional development
  - Completing initial student assessments
- Community Engagement - the team led by Kirsten Carr with heavy support from Rita Castaneda is committed to a strong showing in Watsonville, ranging from parent involvement to becoming an integral part of the overall PVUSD community.
  - 1st Year Lottery
  - Obtain charter number & MOU from CDE
  - Maintain parent enthusiasm and support - The team hosted a thank you celebration as part of the Reading Club on February 11th for the parents who have been such a huge part of the road to approval for WPS. As part of the evening festivities, the families were able to see the impact of the parent speakers on the decision that day through a video montage of their remarks - [Video link](https://www.youtube.com/watch?v=LyH1GepOnb8&feature=youtu.be).

- Community outreach
  - PVUSD
  - SCCOE
  - Watsonville City Council
  - PV Chamber of Commerce - adopt a school program
  - Non-profit services
- Facilities - Kevin Sved (Separate board report)
- Human Resources - Melissa Alatorre Alnas has worked closely with the academic team and Andi Hernandez to ensuring the WPS team is ready to open in August 2019. In addition to the staff updates listed below, Melissa will be supporting the ITOM team to hire a site tech, food services, and custodial staff.
  - Hiring Site Leadership Team
    - One VP has been selected but not announced
  - Hiring Instructional Team
    - 4 of 6 founding teachers have been hired from within Navigator.
    - Paraprofessionals hired,
    - 2/4 SGIs have been hired
  - Hiring Support Staff
    - Office Manager and Office Assistant hired with the office manager able to start now to support projects and participate in site shadowing.
- Student Services - Sharon Waller steering the efforts to ensure WPS is equipped with all of the tools needed for a strong MTSS/Equity component of the Navigator compass:
  - Apply to EDCOE SELPA
  - Identify students with IEPs
  - Plan for Tier 3 Support
- ITOM - With Benjamin Moeller as the lead, the ITOM department is looking at all aspects of solid operations procedures and protocol including:
  - Food service
  - Hire
    - Custodian
    - Food service
    - Site tech
  - Technology set up
  - School Mint/Intent to Enroll verification
- Finance - Ami Ortiz is ensuring WPS finances are in order and able to accommodate the successful operations of Navigator's third school.
  - LCAP
  - Clarify staffing in budget
  - Revolving loan
- Executive - Kevin Sved, with the support of the Directors and Chiefs, will be overseeing the completion of the strategic and big picture items while also ensuring the overall organizational health stays intact.
  - Board engagement
  - Create plan for supporting GPS/HPS while opening WPS

- Determine temporary location for base camp
- Determine location for summer school
- WPS (site) - As the year 0 principal, Andrea Hernandez will be coordinating the site team to start handling many of the school based activities. As Andi is currently on maternity leave, her area of responsibility is currently being divided and handled by several members of the team.
  - Order classroom supplies
  - Form School Site Council & ELAC
  - Start summer bridge program
  - Orientation plan
  - Reading Club - will continue for families 2x/month
  - Bell Schedule

Staff will be updating the project management tool and using 1-1 meetings and Director and Chiefs meetings to review progress, ask and answer questions, and collaborate on next steps.

# Coversheet

## Watsonville Prep Facilities and Possible Action

<b>Section:</b>	III. Topical Items
<b>Item:</b>	D. Watsonville Prep Facilities and Possible Action
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	WPS Facilities Report.pdf





**Date:** February 19, 2019

**To:** Board of Directors

**Submitted By:** Kevin Sved, CEO

**Subject:** Watsonville Prep School Facilities **Agenda Item Type:** Informational, Discussion

**Objective(s):**

- 1) The Board will hear the latest information regarding the status of the short and long-term facilities options for Watsonville Prep.
- 2) In closed-session, the Board will consider real property negotiations with Pajaro Valley Unified School District for use of Prop 39 facilities at EA Hall and real property negotiations with the City of Watsonville for 280 Main.

**Overview**

Two options are currently being pursued for short-term (one-year) facility needs for Watsonville Prep (WPS):

1. One-year Prop 39 offer from Pajaro Valley Unified (PVUSD) for space at EA Hall; and
2. Two-year lease for the Porter Building, formerly used by Ceiba Public Schools.

**Preliminary Prop 39 Offer from PVUSD**

The preliminary Prop 39 offer provides sufficient space to operate at an advantageous location in the heart of Watsonville, central to our current list of prospective students. The offer includes:

1. Exclusive use of five (5) portable classrooms for classroom
2. Exclusive use of one (1) portable classroom for special education and breakout room
3. Exclusive use of one (1) portable classroom for office, teacher workroom, and lounge
4. Exclusive use of portable student and adult bathrooms
5. Shared use of multi-purpose room, kitchen/cafeteria, fields, and play space

Six classrooms are needed for Year 1 as we plan to operate two kindergarten, two first-grade, and two second-grade classrooms. Nonetheless, if necessary, six classrooms would be sufficient by combining office and special education functions into one portable.

**Porter Building**

The Porter Building is a 12,000 sf two-story structure owned by the City of Watsonville that is located at 280 Main Street directly across the street from City Hall. The building housed Ceiba Public Schools, the only other independent charter school in PVUSD, for its first few years of operation. A non-binding letter of intent has been submitted to the City. The building has been vacant for about five years but is in pretty decent shape. The layout of the facility is ready to use for school operations, with a fire life safety system installed along with appropriate exiting. The lot has room for approximately 15 parking spaces. There is an adjacent youth center run by the Watsonville Recreation Department that has a gym and playgrounds. Ceiba was granted use of this space when they operated from the Porter Building

**Next Steps in the Prop 39 Process**

The Prop 39 process has a formal timeline outlined in the Education Code, though nothing prevents the charter and district to reach agreement earlier.

Action	Deadline
1. School must submit facilities request.	On or before November 1
2. District must provide to school written objections to ADA projections, if any..	On or before December 1
3. School must rebut district's objections.	On or before January 2
4. District must provide preliminary proposal of space.	On or before February 1
5. School must respond to preliminary proposal.	No later than March 1
6. District must provide final notification of space.	No later than April 1
7. School must reply to district notification.	No later than May 1

WPS is at Step 5 and must respond to the preliminary proposal from PVUSD by March 1.

**Recommended Board Consideration**

It is recommended that the NS Board take action in closed session to authorize the CEO to negotiate terms to secure short-term facilities for Watsonville Prep School.

# Coversheet

## Finance Committee Report

**Section:** III. Topical Items  
**Item:** E. Finance Committee Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Minutes for Finance Com Mtg on February 12, 2019.pdf

DRAFT



## Navigator Schools

# Minutes

## Finance Committee

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### **Date and Time**

Tuesday February 12, 2019 at 11:00 AM

### **Location**

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

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### Teleconference Locations

- 827 Broadway, Suite 300, Oakland, CA 94607
- 83 Great Oaks Blvd, San Jose, CA 95119
- 780 Broadway, Redwood City, CA 94063

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### **Committee Members Present**

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

### **Committee Members Absent**

*None*

### **Committee Members Arrived Late**

C. Wright

### **Guests Present**

A. Ortiz, K. Sved, Rosa Segura, S. Martin

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## **I. Opening Items**

### **A. Record Attendance and Guests**

### **B. Call the Meeting to Order**

J. Montgomery called a meeting of the Finance committee of Navigator Schools to order on Tuesday Feb 12, 2019 @ 11:01 AM at 650 San Benito St., Suite 230, Hollister, CA 95023.

### **C. Approve Minutes**

N. Crivello made a motion to approve minutes from the Finance Committee on 12-03-18.

J. Montgomery seconded the motion.

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

#### **Roll Call**

N. Crivello Aye

J. Montgomery Aye

C. Wright Absent

## **II. Finance**

### **A. Low Performing Student Block**

J. Montgomery sought clarification on these funds in relation to recent developments in the CA State Budget. Members discussed the effectiveness of related programs and N. Crivello expressed interest learning more about intervention data. Additional program data was requested.

### **B. CARS Winter Data Collection**

A. Ortiz presented timelines and intentions for this topic.

### **C. Revolving Loan Application**

There were no comments made specifically about this topic. This application will be included in the consent agenda at the next regular board meeting.

### **D. 2018-19 Financials**

A. Ortiz introduced the latest financial reports. J. Montgomery made suggestions, including removing 2016 data, and switching to an accrual rather than cash accounting system for FY 2019-20. She sought clarification on the column titles on page fourteen. A. Ortiz highlighted Hollister Prep School grants, technology budgets, expenditures, and reimbursements. J. Montgomery suggested strategies for working with vendors. A. Ortiz explained additional staff requests from Gilroy Prep School and related negligible impacts on the budget. She solicited recommendations for next steps for the upcoming regular NS Board Meeting. C. Wright and N. Crivello expressed interest in learning more about staff shifts due to the opening of Watsonville Prep School. J. Montgomery highlighted importance of communication with parents as NS expands. She also mentioned including parents on interview panels. She asked a clarifying question about Teachers in Training and the length and conditions of their deployment and employment.

C. Wright arrived late.

### **E. Revised 2018-19 Budget**

A. Ortiz summarized requests for new staff at the Support Office (SO) and the adoption of new accounting software. J. Montgomery expressed interest in learning exact costs for the new accounting application. Members and staff discussed the workload of current staff members. K. Sved expanded upon the need for additional SO staff. J. Montgomery recommended shifts in certain responsibilities at the SO level. Members shared thoughts on SO staff size. A. Ortiz offered additional insights on the scope of Human Resources. J. Montgomery shared experiences with school leadership and Human Resources

and issues of scope and scale. Members and staff discussed additional options for staff growth, including temporary staffing. C. Wright provided further feedback on the clarity of staff roles and responsibilities, and the desire to learn more about these issues at the SO. K. Sved offered suggestions for next steps. Members expressed clear support for the purchase of the new accounting software.

**F. 2019-20 LCAP and Preliminary Budget**

J. Montgomery offered suggestions for summarizing key insights. A. Ortiz reviewed the latest LCAP update, including goals, priorities, and actions. J. Montgomery asked clarifying questions and offered advice regarding the adjustment of goals. C. Wright sought clarification on the alignment of the LCAP to 2020 organizational priorities. Members and staff discussed contingent budgets related to Watsonville Prep School and future expansion.

**G. Selection for Auditor for 2018-19**

A. Ortiz outlined the calendar for this process. She mentioned potential future partners and related correspondence.

**III. Other Business**

**A. Schedule Next Meeting**

This committee will arrange for the next meeting at a later date.

**IV. Closing Items**

**A. Adjourn Meeting**

N. Crivello made a motion to adjourn the meeting.

J. Montgomery seconded the motion.

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

**Roll Call**

N. Crivello Aye

C. Wright Aye

J. Montgomery Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:01 PM.

Respectfully Submitted,  
S. Martin

# Coversheet

## LCAP Review and Feedback

**Section:** III. Topical Items  
**Item:** F. LCAP Review and Feedback  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 2019-20 LCAP Memo Summary.pdf



Date: February 26, 2019

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: 2019-20 LCAP Update

### Background

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

A requirement in developing the 2019-20 Local Control Accountability Plan (LCAP) is to address school results as captured in the new California School Dashboard. (<https://www.caschooldashboard.org/>) The site features reports on multiple measures of school success, including test scores, English learner progress, and suspension rates. Using a color-coded system, the Dashboard makes it easier to see areas of strength (blue or green), areas of challenge (red or orange), and areas in between (yellow).

### Summary

I began the LCAP process in January 2019 and is still in process. Stakeholder input is a requirement of the LCAP. We have been collecting stakeholder input through parent coffees, staff surveys, student surveys, and the Leadership Team. It is important that we also get input from the Board of Directors. Attached you will find a summary of our Goals and Actions for the 2019-20 LCAP. The budgeted amounts for each action have not yet been filled in but I am expecting to have a fully completed draft LCAP for the Board at the April 30th meeting.

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

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

Please review the summary document and feel free to send me any input or questions you may have. The longer version of the current LCAP draft can be found on Board on Track. It is located in the [Public Portal](http://bit.ly/2EoboRG) (<http://bit.ly/2EoboRG>) folder.



<b>Goal 1</b>	<b>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.</b>
Action 1	Staff School with leadership team to lead development and maintenance of positive school culture and operate a school office with bilingual staff who provide a welcoming environment and support positive and proactive communication with the school community with communications in both English and Spanish.
Action 2	Maintain an MTSS Coordinator at .33 FTE to strengthen implementation of positive behavior interventions and supports and social/emotional curriculum to promote and encourage positive behavior and help maintain a low suspension rate.
Action 3	We will also purchase Panorama, a student climate survey tool, to track the effectiveness of the implementation of restorative justice.
Action 4	Provide a clean and safe environment, with facilities maintained and in good repair. Maintain a safe climate for students on our school grounds and in our parking lot by providing adequate yard duty staff to supervise students before and after school, and during recess and lunch.
Action 5	Utilize the services of the Navigator Schools Support Office to provide charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations, enabling site leadership to focus on instruction and culture.
Action 6	School will add a 1FTE staff person focused on specialized support for middle school coaching and academics.
<b>Goal 2</b>	<b>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.</b>
Action 1	Appropriately assigneAppropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.d, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.
Action 2	Teachers in Training will support teacher release time for coaching and professional development and serve as substitute teachers to maintain instructional continuity and help prevent lost learning time.
Action 3	Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.
Action 4	Hire a Curriculum Specialist to 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.
Action 5	Maintain a full-time Curriculum & Data Specialist at the Support Office to support curriculum documentation and improve use of data at the school site.
Action 6	Purchase and utilize standards aligned instructional materials so that all students have access to appropriate curriculum in English Language Arts, Mathematics, Social Science, and Science.
Action 7	Gilroy Prep School will continue to implement standards bases physical education and instruction in grades K-8.

<b>Goal 3</b>	<b>Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.</b>
Action 1	Site leadership will provide weekly coaching to all teachers, teachers in training and small group instructors, and principal will provide weekly coaching to site leadership.
Action 2	Support Office personnel will provide weekly coaching to site staff: CAO will coach Principal, Director of IT and Operations will coach Site Technology Assistant, Director of Student Services will coach Resource Teacher.
Action 3	Maintain a Vice Principal in Training to strengthen the depth of academic coaches at Gilroy Prep.
<b>Goal 4</b>	<b>Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.</b>
Action 1	Provide an inclusive instructional setting for all students with appropriate "push-in" support provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.
Action 2	grade level and/or demonstrates needs in behavior or social skills. They will also provide intervention for tier 2 and tier 3 students.
Action 3	Provide summer school for students who are not achieving at grade level.
Action 4	Provide food service program that serves free and reduced-price breakfast and lunch for eligible students so that all students have equitable opportunity to be well-nourished during school.
Action 5	Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, Phycologist, and assessment.
<b>Goal 5</b>	<b>Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.</b>
Action 1	Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.
Action 2	Effectively utilize Illuminate for student assessment and reporting. Utilize Tableau software to enhance data reports.
Action 3	Maintain a 1:1 I-Pad ratio for all students.
Action 4	To support staff effectiveness and efficiency, provide staff with up to date technology, including replacing outdated technology.
Action 5	Maintain high speed internet wireless network with sufficient bandwidth.

# Coversheet

## 2018-19 Financials

**Section:** III. Topical Items  
**Item:** G. 2018-19 Financials  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** December\_31\_2018\_Financials.pdf



2018-19 Financial Report Narrative  
 February 2019 Board Meeting  
 Financials through December, 2018

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2018-19 Net Income

	<u>Current Projection</u>	<u>BOD Approved Budget</u>
CMO	\$19k	\$19k
Gilroy Prep	\$265k	\$215k
Hollister Prep	\$252k	\$255k
Watsonville Prep	<u>\$124k</u>	<u>\$326k</u>
Total	\$663k	\$815k

- CMO projected net income variance highlights
  - There are no significant variances.
  
- Gilroy Prep projected net income variance highlights
  - \$22k favorable variance in operations supplies due to expenditures coming in lower than originally budgeted for.
  - \$30k favorable variance in salaries due to replacing a high salary teacher opening with a Teacher in Training.
  
- Hollister Prep projected net income variance highlights
  - There are no significant variances.
  
- Watsonville Prep projected net income variance highlights
  - \$275 unfavorable variance due to fundraising totals projected to be lower than originally budgeted.
  - \$120k favorable variance from rent not expended through March 1, 2019.
  - \$32k unfavorable variance in non-instructional consulting due to WPS contracting a TK consultant, a political consultant, and a real estate broker that were not originally budgeted.

\*\*2019-20 monthly cash flows will be forthcoming in the next iteration of the budget

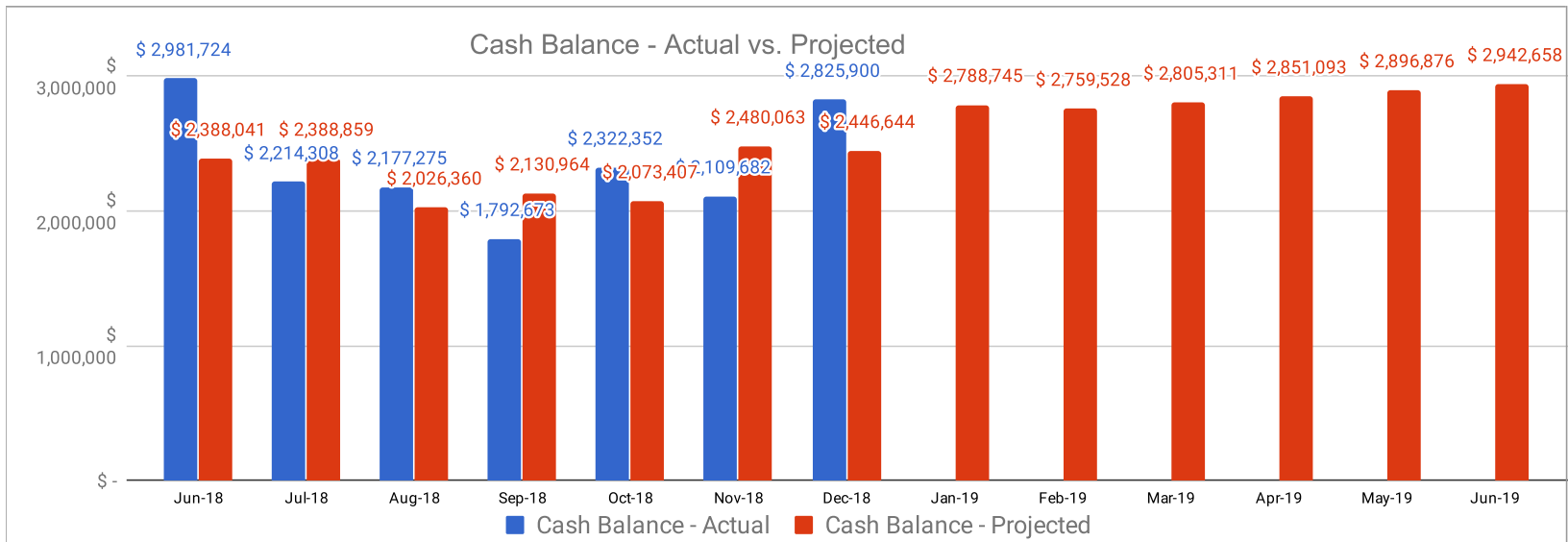
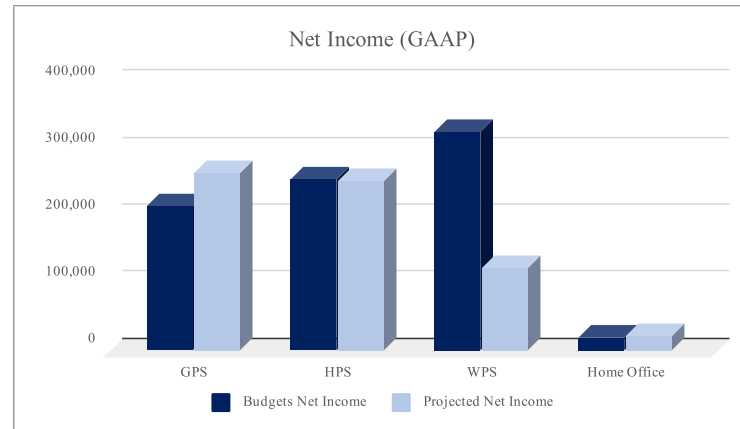
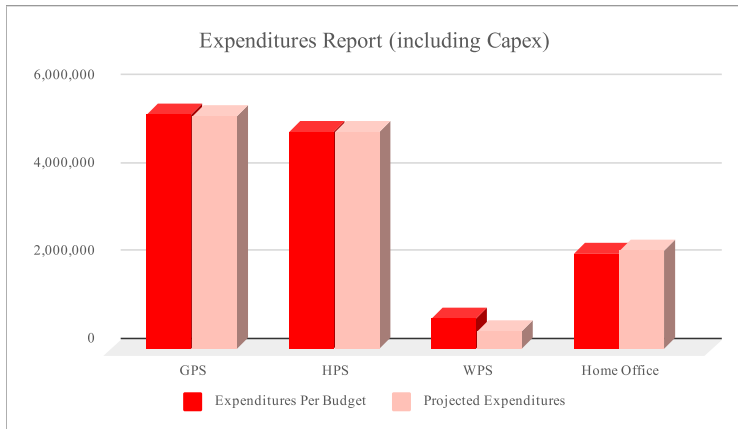
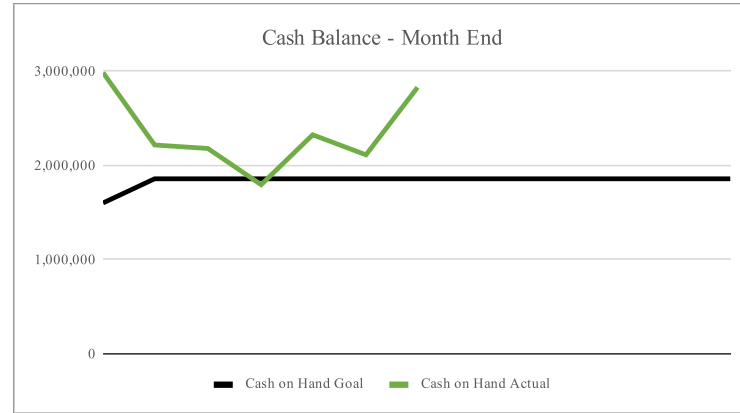
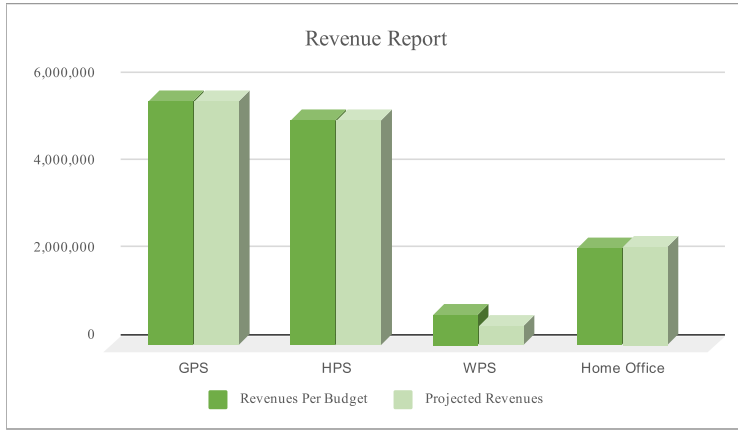
Navigator Schools  
 Consolidated Balance Sheet Comparison  
 Actuals through December 31, 2018

	Actual <u>12/31/2018</u>	Actual <u>6/30/2018</u>	Actual <u>6/30/2017</u>
Cash	2,825,900	2,981,724	2,008,555
Accounts Receivable	47,417	776,899	1,126,497
Prepaid Expense	18,108	221,301	209,415
Fixed Assets, net of depreciation	364,144	324,446	312,895
Other Assets	2,915	2,915	
<b>Total Assets</b>	<b>3,258,484</b>	<b>4,307,284</b>	<b>3,657,361</b>
Accrued Liabilities	331,081	845,666	657,592
CDE Loan Payable	0	0	62,500
<b>Total Liabilities</b>	<b>331,081</b>	<b>845,666</b>	<b>720,092</b>
Beginning Fund Balance	3,461,617	2,937,269	2,469,528
Net Income	-534,214	524,348	467,741
Ending Fund Balance	2,927,403	3,461,617	2,937,269
<b>Total Liabilities &amp; Fund Balance</b>	<b>3,258,484</b>	<b>4,307,284</b>	<b>3,657,361</b>

Navigator Schools - 2018-19 Budget vs. Projection

Actuals through December 31, 2018

	Total	TOTAL	Total	GPS	GPS	GPS	HPS	HPS	HPS	WPS	WPS	WPS	CMO	CMO	CMO
<b>Summary Level</b>	2018-19	2018-19	2018-19	2018-19	2018-19	2018-19	2018-19	2018-19	2018-19	2018-19	2018-19	2018-19	2018-19	2018-19	2018-19
	BOD Approved	YTD	Current	Revised	YTD	Current	Revised	YTD	Current	Original	YTD	Current	Original	YTD	Current
	<u>Budget</u>	<u>Actuals</u>	<u>Projection</u>	<u>Budget</u>	<u>Actuals</u>	<u>Projection</u>	<u>Budget</u>	<u>Actuals</u>	<u>Projection</u>	<u>Budget</u>	<u>Actuals</u>	<u>Projection</u>	<u>Budget</u>	<u>Actuals</u>	<u>Projection</u>
<i>Enrollment Projection</i>	1020	1019	1020	540	539	540	480	480	480	0	0	0	0	0	0
<b>REVENUE:</b>															
LCFF Revenue	8,998,732	3,651,398	8,998,732	4,633,098	1,830,592	4,633,098	4,365,634	1,820,806	4,365,634	0	0	0	0	0	0
Federal Revenue	462,392	55,003	464,892	306,080	54,931	308,580	156,312	72	156,312	0	0	0	0	0	0
Other State Revenue	983,529	221,859	983,529	507,503	129,323	507,503	476,026	92,536	476,026	0	0	0	0	0	0
Donations & Grants	1,440,885	732,348	1,159,387	12,885	2,788	6,387	63,000	3,180	63,000	700,000	325,000	425,000	665,000	401,380	665,000
Other Revenue	187,811	87,650	188,512	115,954	59,591	115,954	71,557	27,368	71,643	0	0	0	300	691	915
CMO Management Fees	1,529,785	764,898	1,589,285									0	1,529,785	764,898	1,589,285
<b>REVENUE</b>	<b>13,603,134</b>	<b>5,513,156</b>	<b>13,384,337</b>	<b>5,575,520</b>	<b>2,077,225</b>	<b>5,571,522</b>	<b>5,132,529</b>	<b>1,943,962</b>	<b>5,132,615</b>	<b>700,000</b>	<b>325,000</b>	<b>425,000</b>	<b>2,195,085</b>	<b>1,166,969</b>	<b>2,255,200</b>
<b>EXPENDITURES:</b>															
Salaries	6,756,620	3,137,105	6,701,724	2,787,031	1,254,323	2,755,325	2,364,209	1,102,584	2,363,063	153,000	46,750	113,417	1,452,380	733,448	1,469,919
Benefits & Taxes	1,850,520	778,936	1,829,797	767,446	317,196	767,446	661,032	272,045	661,032	38,258	10,391	21,868	383,784	179,304	379,451
Books & Supplies	860,440	555,959	818,131	407,362	234,661	374,935	377,588	283,790	377,588	28,790	5,502	15,896	46,700	32,006	49,712
Services & Other Operating Expense	1,738,395	773,398	1,730,543	576,064	319,776	586,155	715,088	242,886	719,811	153,935	30,985	90,666	293,308	179,751	333,911
CMO Management Fees	1,529,785	764,898	1,589,285	787,627	393,816	787,627	742,158	371,082	742,158	0	0	59,500			
Capital Outlay	375,000	37,075	212,075	0	37,075	37,075	75,000	0	75,000	300,000	0	100,000	0	0	0
<b>EXPENDITURES</b>	<b>13,110,760</b>	<b>6,047,371</b>	<b>12,881,555</b>	<b>5,325,530</b>	<b>2,556,848</b>	<b>5,308,563</b>	<b>4,935,075</b>	<b>2,272,387</b>	<b>4,938,652</b>	<b>673,983</b>	<b>93,628</b>	<b>401,347</b>	<b>2,176,172</b>	<b>1,124,509</b>	<b>2,232,993</b>
<b>REVENUE LESS EXPENDITURES</b>	<b>492,374</b>	<b>(534,214)</b>	<b>502,782</b>	<b>249,990</b>	<b>(479,622)</b>	<b>262,959</b>	<b>197,454</b>	<b>(328,425)</b>	<b>193,963</b>	<b>26,017</b>	<b>231,372</b>	<b>23,653</b>	<b>18,913</b>	<b>42,460</b>	<b>22,207</b>
<b>GAAP Adjustments:</b>															
Revenue Less Expenditures	492,374	(534,214)	502,782	249,990	(479,622)	262,959	197,454	(328,425)	193,963	26,017	231,372	23,653	18,913	42,460	22,207
Add back Capita Outlay to Net income	375,000	0	212,075	0	0	37,075	75,000	0	75,000	300,000	0	100,000	0	0	0
Subtract Depreciation Expense	(52,000)	0	(52,000)	(35,000)	0	(35,000)	(17,000)	0	(17,000)	0	0	0	0	0	0
<b>Net Income - GAAP Basis 2018-19</b>	<b>815,374</b>	<b>(534,214)</b>	<b>662,857</b>	<b>214,990</b>	<b>(479,622)</b>	<b>265,034</b>	<b>255,454</b>	<b>(328,425)</b>	<b>251,963</b>	<b>326,017</b>	<b>231,372</b>	<b>123,653</b>	<b>18,913</b>	<b>42,460</b>	<b>22,207</b>
Beginning Net Assets @ 6/30/18	3,461,617	3,461,617	3,461,617	1,528,118	1,528,118	1,528,118	1,639,883	1,639,883	1,639,883	0	0	0	293,616	293,616	293,616
Net Income - GAAP Basis 2018-19	<b>815,374</b>	<b>(534,214)</b>	<b>662,857</b>	<b>214,990</b>	<b>(479,622)</b>	<b>265,034</b>	<b>255,454</b>	<b>(328,425)</b>	<b>251,963</b>	<b>326,017</b>	<b>231,372</b>	<b>123,653</b>	<b>18,913</b>	<b>42,460</b>	<b>22,207</b>
Ending Net Assets @ 6/30/19	4,276,991	2,927,403	4,124,474	1,743,108	1,048,496	1,793,152	1,895,337	1,311,458	1,891,846	326,017	231,372	123,653	312,529	336,076	315,823



Navigator Schools - 2018-19 Unaudited Actuals Comparison to 2017-18 Actuals  
Actuals through December 31, 2018

Income Statement - Combined <i>CMO/GPS/HPS/WPS</i>	2018-19 Original Budget	2018-19 Latest Projection	2017-18 Original Budget	2017-18 Audited Actuals
Revenue	12,073,349	11,795,052	10,991,368	10,119,291
Expenses	11,257,975	11,132,195	10,420,391	9,594,946
<b>Net Income - GAAP basis (audit)</b>	815,374	662,857	570,977	524,345
Less Capital Outlay	(375,000)	(162,075)	(157,550)	(64,814)
Revenue less expenses & capital outlay	440,374	500,782	413,427	459,531

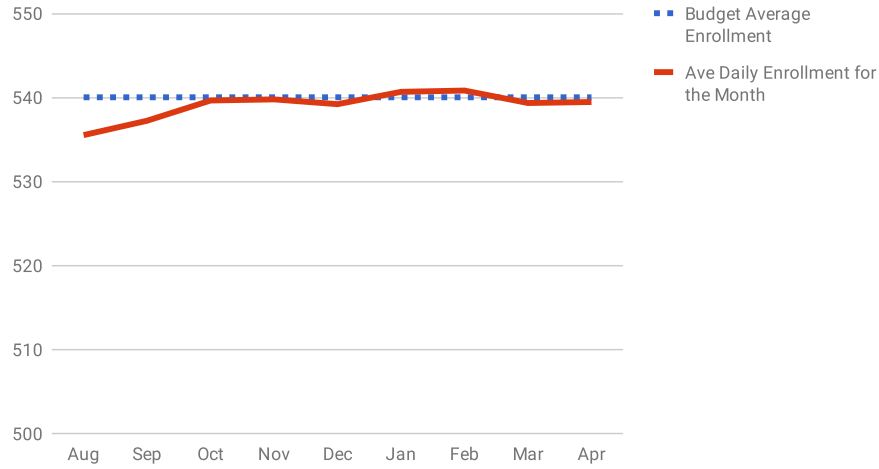
	2018-19 Original Budget	2018-19 Latest Projection	2017-18 Original Budget	2017-18 Audited Actuals
Beginning Fund Balance	1,639,883	1,639,883	2,937,272	2,937,272
<b>Net Income - GAAP basis (audit)</b>	815,374	662,857	570,977	524,345
Ending Fund Balance	2,455,257	2,302,740	3,508,249	3,461,617

Revenues/Student *	11,837	11,564	11,449	10,541
Expenses/Student *	11,037	10,914	10,855	9,995
Fund Balance/Student at Year End	2,407	2,258	3,654	3,606

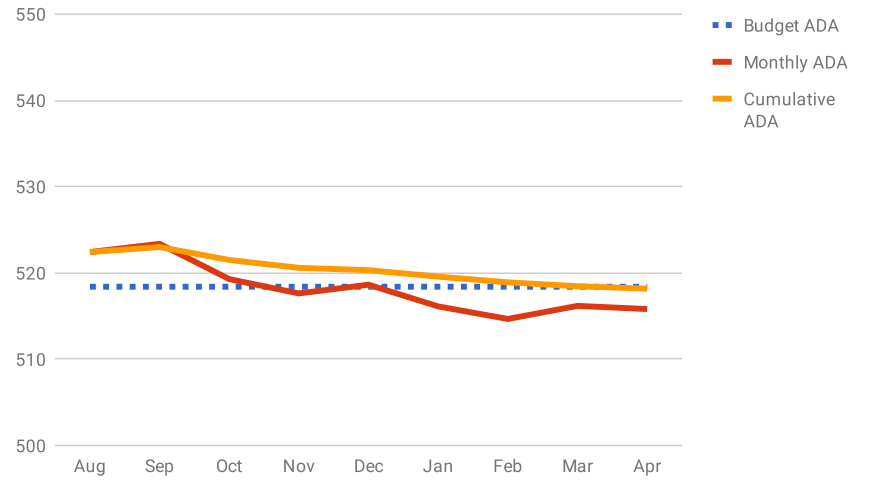
\* Revenues and Expenses do not include CMO Management Fee Revenue/Expense because that is an intercompany charge.



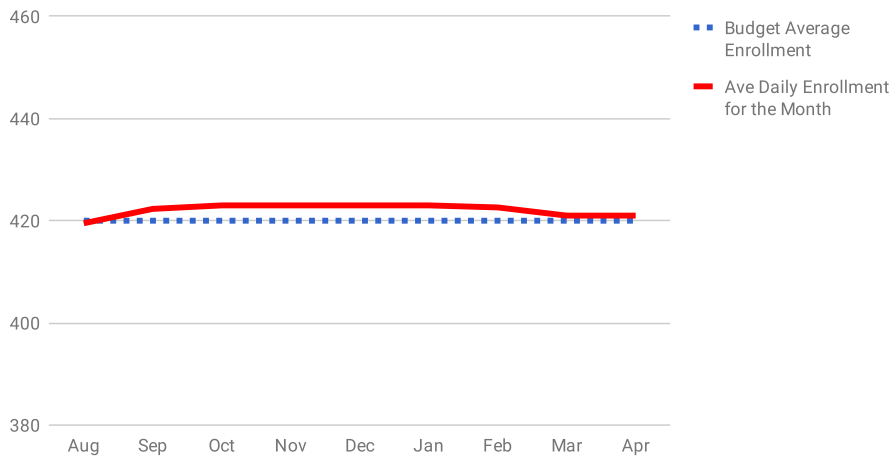
### GPS Enrollment



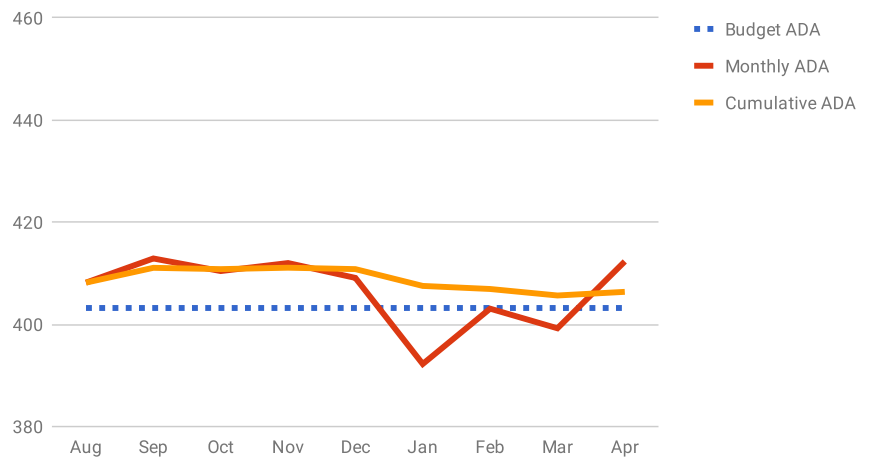
### GPS ADA



### HPS Enrollment



### HPS ADA



Navigator Schools - Financial Data  
Actuals through December 31, 2018

<u>Attendance and Enrollment Data</u>	<u>Total</u>	<u>GPS</u>	<u>HPS</u>
2018-19 ADA - Approved Budget	979.2	518.4	460.8
2018-19 ADA thru 12/31/2018	979.0	517.0	462.1
2018-19 ADA % thru 12/31/2018	96.3%	96.3%	96.3%
2018-19 Enrollment - Approved Budget	1020.0	540.0	480.0
2018-19 Ave Enrollment thru 12/31/2018	1016.5	536.7	479.8
Enrollment as of 12/31/2018	1019.0	539.0	480.0

\*Budgeted ADA is at 96%

	<u>Actual</u>
Cash balance as of 12/31/2018	2,825,900
Annual Expenditures (not including CMO Mgmt Fees)	11,292,270
Number of Months Cash on Hand	3.00

# Coversheet

## Dashboard Update

**Section:** III. Topical Items  
**Item:** H. Dashboard Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Dashboard Memo and Samples 022119.pdf



**Date:** February 19, 2019

**To:** Board of Directors

**Submitted By:** Sean Martin, Executive Assistant to the CEO / Special Projects Coordinator

**Subject:** NS Board Dashboard **Agenda Item Type:** FYI

**Objectives:**

- 1) Board members will view draft components of the Board Data Dashboard as presented in paper-based versions of reports generated in Tableau. A set of reports is included in the meeting packet.
- 2) Board members will receive a concise list of key design considerations and next steps (summarized below).

**Overview**

The development of a data dashboard for the NS Board has been a year-long collaborative project. Staff at all levels of the organization have contributed ideas, skills, and expertise. The Governance Committee has performed a central advisory role.

Principals and vice principals have provided invaluable inspiration and feedback. Expressing data for the board has proven to be an extension of fulfilling practical needs at site and classroom levels. There has been a high degree of correlation between capturing accurate and timely data for the board and finding solutions and supporting innovative practices in the everyday lives of schools. In addition to the support of directors and chiefs, Andrea Hernandez, Jessie Cornia, Norma Molchan, and Alex Mijares have contributed a notable amount of time in recent weeks to guiding and refining initial iterations of dashboard components.

The dashboard is guided by a design shortlist featuring eight main components. They provide a broad overview of organizational life, from academics and culture to finance and demographics. This overview is carefully aligned to goals presented and defined in Navigator LCAP documents. In short, the dashboard will provide the NS Board with a visualization of progress toward LCAP goals.

Several overarching design themes have emerged, and board members are encouraged to consider these elements (and examples) as they begin to explore the dashboard.

1. Level of aggregation (organizational results versus site results)
2. Frequency of updates (annually, quarterly, or monthly)
3. Depth of explanation (compact visuals versus inclusion of annotations, guiding questions, and commentaries)

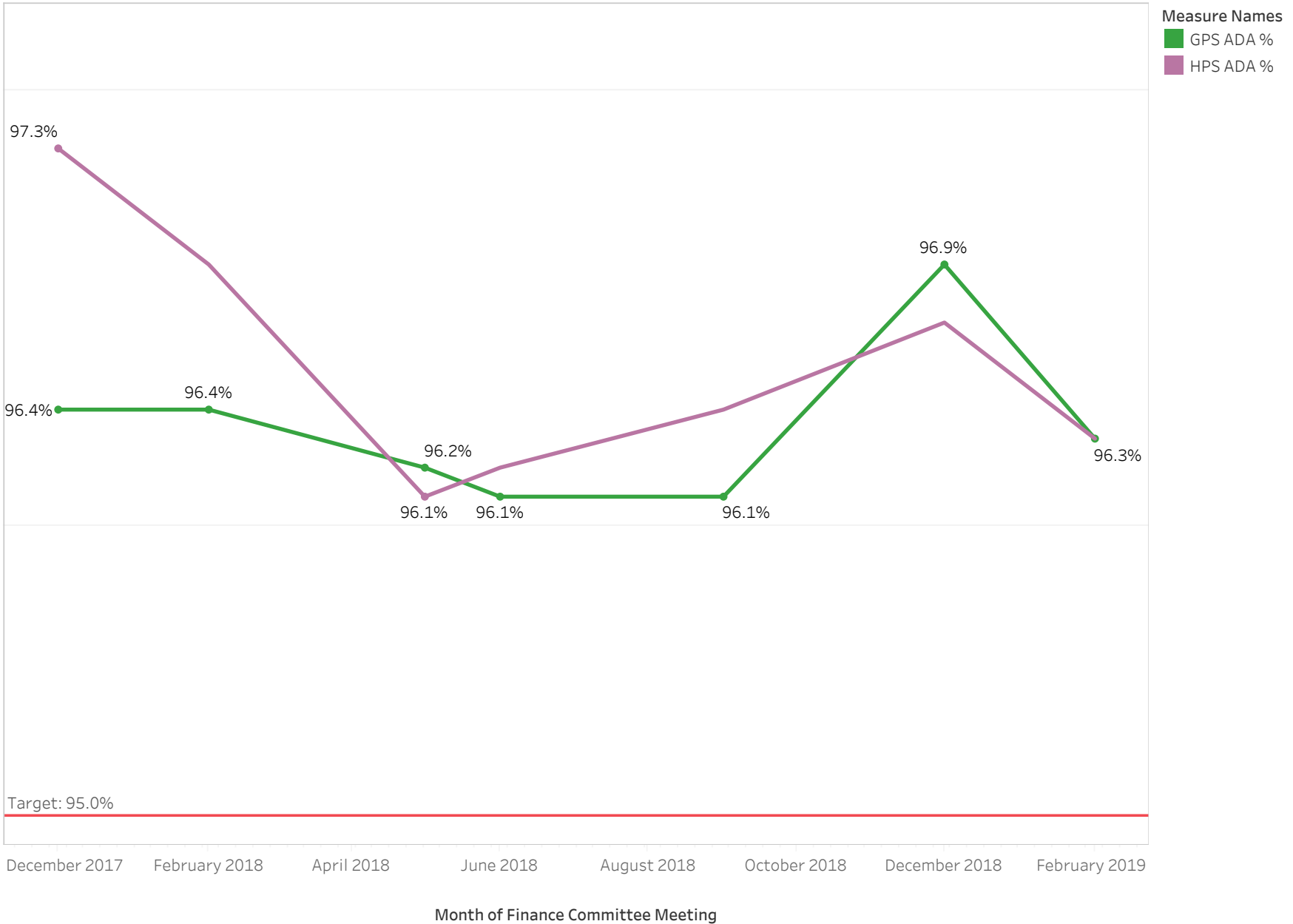
Board members are encouraged to provide feedback at any time by contacting Sean Martin directly via email or indirectly through the CEO, chiefs and directors, or the Governance Committee.

**Next Steps**

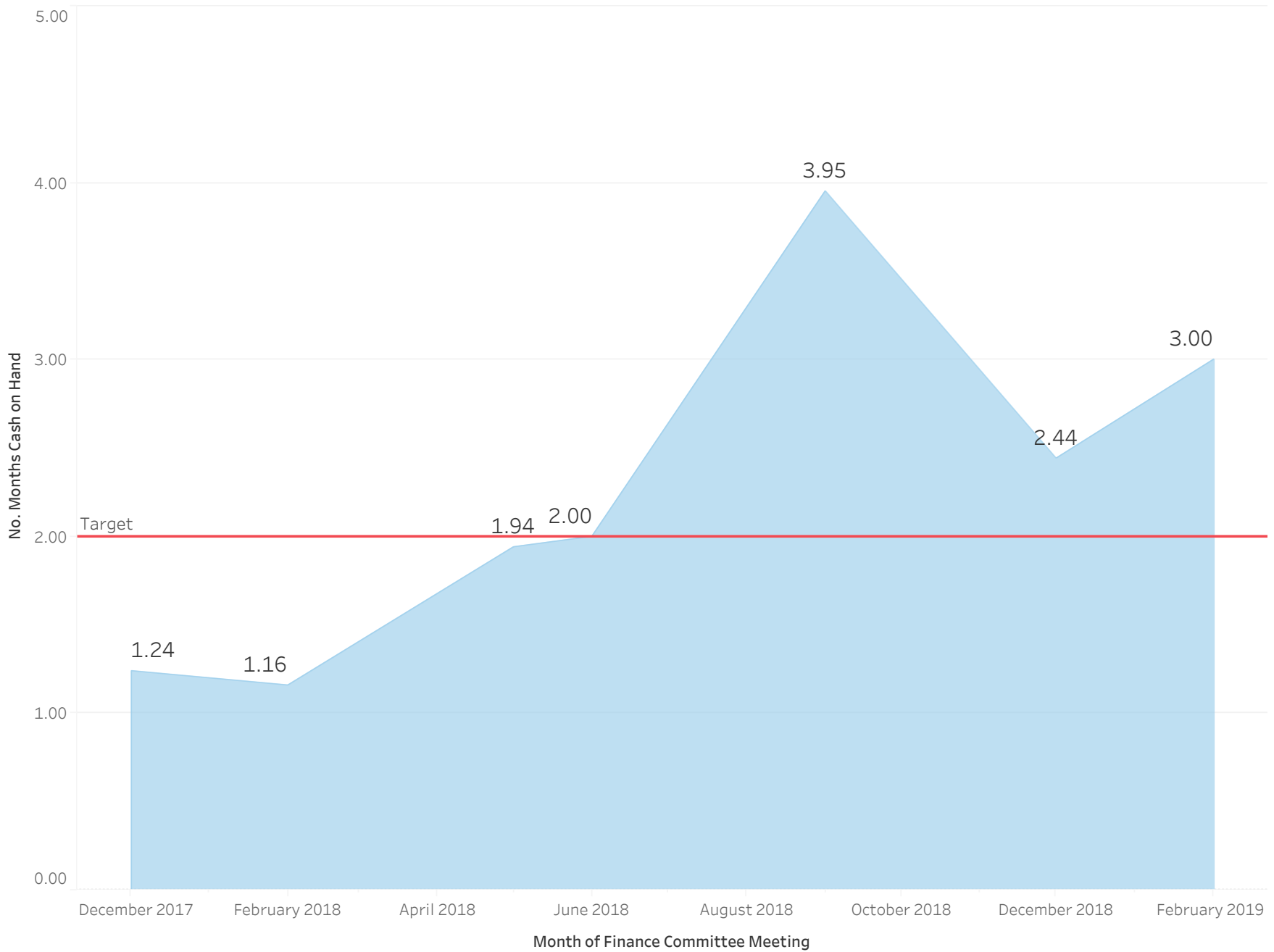
A complete first draft of the entire dashboard will be provided to members by the next board meeting. Ideas for improvements emerge on a daily basis. Expanded features for the the next iteration will include (1) coaching data for additional staff categories and (2) CAASPP data from previous years.

NS Business and Finance

Average Attendance Rate

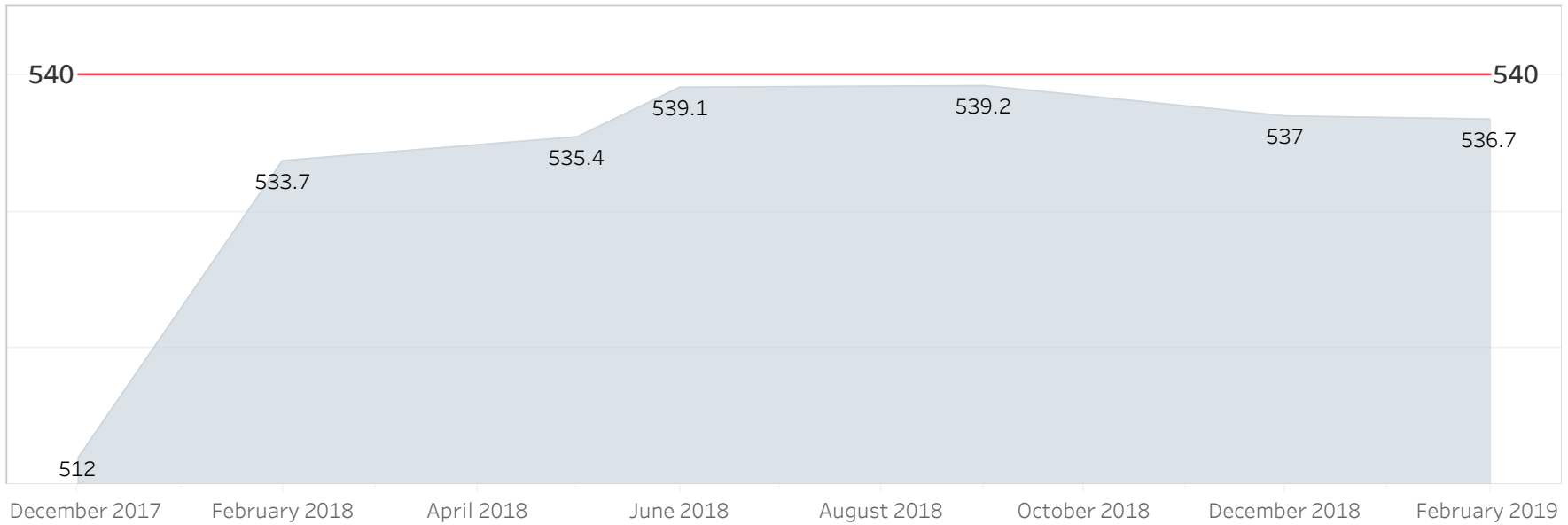


## No. Months Cash on Hand

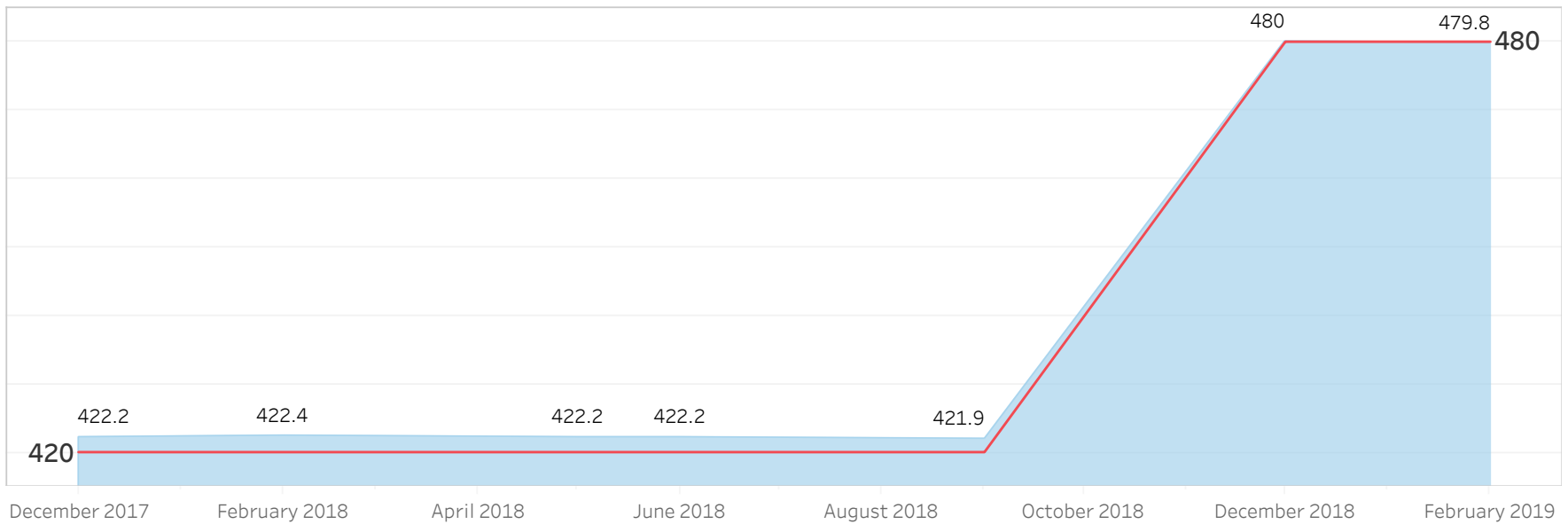


## Average and Target Enrollment Target in Red

### GPS

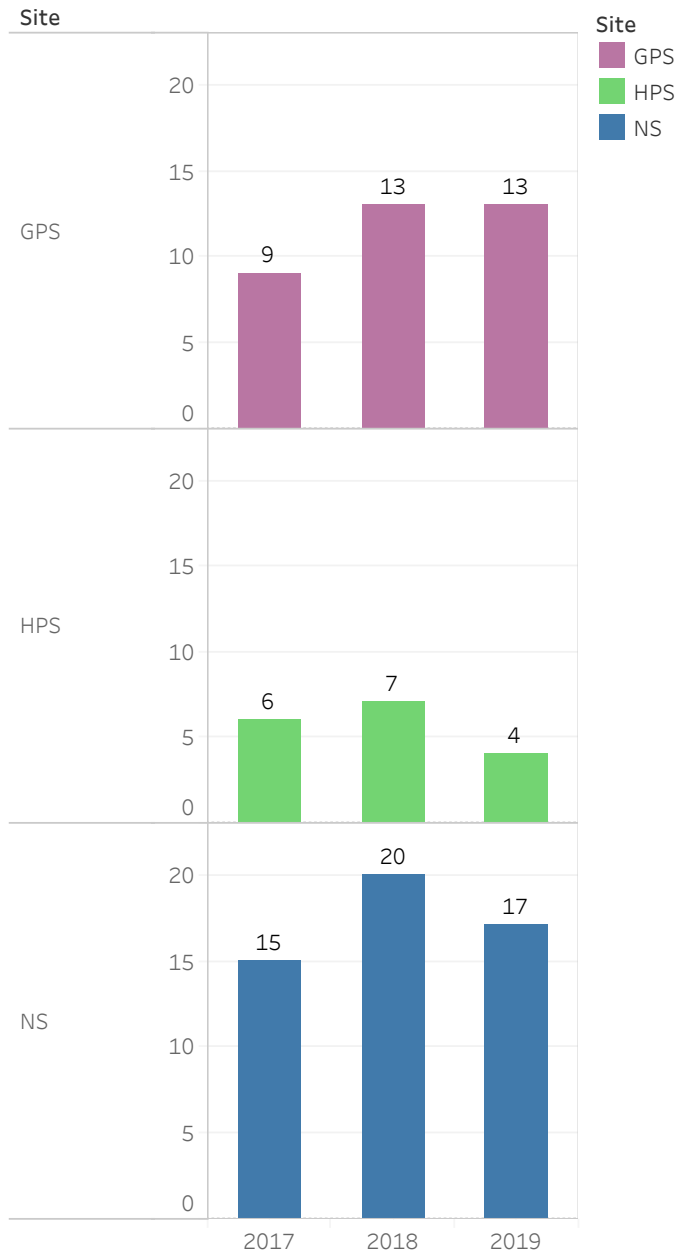


### HPS

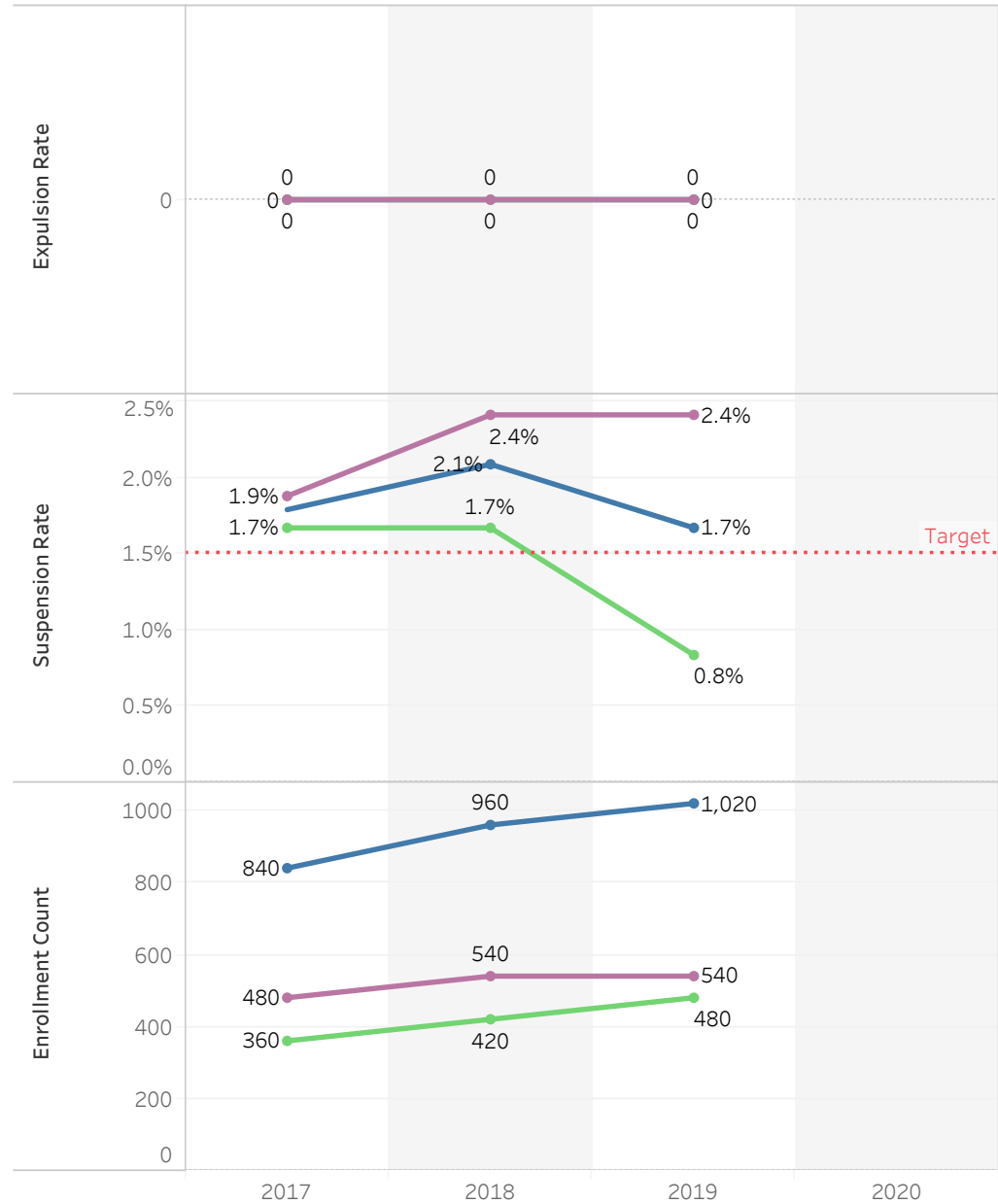




### Suspensions per Year

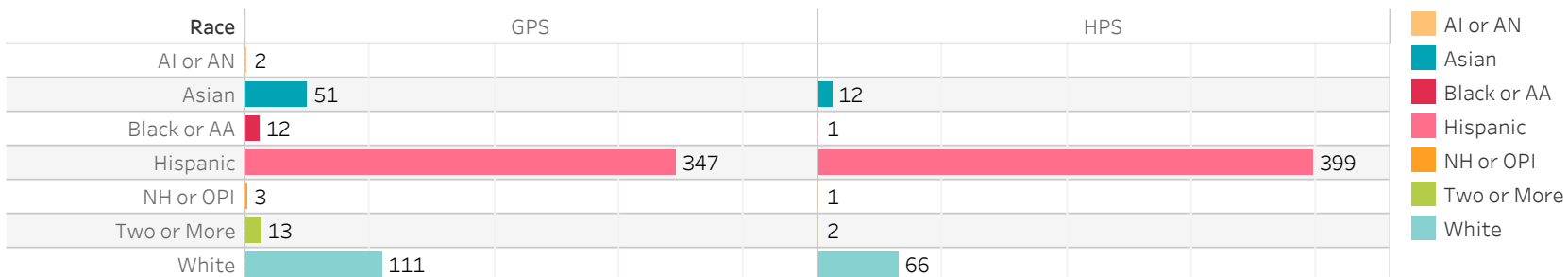
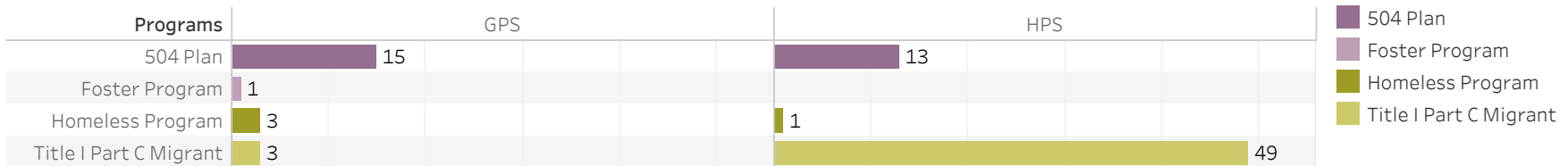
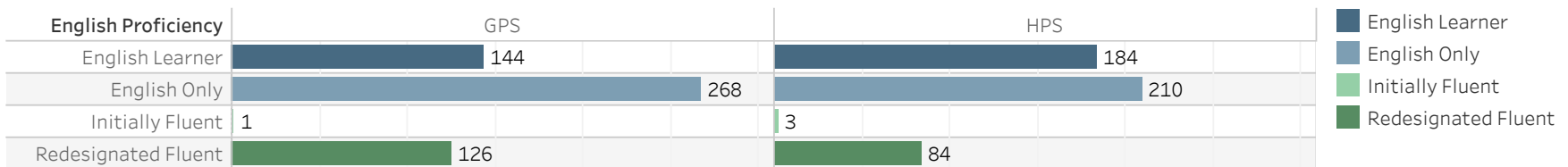
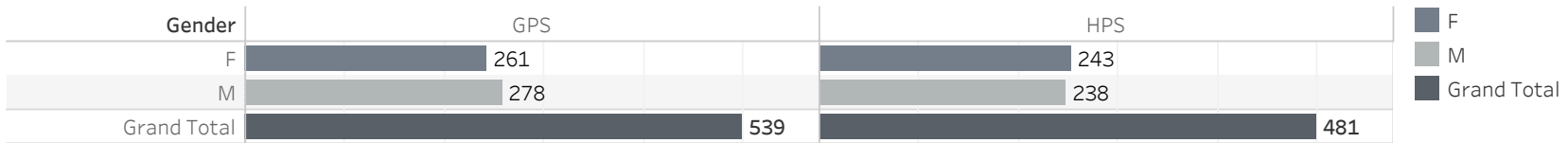


### Expulsion and Suspension Rates



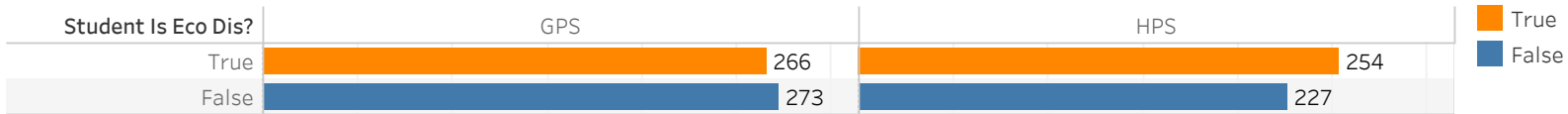
## Enrollment by Site

### Count

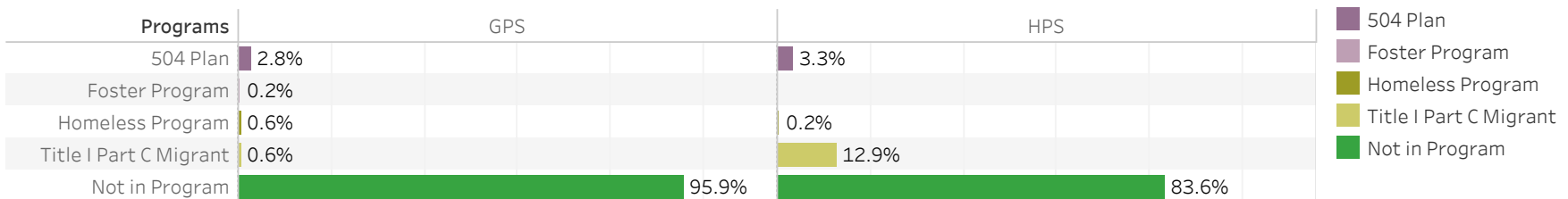
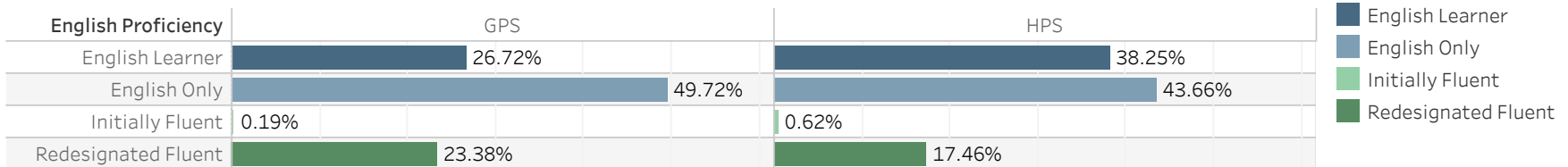


## Enrollment by Site

### Count

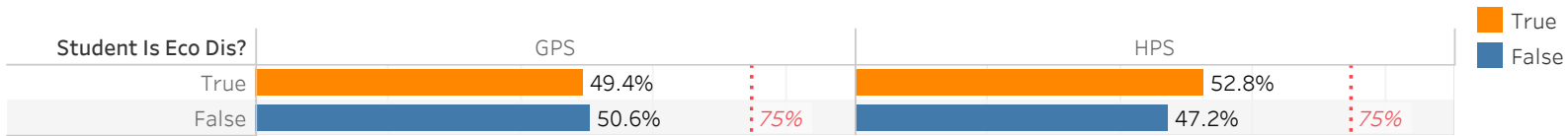
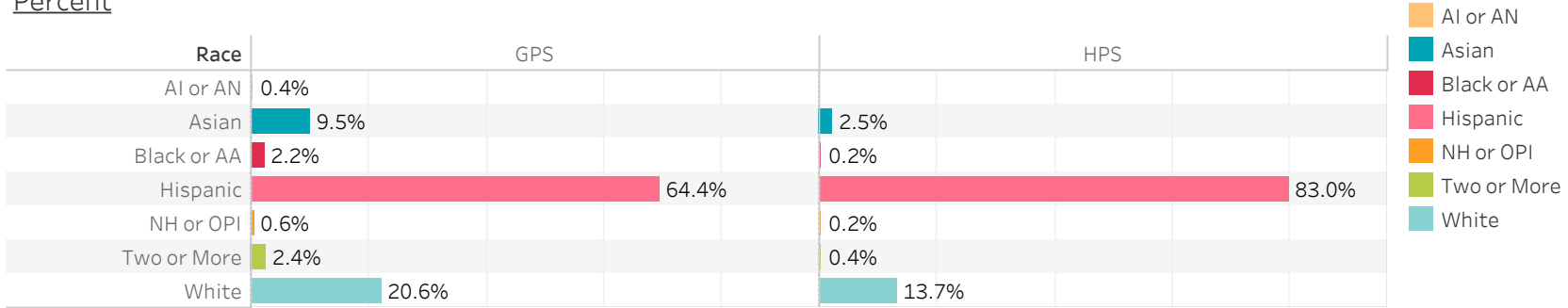


### Percent

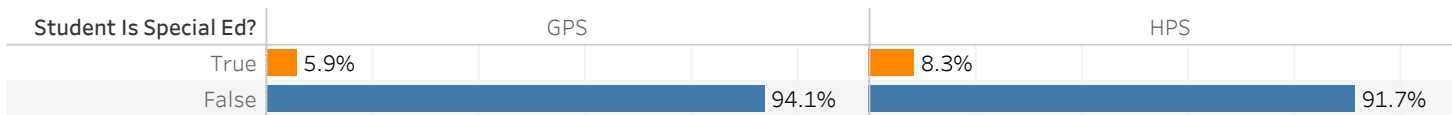


## Enrollment by Site

### Percent



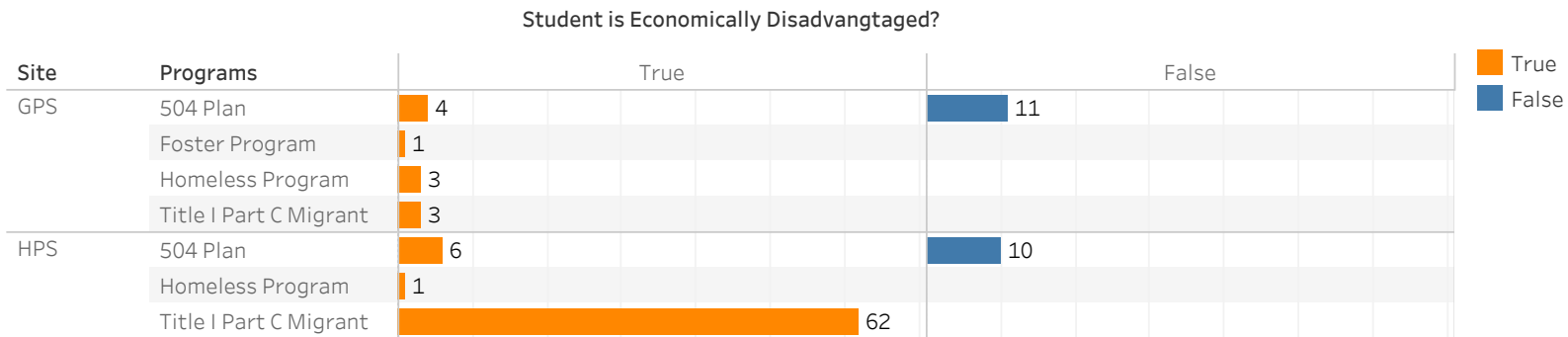
The NS Strategic plan includes a goal of opening schools in locations in which at least 75% of the student population is classified as low-income.



## Economically Disadvantaged Status by Program (SED)

*Is there a correlation between program participation and socio-economic designation?*

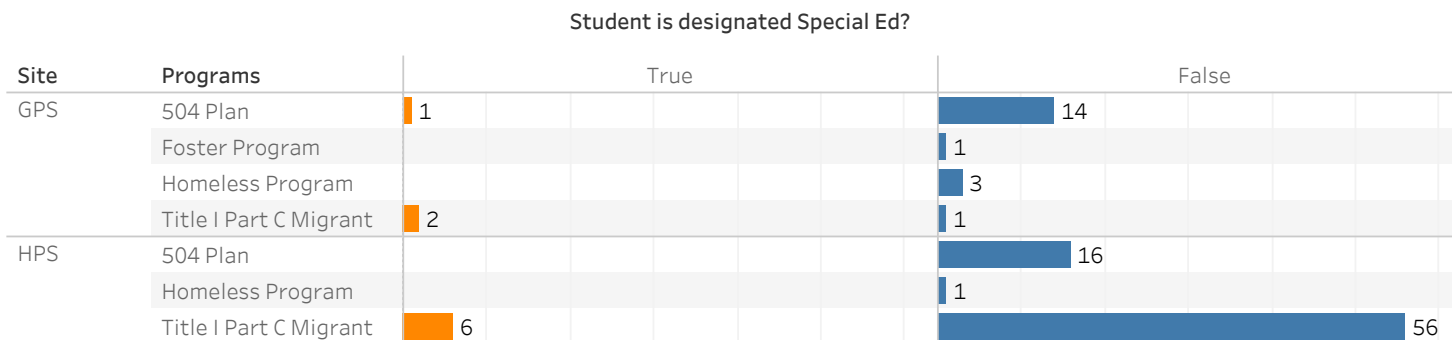
### Count



## Special Education Status by Program (SPED)

*Is there a correlation between program participation and SPED designation?*

### Count



## Coaching Summary

Update: **January 28, 2019**

AY		Site	
		GPS	HPS
2019	No. Weeks in Academic Year	40	40
	Current Week	19	19
	Weeks Completed	48%	48%
	LCAP Sessions Goal	30	30
	Avg. No. Sessions	14.3	15.3
	Percent Avg. Progress	48.2%	50.9%
	No. Staff (T, SGI)	27	25
	No. Staff On Track	23	17
	Percent Staff On Track	85.2%	68.0%
	Percent Staff Near Track	92.6%	96.0%
	Lowest Recorded Trajectory	81.5%	84.2%
	Highest Recorded Trajectory	222.2%	119.3%

*"On Track" refers to a trajectory toward goal that is greater than or equal to 100%. "Near Track" refers to a trajectory toward goal that is greater than 90%.*

# Coversheet

## NS Priorities Update

**Section:** III. Topical Items  
**Item:** I. NS Priorities Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 5-SEL Update.pdf  
1-Schools Update.pdf  
4-Leadership Development Update.pdf  
6-Growth Update.pdf  
3-Math Update.pdf  
8-Long-Term HPS Facilities Update.pdf  
9-SO Fundraising Update.pdf  
2-Pilot Dissemination Update.pdf  
7-Volunteer Engagement Update.pdf



**Date:** February 19, 2019

**To:** Board of Directors

**Submitted By:** Sharon Waller, Director of Student Services

**Subject:** Social Emotional Learning (SEL) Priority Update

**Agenda Item Type:** Informational, Discussion

**Objective:** To provide progress update to the board on NS priorities

### **Overview of SEL as a priority**

Leaders at GPS, HPS and at the Support Office have long recognized the strength of the NS academic model when compared to other schools in the nation. When asked to reflect on an area of growth in the Spring of 2018, many of those same leaders stated that Social Emotional Learning (SEL) was not a strong component of a Navigator classroom. They felt that by explicitly teaching and modeling these skills, our students would be more prepared and equipped for high school, college and beyond.

To improve our understanding of SEL, a team led by the Multi-Tiered System of Supports (MTSS) Coordinator relied on The Collaborative For Academic and Social Emotional Learning (CASEL), for resources and training. CASEL, founded in 1994, is dedicated to furthering the understanding and importance these skills by educators and business leaders alike. CASEL identified five main skills as being crucial with dozens of sub-skills under each of them. These main competencies are: Self-awareness, Self-management, Social awareness, Relationship skills and Responsible decision-making.

During the summer of 2018, school teams, with key SO staff included, collaborated to create an objective with three key strategies for year one, a vision of excellence that described what success looks like, and a project plan that tracked specific tasks, resources and data collection cycles.

The overall objective was to increase our student awareness of SEL skills as measured by a decrease in office referrals for behavior through the use of the following: explicit teaching of SEL skills to students, increased integration of SEL skills into adult culture, and implementation of schoolwide and classroom-based Positive Behavior Interventions and Supports (PBIS).





**Strategy 1:**

*All students receive explicit instruction in SEL skills using PATHS curriculum, Toolbox strategies or Second Step, during the weekly Community Meeting Time*

Progress was determined by Community Meeting Walk-through document data and Illuminate data.

<b>Strategy 1</b>	<b>GPS</b>	<b>HPS</b>	<b>NS</b>
Teachers using Community Meeting Time to address SEL skills	100%	100%	100%
Teachers using adopted curriculum with fidelity	78%	69%	74%
Reduction in behavior referrals from August 2018 (baseline= 228 incidents in Illuminate) through January 2019 (current= 84)	-66%	-61%	-64%

Improvement strategies to address the gaps:

To improve teachers use of curriculum with fidelity, administrators and coaches continue to communicate expectations and rationale to teachers.

Teachers will be surveyed to help leadership understand the reasons they are not using the curriculum.

One to ones will be held with teachers not using the curriculum to provide them with coaching and ensure they understand the rationale behind adopting a curriculum vs. using teacher-created curriculum.

A PLC will be convened to study alternative SEL curriculums for the Fall of 2019.

**Strategy 2:**

*PBIS is implemented by staff with fidelity in classroom and schoolwide settings.*

Progress was determined through PBIS walkthrough Tool and student points reports.



Strategy 2	GPS	HPS	NS+
Evidence of schoolwide PBIS	100%	100%	100%
Weekly or Bi-Weekly PBIS Team meetings	100%	100%	100%
Classroom expectations taught at beginning of year	100%	100%	100%
Increase in students positive responses on SEL survey from October until January	-1.5%	2%	.5%
Increase in PBIS points (positive points given to students by teacher)	+7%	-20%	-13%

Next steps to address the gaps:

- To increase Increase student awareness of school values chants of school values during daily huddles will be recommended.
- Teachers will be provided PD on using the student point systems more effectively.
- Teachers will be coached to provide frequent positive reinforcement for student awareness of school values.
- Student awards highlighting the school values will be given to students at least monthly.

Strategy 3:

*Leaders explicitly model SEL skills during all PD opportunities and staff meeting huddles*

Progress was determined by the administrator tracking document, observational data and evidence of SEL skills during opener for staff.

Strategy 3	GPS	HPS	NS
Adults modeling SEL skills during morning huddle, Wednesday PDs and other trainings led by Navi staff			90%
Directors begin meeting with SEL focus	100%	100%	100%

Next Steps:

All leaders will continue with SEL modeling during all adult PDs, huddles and meetings.



Date: February 19, 2019

To: Navigator Schools Board of Education

From: Heather Parsons, Director of Curriculum and Instruction

Re: Priority Update: Continue implementing strong instructional program for all students

### Objective(s):

1. Update board on school culture, academic coaching, data driven instruction, and Multi-Tiered Systems of Support (MTSS) at GPS and HPS
2. Provide context for ongoing need and potential increased support to codify our middle school model

### Overview

Our top priority as Navigator grows is to ensure the sustained success of our existing schools while codifying our model, our systems and our trainings for the seamless opening of future schools. This year created a new paradigm for Navigator as the support office academic team grew and we promoted internal candidates to site leadership positions. Across the two sites, five of the six site leaders are in new roles in 2018-19. The Chief Academic Officer (CAO) and the Director of Curriculum and Instruction (DCI) proactively doubled the amount of on-site leadership support and school-site presence to ensure a successful transition of two new principals at Gilroy Prep School and Hollister Prep School. Additionally, the support office academic team has provided significant support to our third new principal of Watsonville Prep.

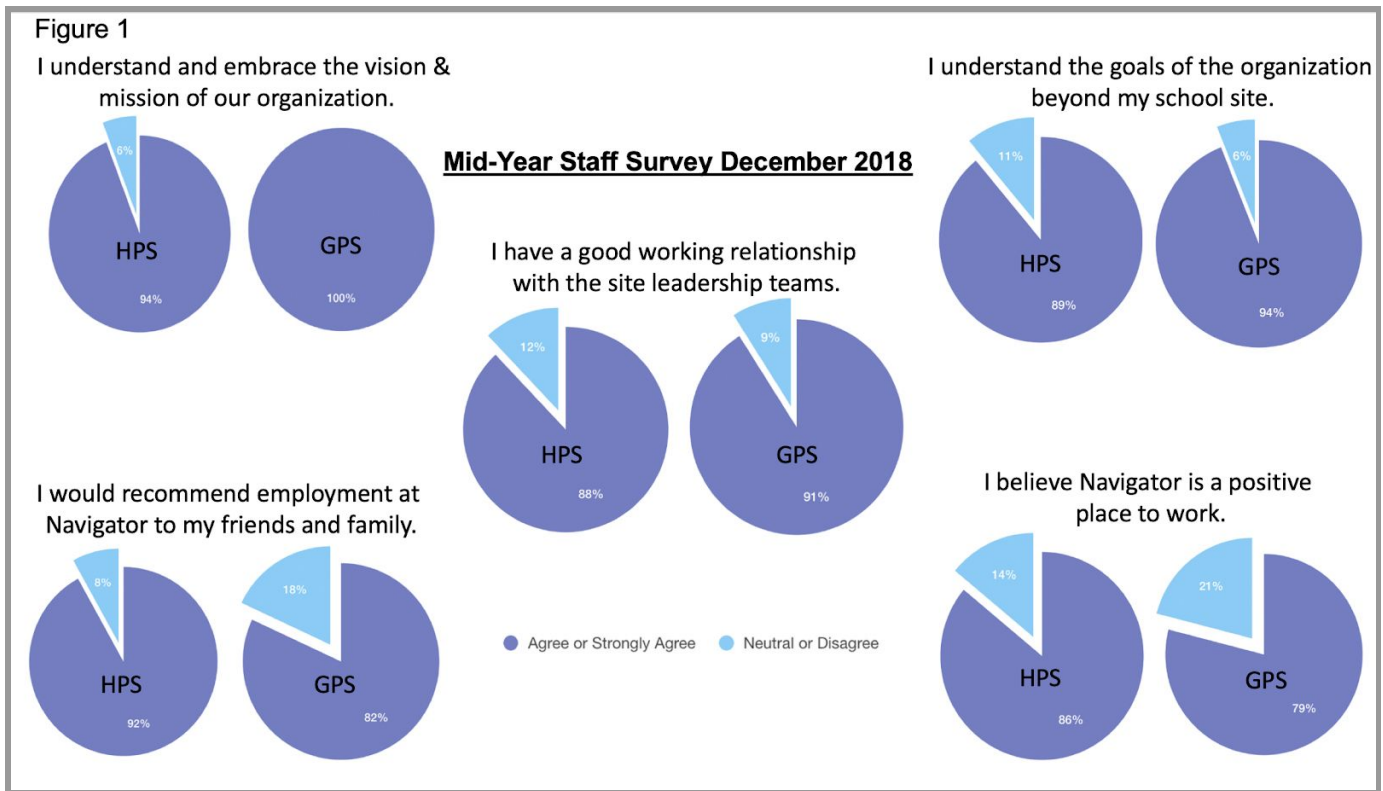
Through the added supports and an deep leadership pipeline, our current schools are well prepared to:

- Sustain a positive school **culture**
- Sustain strong processes and **coaching**
- **Maintain academic excellence** through data driven instruction and intervention
- **Amplify MTSS** supports
- Provide one of the most innovative **Middle School models** in California

Both schools are on-track culturally and academically as evidenced by several qualitative and quantitative measures as evidenced below, and our ongoing successes reinforce our optimism that school three will thrive using the same instructional program. The greatest area of challenge at the schools currently is the codification and support of teachers in our middle school model.

### Culture

When walking onto the campuses this year you will find upbeat morning huddles that integrate SEL core competencies during the sometimes endless shoutouts amongst staff. Potlucks and staff events are well attended and there is a genuine feeling of respect and kindness throughout the schools. The mid-year staff survey confirmed there is a positive staff culture through several key points of data in Figure 1.



**Next Steps:**

We take school culture very seriously, and survey data is an integral part of maintaining a positive school culture. These surveys are a confidential way for staff to give feedback on anything they'd like to see addressed. Leadership holds a problem and solution meeting with all staff after each survey, and the school site team helps to come up with the most viable solutions to issues.

For this mid-year survey one example of an agenda item that will be addressed at the problem and solution meeting is workplace positivity. For each question staff is given the opportunity to provide detailed comments. Individual comments have been analyzed and the principals have detailed plans to facilitate the staff discussion around solutions and formulate next steps.

**Academic Coaching**

Excellent academic outcomes is the primary focus for Navigator, and we relentlessly train our staff to deliver the best possible instruction to our students. To achieve this end, the Navigator academic team has invested heavily in developing current and future coaches in a variety of ways.

1. Seven of our new leaders are attending RELAY and learning the foundational skills they need to be effective coaches.
2. For the first time, the support office academic team has been able to provide coaching of coaches for each site leadership team. Each week our instructional leaders bring their own observation and feedback videos to the weekly educational leadership team meeting and the DCI leads a video review process using the [Feedback Meeting Criteria for Success](#). This new process has led to a significant increase in our coaching rigor and the ability to track the frequency of feedback meetings as seen in Table 1.

**Table 1**

Coaching Dashboard  
August – January 2018-19

AY		Site	
		GPS	HPS
2019	No. Weeks in Academic Year	40	40
	Current Week	19	19
	Weeks Completed	48%	48%
	LCAP Sessions Goal	30	30
	Avg. No. Sessions	14.3	15.3
	Percent Avg. Progress	48.2%	50.9%
	No. Staff (T, SGI)	27	25
	No. Staff On Track	23	17
	Percent Staff On Track	85.2%	68.0%
	Percent Staff Near Track	92.6%	96.0%
	Lowest Recorded Trajectory	81.5%	84.2%
	Highest Recorded Trajectory	222.2%	119.3%

- Coaching teams perform two school walkthroughs weekly and log and evaluate all action steps given on the campus with the DCI. These walkthroughs have also provided us with qualitative observation data, as we are able to compare what we saw in our walkthroughs this year to previous years, and we have seen great strides in the rigor of instruction. The observation and feedback process of coaching has never been stronger than it is today.

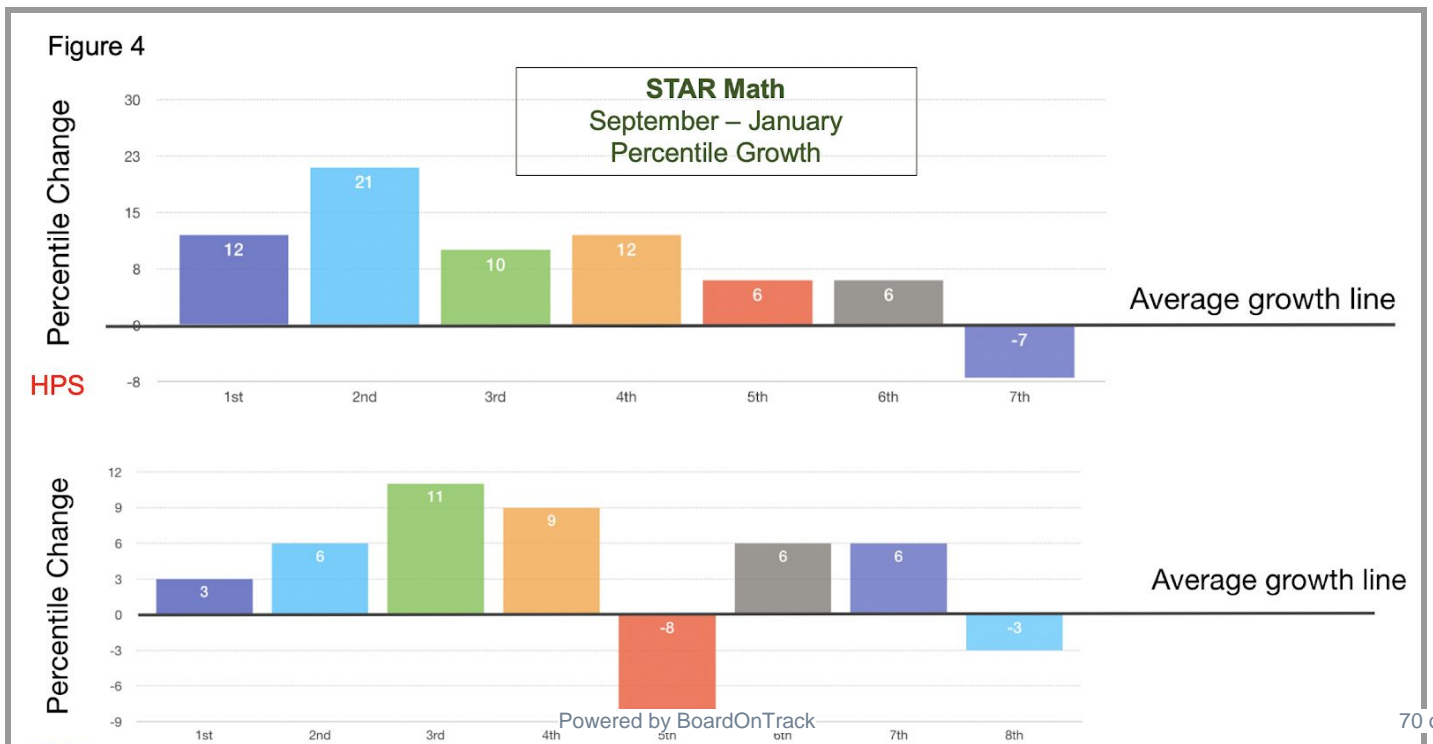
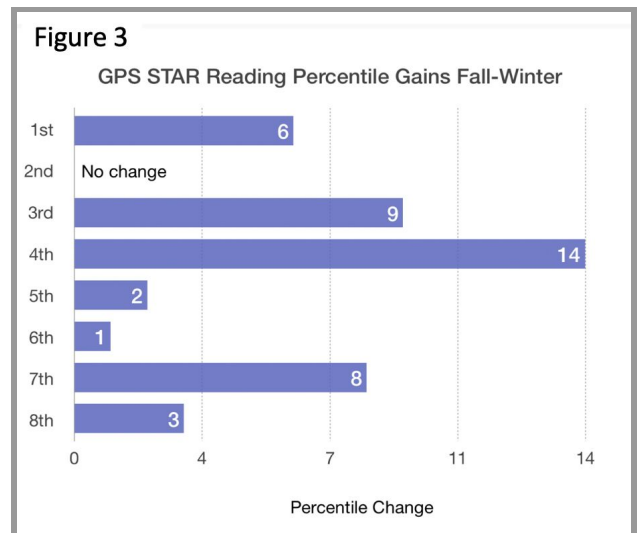
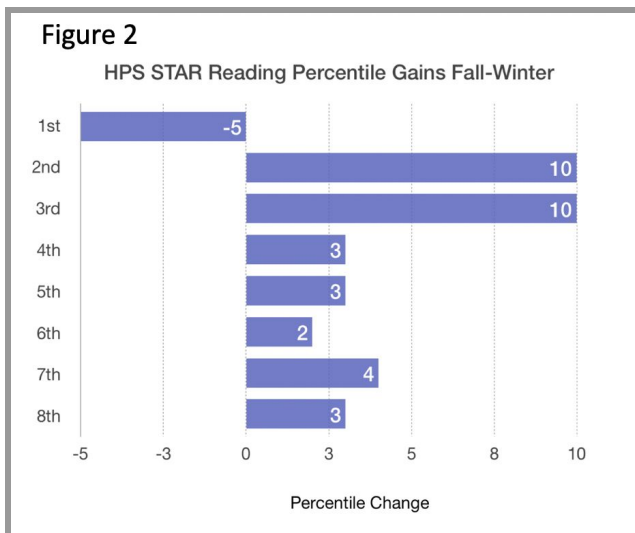
*Next steps:*

- Our new coaching dashboard (Table 1) is an huge leap forward for Navigator as we are truly tracking coaching touchpoints for the first time. We have learned much in the first five months of the year and need to make the following adjustments to truly take into account all coaching events provided to our instructors:
  - Mid and end of year evaluation meetings are coaching meetings that are not currently being reflected.
  - Many hours are spent by each leader live coaching in classrooms which has incredible impact on a teacher’s development and that time is not always reflected in the coaching dashboard.
  - In a process called three-way coaching, each teacher accompanies their coach to observe another teacher four times a year. These observations include a post-observation debrief that leads to action steps that the observing teacher will implement in their own classroom. These three-way coaching meetings have not been consistently reflected.
  - Not all teachers require the same level of support. New teachers may need to receive more coaching touch points while experienced teacher can be observed every other week. This would be a more equitable solution but in the current framework would lead to lower scores on our metrics.

- Navigator employs teachers in training (TnT) at each site. These instructors are our substitutes and frequently take a classroom position in their second year. Because of the inconsistent daily schedule of the TnT, providing consistent coaching has been a challenge. The support office academic team supported the principals in the development of TnT coaching pilot for this year and we will need to analyze and refine the implementation. This will allow us to develop a long-term system for future years.

### Academic Excellence through Data Driven Instruction and Intervention

Academically our students are showing positive growth overall. We attribute these gains to our refined coaching practice, strong culture and targeted interventions. Intervention is now aligned and occurring at both GPS and HPS during the school day as well as after school. The sites are tracking student data closely and addressing gaps through targeted reteaching of skills and standards. Though we will not have SBAC results to analyze our DF3 goals until summer, we are using short-cycle assessments such as weekly quizzes and STAR to ensure we are on track. As evidenced through our quarterly STAR assessments, the students have demonstrated growth in both disciplines. As you can see in Figures 2 - 4 our STAR Reading and Math both show overall positive trends.



**Analysis:**

Navigator has used the STAR assessments since the inception of the schools. The primary functions of this assessment include:

- Initial placement into homogenous groupings for small group instruction
- Initial placement into Accelerated Reader
- Progress monitoring for individual students as we triangulate data from STAR, SBAC and standards-based assessments

This assessment, while important to give us a general idea of how individual students and grade levels are performing, does not give us standards-based, formative data that would allow for adjustments in instruction and intervention.

**Multi-Tiered System of Supports (MTSS)**

Navigator received a Scale-Up MTSS Statewide (SUMS) grant in 2018 that is helping us to deepen our framework that serves to personalize supports for all students and that provides the critical training to staff. Navigator's model has evolved to address the domains of academic, social-emotional and behavioral needs of students in ways that we did not a few years ago. This year we launched an MTSS team that meets regularly to evaluate and improve our Tier I, II and III services in the three domains mentioned above. The work of this team and the increased awareness at sites has led to more strategic and targeted small group instruction and support for our most at-risk students. Behavior referrals in illuminate have decreased 64% this year compared to last year. We believe our new MTSS services have been key factors for this improvement.

**Middle School Model**

Navigator has created a classroom model that attempts to address the unique challenges the middle school-aged students face including:

- Physiological changes
- Social and emotional challenges
- A growing need for independence
- Difficulty engaging with academic content

The Navigator middle school model attempts to maximize student strengths such as the desire to communicate with peers, the ability to solve increasingly sophisticated problems and an intense desire to fit in socially with their classmates.

**Model Highlights:**

- Students work in teams of three called squads
- Custom lessons are designed for student facilitation
- Teachers send lessons to squads electronically
- Student facilitators lead their own high level discussions
- Most work is collaborative
- Students track and support each others progress
- High student achievement while developing the following competencies:
  - Critical thinking and problem solving



- Collaboration and leading by influence
- Agility and adaptability
- Initiative and entrepreneurship
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

The model has produced incredibly high levels of discourse and energy from the age group of students that is traditionally the least engaged in school. The model has great promise and has attracted dozens of schools and organizations that have visited our campuses interested in learning about our middle school model. It is also a young model and requires a new type of support unlike any that we have provided in the past. A few examples of this new support include creating custom content for student facilitated lessons, coaching teachers on instructional mindset (guide from the side) and a high level of facilitation training for students.

*Challenges:*

While Navigator is constantly seeking ways to improve in all areas, the middle school is most in need of additional resources.

- Continued refinement of the middle school curriculum, particularly in ELA has been a heavier lift than expected. Developing rigorous and engaging middle school materials requires much time and effort from the support office academic team. More resources and personnel are needed to finish the project.
- More than half of our teachers are either first year teachers or in their first year in middle school. The unique needs of coaching new teachers in an evolving model has been a challenge. We will add additional new teachers next year since two middle school teachers have been identified as site leaders in the 2019-20 and HPS is expanding to 8th grade. The investment in middle school teacher development and support will be critical.
- Navigator is developing age appropriate social emotional and behavior management systems for middle school students.

*Mitigation to address current challenges:*

In addition to driving ELA curriculum creation, the support office team is currently supporting a new iteration of the ELA station rotations to replicate the successful math rotations.

*Next steps:*

In order to finish taking this from an evolving implementation to a replicable model, we are considering potential solutions, including

- Adding one middle school development coordinator in 2019-20
- Adding one subject area coach in math and one in ELA

These potential new staff members would support middle school teachers at each site and bring alignment to both the humanities and STEM departments They would also be responsible for coaching,



supporting curriculum development and creating training systems. This may lead to an LCAP and budget recommendation. Once a replicable model is complete with curriculum, a middle school coaching protocol, and codified training systems, these positions could be phased out. Board member feedback and suggestions are welcome.



Date: February 19, 2018

To: Board of Directors

From: James Dent, Chief Academic Officer

Re: Site Leadership Development Priority 2018-19

**Objectives:**

1. To update board on the codification of the Site Leadership Development Program
2. To update the board on the development of our leadership pipeline for future site leaders

**Overview:**

With the help of Achievement First's Accelerator Network, Navigator has made strong leaps forward in defining and codifying the internal leadership development of our existing and up and coming leaders. Additionally, Navigator is significantly more prepared to hire and train external candidates in the "Navigator" way of school leadership as well as to create a clear pathway for partner organizations to adopt our best practices

During 2018-19, Navigator has categorized our Site Leadership Development Program into four modules with codified professional development materials as well as clear coaching criteria for the managers of the leaders. The four modules are:

- Module 1: Becoming an Excellent Coach
- Module 2: Running a Data Driven School
- Module 3: Leading School and Staff Culture
- Module 4: Managing Excellent Teams

**Site Leadership Development Program**

Module 1: Becoming an Excellent Coach

Navigator has learned or developed several different styles of coaching that together, truly accelerate our instructional staffs' development.

- *Observation and Feedback* - All instructional staff are observed for twenty to thirty minutes each week. Their coach then meets with them for a thirty minute feedback session with the intent of developing two actions steps for the instructor to implement/improve within one week.

2018-19 Improvements: We have continued to build on the excellent training provided by RELAY. We added a weekly one-hour Coaching of Coaches session during the Educational Leadership Team meeting. The documents we created to support this session are, [Feedback Meeting - Criteria for Success](#) and [Feedback Cycle Notes](#).

- *Three-way coaching* - Four times a year, instructional staff are released with their coach to observe a master teacher at work. The coach holds a pre-meeting to describe what to look for in the observation and then accompanies the instructor during the visit. Afterwards, the two debrief and co-develop an implementation plan for the observed strategies.

2018-19 Improvements: 3-Way observations were designed, calendared and implemented quarterly using a [3-Way Observation Form](#).

- *Live coaching* - This technique is used to create immediate impact in an instructor's lesson. The coach uses pre-designed hand signals or a quick whisper in the ear, or may briefly take over instruction to model a strategy. Most frequently used to improve classroom management immediately, this coaching technique also can impact instructional delivery and rigor.

2018-19 Improvements: Coaches now log live coaching notes for all first and second year teachers in our weekly action step tracking document.

- *Data coaching* - Navigator's robust assessment system is designed to allow our instructors to immediately respond to student error and struggle. When a class scores below 75% on a quiz, this triggers a coach to hold a data meeting at the next appropriate time (typically on our short Wednesdays or during the regular feedback meeting). Coaches help develop a plan to ensure students that struggled are retaught the content.

2018-19 Improvements: Prior to this year, we only reviewed current year data. Now we are comparing quiz data with scores from up to four years ago. This allows us to better respond to data trends through our weekly data meetings with instructional staff and 1:1 meetings between teachers and coaches.

## Module 2: Running a [Data Driven School](#)

Site leaders at a Navigator site are trained to use data as the foundation for improving educational outcomes for students. We have developed a pre-assessment cycle and a post-assessment cycle that are used to help teachers build instruction that leads to strong results and then interventions designed to help students that struggle. This training program prepares our leaders and teachers to run data driven schools and classrooms.

- 2018-19 Improvements: Aligned [Weekly Data Meeting](#) for teachers so both sites are consistent with their intellectual prep.

## Module 3: Leading School and Staff Culture

Over the years, it has become readily apparent that managing culture in the organization is critical. In 2018-19, Navigator has codified best practices in the following crucial activities that all site leaders need to perform.

- *Daily Leadership Huddle* - This daily five minute check-in before school ensures that the leadership team is aware of all special activities for the day.
- *Daily Staff Huddle* - Each day, all GPS and HPS instructional staff meet for ten minutes before school to communicate critical information, watch exemplar videos and short discussions, shout-out colleagues above and beyond performance and generally launch the day as a team.

2018-19 Improvements: We developed this [Morning Huddle Agenda](#) that helps maintain a positive culture and focus on excellence.

- *Problem and Solution Meetings* - Each month beginning in 2018, the staff comes together for regular problem and solution meetings. Staff enters problems and potential solutions into a shared document and the staff is able to have collaborative discussion around the most viable solution.
- *Staff Agreement Contract and Culture of Accountable Communication* - With the support provided by two outside consultants, Navigator has raised the bar for accountability in the areas of professionalism and communication. Each site developed a “How We Want to Feel at Work” contract that all staff signed and committed to supporting throughout the year.
- *Bi-weekly walkthroughs* - In 2018-19, each site has consistently held two walkthroughs of classrooms each week. These walkthroughs have proven invaluable in develop consistency with site leadership

2018-19 Improvements: Created a [Walkthrough](#) process which now occurs twice weekly at each site

#### Module 4: Managing Excellent Teams

Navigator has defined four critical meetings/activities that have helped develop new site leaders and their teams. Below is a short description of each:

- *Educational Leadership Team Weekly Meeting* - Each week, the two sites hold a weekly ELT meeting with refined [Educational Leadership Team](#) (ELT) agendas that focus on highest leverage leadership activities, including video review of the teams’ coaching sessions. These meetings are attended by the Director of Curriculum and/or the Chief Academic Officer.
- For the first time, site principals and support office educational leadership gather weekly at the [Academic Leadership Team](#) (ALT) meeting which has been formed to maintain site alignment and provide an opportunity for strategic decision making.
- Developed [Principal 1:1 Meeting Agenda](#) with clear intentionality in developing the skills necessary to successfully lead a Navigator school

- Project trackers have been implemented at both sites for each leadership position. These trackers ensure that new leaders know what is expected of them in all 36 weeks of the academic calendar, and the principal and principal manager is able to monitor their progress towards their goals.

2018-19 Improvements: GPS implemented the [trackers](#) and they have been iterated to include any changes in job responsibilities

## **Leadership Pipeline**

As Navigator continues to increase its influence and impact on the quality of education in our nation, we know that developing a leadership pipeline continues to be a critical component of our ambitious plans. We continue to participate with a number of external partners who are helping to develop our current and future leaders.

### *RELAY Graduate School of Education*

This year, Navigator has provided the opportunity for seven of our teammates to attend the Bay Area Instructional Leadership Program. This program has been the cornerstone of many of our best practices in our current schools. Currently, four classroom teachers and three site and support office leaders are participating in the program.

### *Innovate Public School's Start-Up Fellowship*

For the fourth year, Navigator has participated in Innovate's fellowship designed to help individuals and teams learn the leadership skills needed to run effective schools. This year four of our six site leaders are participating in the fellowship which fellowship does a great job in defining one's strengths and areas of growth as a leader and has several sessions designed to learn how to develop a strong staff culture. Currently, four of our six site leaders are attending Innovate together.

### *Ryan Fellowship*

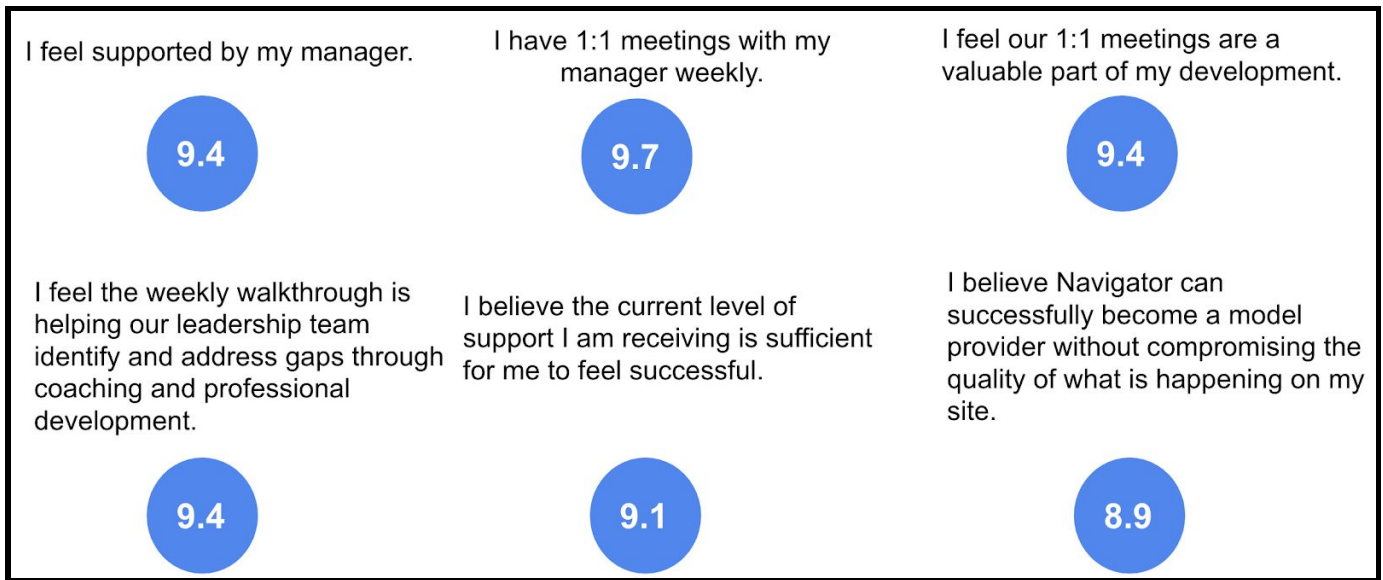
Through generous philanthropy we were able to provide our principal of Watsonville Prep, Andi Hernandez, with a year of preparation prior to opening the school. Andi was accepted to the RYAN fellowship, a rigorous principal support program. Her fellowship allowed her to fulfill her internship at Gilroy Prep School alongside our own leadership team. She currently participates in all leadership meetings, academic coaching, and shadows Principal Toriumi on a daily basis. She has also been working closely with the Support Office team on various expansion efforts including community outreach.

### *Student Services Pipeline*

The student services department is currently developing two full-time interns for future growth. These resource specialists in training are receiving weekly coaching and are enrolled in special education credentialing programs.

### *Site Leader Survey*

In February of 2019, we anonymously surveyed the seven principals and assistant principals for the first time to check in and make sure that they are feeling properly supported. The answer options were on a 1-10 scale and the average results of the surveys are below:



*Analysis:*

The support office team is pleased to see that scores were high with the lowest being 8.9 regarding potential impact of dissemination work on sites. For some, the thought of model providing may provoke nervousness about impact on the current sites. Overall, it is encouraging that the site leaders believe that support will continue at a high level with dissemination continues as an added focus.

*Next steps for Leadership Development Priority:*

1. Complete a [Principal Development Rubric](#) to evaluate levels of proficiency with all critical site leadership categories.
2. Potentially move this organizational priority to a departmental priority for 2019-20
3. Consideration of Student Services Coordinator position to support the three schools' SPED programs in 2019-20

Linked Attachments Available Upon Request:

- The Game Changer Walkthrough\_Master Template
- Task\_Project Tracker\_VP\_Academics
- NS Data Meetings\_Master Template
- Morning Huddle\_Master Template
- Feedback Meeting\_Criteria for Success
- Feedback Cycle Notes
- ELT Agenda
- Academic Lead Team Agenda
- 3-Way Coaching Observation Form
- 1:1 Principal Meeting



**Date:** February 19, 2019

**To:** Board of Directors

**Submitted By:** Kirsten Carr, Director of Engagement & Partnerships

**Subject:** Growth Priority Update      **Agenda Item Type:** FYI, Discussion

**Objective(s):**

- 1) As part of the board-approved green lighting process, staff will update the board on status of key metrics and timelines.
- 2) Staff will provide an overview of the tie between partnership collaboration and expansion.
- 3) The Board will provide feedback regarding current status and next steps to modify the strategic plan timeline and geographic target area.

**Overview**

As specified in Navigator's board approved Strategic Plan, Navigator is set to grow to five schools in five years, focusing on the Northern Central Coast region. As mentioned in the CEO update, a revised timeline is necessary as we will not meet that target. Navigator is to follow a specified greenlighting metric to ensure Navigator is growing in a manner to benefit the region and the organization. To reflect Navigator's most recent experience authorizing Watsonville Prep School, Navigator staff is exploring options for a smoother runway to authorization which can include a larger geographic area as well as exploring partnerships to lead to a collaborative partner districts. Included in this report are:

- Greenlighting update
- WPS reflections
- Potential district research
- Tie between partnerships and expansion

1. **Greenlighting Metric Update** - Navigator's greenlighting metrics are divided into two distinct categories, internal and external criteria. Internal criteria is gauged by specific measures as well as an overall green/yellow/red grading system. As illustrated by the attached chart, in order to open School 4 in 2021, Navigator will need to focus on hitting the external metric targets for 24 months by August 2019.
2. **WPS Reflections** - The proposed modified timeline highlighted in the greenlighting update reflects the lessons learned throughout the long and intense process to obtain approval for the WPS charter. When the board approved the five year strategic plan, staff was planning on obtaining approval at the local district level, offering opportunities for the engagement team to start focusing on community support for School 4. As the process for WPS approval required more time from several team members focusing on the process at both the county and then state level, the leadership team determined it would not be beneficial to Navigator to divert resources away from WPS. With the changing political climate in California, staff is cognizant of the fact State Board of Education approval is not a solid backstop anymore. Without a strong sense of confidence in a SBE approval, it is important to ensure a high probability of approval at the district or county level. The runway to local approval requires significant staff time and commitment to

relationship-building activities, and doing the research on district willingness to partner with Navigator can mitigate some of the possible community resistance. Additionally, the challenges with WPS facilities suggest we have more rigorous criteria for short and long-term facility pathways as part of the greenlighting process. The Watsonville Prep greenlighting process and project management tool establishes a protocol for WPS and all future schools to ensure a successful opening while also enabling staff to begin focusing on future growth opportunities.

3. **Potential district research** - The NS Strategic Plan focused growth opportunities within a specific geographic region (based on a thirty-minute drive from the Support Office). With the recent Watsonville Prep School experience, the Director and Chiefs team recommends modifying the options for School 4 to include possible charter-friendly districts and/or districts interested in potential partnerships. Several districts, no more than 60 miles from the Support Office, meet the criteria established to gauge need including high populations of students reflecting the most traditionally underserved subgroups. As outlined by the external metric greenlighting process, we plan to make a recommendation at the August 2019 board meeting for a potential community of focus for School 4.
4. **Tie between partnerships and expansion** - As evidenced by the State Board of Education comments regarding Watsonville Prep School, Navigator's commitment to collaborating with traditional district schools played a large role in its support of the WPS petition. Navigator's effort to provide model programs for a variety of classroom settings illustrates our resolve to adhere to original charter law intentions as well as establishes opportunities for soft introductions and dissemination activities which can lead to deeper or further relationships.
  - a. Actively establishing partnerships with traditional districts gives Navigator a chance to gauge interest for deeper relationships while also providing needed services for students across California. Navigator's Engagement & Partnership Director will work closely with the dissemination team to identify districts which could meet long-term goals while also establishing short-term dissemination partnerships.
  - b. Continuing and strengthening partnerships assures local and state legislators Navigator's interest in and commitment to collaboration was not a one time thing.

#### *Next Steps*

Staff would like board members to consider the following questions:

- 1) Does the board support maintaining the strategic plan for five schools with a revised timeline and an expanded geographic target area?
- 2) What information and research will help the board make an informed decision on this matter?

Attachment: Greenlighting Criteria for Growth





Internal Criteria	24 months	Current	18 months	12 months
<b>Academic Performance: SBAC</b> Percent of students who have been at Navigator for at least three years that meet or exceed proficiency on SBAC	70%	Math - 72 % ELA - 85%	70%	70%
<b>Organizational Health: Enrollment</b> Actual enrollment as percentage of target	>99%	99%	>99%	>99%
<b>Organizational Health: Staff Retention</b> Percent of full-time staff who return annually (Fall to Fall)- look at subgroups	75%	80%	75%	75%
<b>Organizational Health: Staff Satisfaction</b> Percent of staff that are “likely to recommend working at Navigator to a friend” (as measured by the Fall/Spring surveys)	80%	81%	80%	80%
<b>Financial Strength: Reserves</b> Percent of current fiscal year expenses held in reserve	20%	36%	20%	20%
<b>Financial Strength: Sustainability</b> Percent of GPS, HPS, & WPS costs that are covered by philanthropy - schools in year 4 or more	<5%	<5%	<5%	<5%
<b>Founding Team: Principal and Seed Teachers</b>	At least six potential founding team members identified		Potential Principal identified	Principal and two teachers confirmed

The red/yellow/green gauge captures the status of items/areas without specific metrics of success. The Directors & Chiefs team reviewed each question, comparing it to the vision of success to establish the current color.

- i. Is the school model clearly articulated & codified:
  1. The schools' programs are easily replicable. ↻ Green
  2. The barriers for replicating the programs & their effectiveness have been identified & remedied. (The middle school model is being aligned as we grow to K-8 at HPS) ↻ Yellow
  3. The schools' educational programs align to the current mission. ↻ Green
- ii. Is the Support Office team thriving & does it have the capacity to support growth?
  1. There is a leadership pipeline. ↻ Green
  2. There are formal ways to cultivate leaders from within. ↻ Green
  3. Thriving (trust, engage in healthy conflict, commitment to decisions, hold each other accountable, focus on team results) ↻ Green
- iii. Are the organizational systems & structures strong & driving effective execution?
  1. There are people clearly/consistently responsible for the critical functions of the organization. ↻ Yellow
  2. Policies, processes, and procedures exist and are documented. ↻ Green
  3. There is a clear chain of command. ↻ Green
- iv. Will the political landscape support successful community engagement, authorizing, facilities, and enrollment in the target market?
  1. District of interest has a socio-economic disadvantaged/English language underserved population. ↻ Green
  2. There is a plan for new facilities needs. ↻ Red (Need to specify a community to meet these metrics)
  3. Document 50 families willing to attend and/or speak at all hearings. ↻ Red (Need to specify a community to meet these metrics)



Date: February 19, 2019

To: Board of Directors

From: Heather Parsons, Director of Curriculum and Instruction

Re: Mathematics Priority 2018-19

### **Objectives for Math Priority 2018-19:**

- a. Update the board around efforts to strengthen math outcomes through improved Concrete, Representational & Abstract (CRA) instruction
- b. Report on teacher instructional improvement using CRA strategies
- c. Update progress of student fluency mastery

### **Overview:**

Despite having some of the strongest math outcomes in the state for similar schools, Navigator has made a commitment this year to improving math instruction geared toward student conceptual understanding of mathematics. We have identified that our lowest performing students in math struggle to “visualize” the math which ultimately leads to increased confusion and decreased learning. To counter this we have aggressively implemented the process of Concrete-Representational-Abstract (CRA) instruction in which students learn to connect the concrete (manipulatives) and representational (visual drawings) to the abstract (formulas). This year Navigator has held over twenty hours of professional development for the math teams targeting strategies to implement CRA effectively. We have also worked with site leaders to help them understand this shift in math instruction to be able to provide targeted coaching. Despite the fact that fifty percent (4/8) of the math teachers at HPS and fifty-six percent (5/9) at GPS are new to Navigator or new to teaching math at their grade level, student results remain strong. We have seen growth trends for nearly all of our data points including STAR and NWEA MAP and our Navigator Illuminate assessments. This shows us that our focus on CRA, targeted coaching and professional development has supported the continued improvement of our math program. Lastly, we have added math fact fluency data to our weekly data analysis at the leadership level. To do so we have begun assessing student math fact fluency weekly to establish our baseline data for future year to year analysis and immediate skills interventions.

### **Student Outcomes**

Navigator uses several formal data points throughout the year to measure students progress in mathematics. Additionally, teachers are trained to take informal data daily to provide constant monitoring of students progress and intervention needs. In this report, we will dive into the formal assessment results to date for the year including:

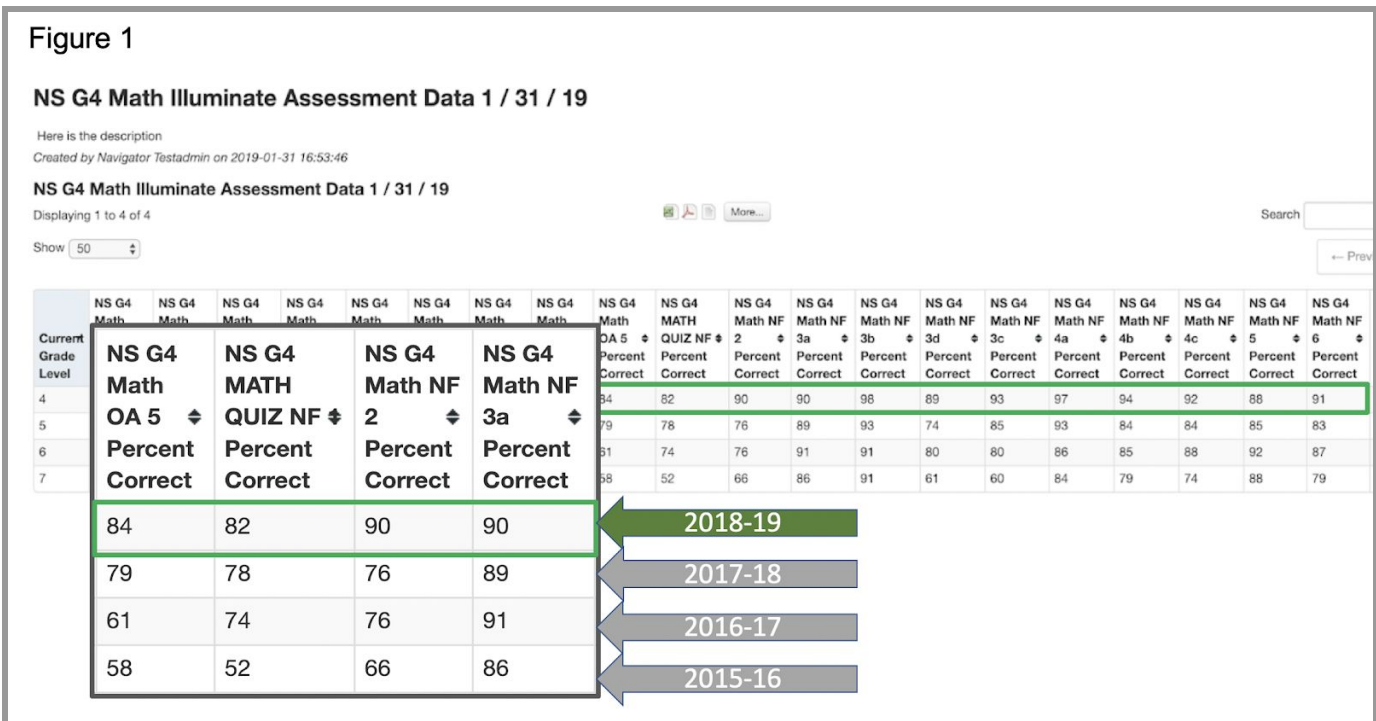
- Illuminate Weekly Quizzes
- STAR Math
- NWEA MAP
- Weekly Math Fluency

### Illuminate Weekly Quizzes

Navigators internally developed weekly math quizzes are designed to assess student learning on the particular math standard taught that week. These formative assessments are developed and delivered through our Illuminate assessment system in grades K-8 and are designed to reach the rigor level of the SBAC. Illuminate provides a robust library of assessment questions for each standard that we choose from to build our assessments.

In grades K-5, these quizzes have been administered and vetted since 2014 and we place great value in their reliability to predict student success on the state’s SBAC assessment. In our middle school, the quizzes are only in their second year of consistent use. Last year we ensured that all 6th-8th grade math standards had a quiz but teachers were not involved in their creation. This year has been the first year teachers have met to analyze and make iterations of the new assessments and we feel they will now be just as reliable as our K-5 assessments.

This year, due to our math priority, we spent time developing custom reports that could make longitudinal comparisons dating back 4 years in many cases. In Figure 1 you will see an example of what our site leadership teams now look at weekly to help them better target math coaching and professional development.



### Analysis

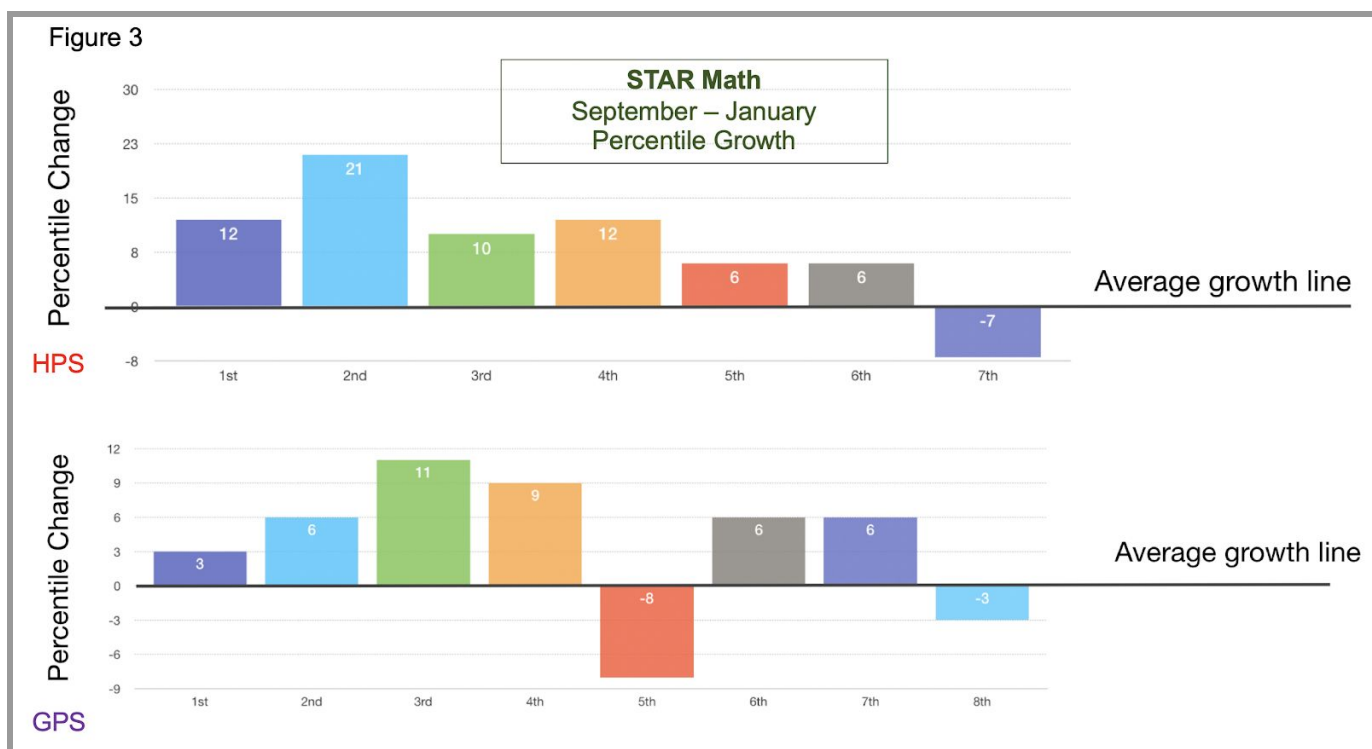
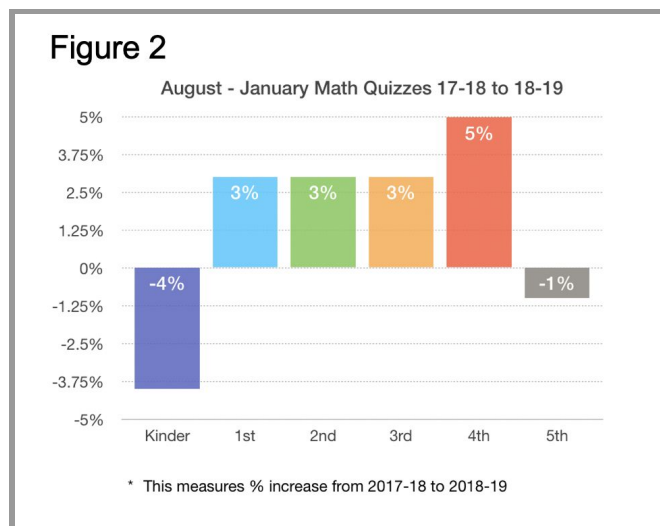
We are pleased to report that that the comparison of this year’s K-5 quiz scores to previous years suggest that students are again on track to the same positive outcomes on SBAC. Figure 2 shows an

increase of 1.5% in our quiz score averages from 2017-18 to 2018-19. There was a dip in kindergarten and fifth grades that coaches at each site are addressing through increased live coaching and more frequent data meetings. We are looking at this year as our baseline year for grades 6- 8 due to assessment iteration.

### STAR Math

The STAR Math assessment is a nationally-normed assessment used at Navigator to measure progress in the domains of numbers and operations, algebra, geometry, measurement and data analysis, and statistics and probability. The assessment is given four times per school year to gauge the mathematical knowledge and growth of students from 1st to 8th grade. In addition to monitoring growth and helping to create student instruction and intervention groupings, the STAR Math assessment can be used to test a student's readiness for state tests. STAR Math uses percentiles to compare student performance to other students that have taken the assessment. The percentile rank of a score is the percentage of scores in its frequency distribution that are equal to or lower than it. For example, a test score that is greater than 75% of the scores of people taking the test is said to be at the 75th percentile, where 75 is the percentile rank.

This year most grades at both schools have shown strong growth in their math percentiles (Figure 3). On a normed assessment such as STAR Math, the average percentile gain is zero. If a student is learning at a faster rate than the average student, their percentile score would rise. Conversely, a student learning at a slower rate than their peers would see a drop in percentiles. Both schools saw positive average percentile growth with GPS at a 3.8 percentile gain and HPS at an 8.6 percentile gain.

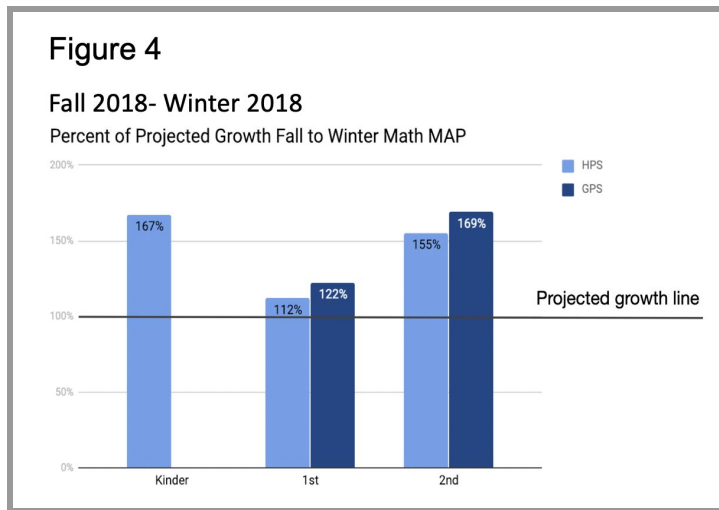


**Next Steps:**

STAR Math provides a second assessment demonstrating improvement of student learning in mathematics. It is also the second time that we saw a dip in fifth grade scores prompting both sites to increase support for the teachers in those classrooms. Grade levels or classrooms that have seen a drop in average growth are receiving targeted coaching around data, student work analysis, and intellectual preparation such as lesson planning.

**NWEA MAP**

MAP, similar to STAR Math is a nationally normed test that allows us to compare our students' growth to the growth of students across the country and this is the first year that Navigator has used MAP. One way MAP reports growth is the "percent of projected growth". Using this measure, if a student makes the expected growth from one test administration to the next, that student would be at 100% projected growth. If the percentage exceeds 100%, the student's learning is accelerated compared to the normed group and vice versa. Figure 4 shows that at both GPS and HPS exceeded the projected math growth in all grades. Please note, the winter assessment was optional this year in kindergarten and GPS students did not take the test. They will take the test in the spring and beginning next year, all three administrations will be mandatory.

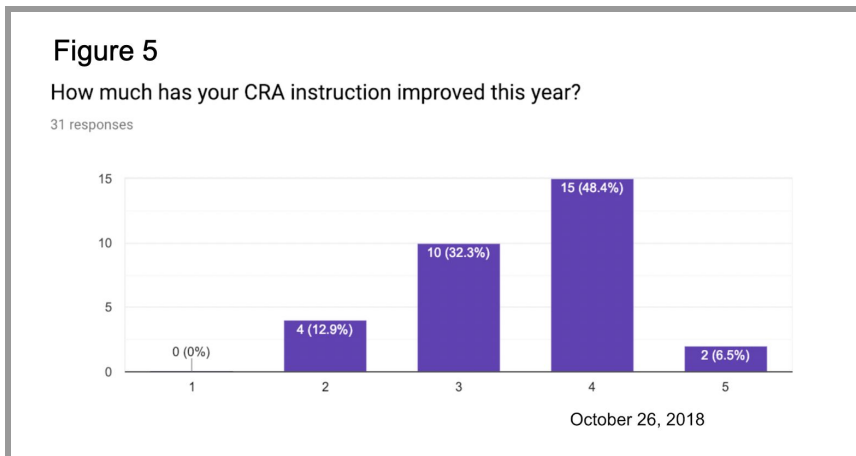


**Analysis**

NWEA MAP provides us a third data point showing that the strategies implemented for Navigator's math priority is having positive impacts on students' rates of learning.

**Teacher Outcomes**

In addition to an improved data review process, we augmented our professional development to include increased intellectual preparation for the concrete, representational and abstract (CRA) continuum. These professional development sessions were front-loaded at the beginning of the year to bring the entire staff up to speed on the concept of CRA. We have since transitioned into targeted coaching of math instruction to continue to develop our teachers' effectiveness in the classrooms



As you can see in Figure 5, this staff development and targeted coaching has positively impacted teacher’s confidence in using the CRA strategies. Additionally, site leaders have reported a significant increase in use of the concrete and representational math strategies used by both teachers and students. Leadership teams at both sites have monitored the implementation of CRA through weekly walkthroughs and have spotlighted and reinforced best practices through coaching, morning huddle exemplars and data meetings.

### Math Fluency

Math fluency is foundational for mathematical success. In the era of common core, it is often looked upon as lower level thinking and therefore not worthy of time. Yet just as reading fluency is critical to reading comprehension, math fact mastery frees students working memory to focus on problem solving in math rather than just calculating.

This year we provided professional development around fluency instruction and we have seen all math classes placing more emphasis on fluency instruction and data than in previous years. We also asked teachers to give weekly paper and pencil fluency tests and to record weekly student outcomes and an example is provided in Table 2. Navigator also switched to Reflex Math as a software support in an effort to increase student engagement and pilot new recommended programs.

**Table 2**  
Math Fact Fluency Grade 5  
Weeks 11 - 21

Grade	Site	W11	W12	W13	W14	W15	W16	W17	W18 BM	W19	W20	W21
5th Multiplication / Division		Div 2's	Div 3's	Div 3's	Div 3's	Div 4's	Div 4's	Div 4's	Div BM / 5's	Div 5's	Div 5's	Div 6's
	HPS	91%	76%	78%	90%	83.3	91.5	89%	BM 83%/5's 88.8%	96%	96.50%	84%
	GPS	83%	67%	73%	87%	84%	90%	92%	BM 90%/5's 68%	99%	Went back to 3's 87%	80%

**Analysis:**

To continue our math fluency efforts for the remainder of this year as well as next year we will:

- Continue to have teachers assess and record weekly fluency
- Review fluency data weekly at leadership level (Educational Leadership Meeting)
- Continue to define on our scope and sequence by grade with teacher input
- Develop appropriate and rigorous goals for each grade
- Develop and implement fluency intervention

*Math Priority Next Steps:*

We will continue mathematics as an academic departmental priority for at least one more year as our teams work to improve CRA continuum as well as the continued development of our fluency program and goals. We would like to research and study other outlying schools who are scoring at 80% or higher to help us further understand the best practices these schools are using to help their students achieve mastery.

1. Research the outlying schools in math proficiency and schedule visitations
2. Begin math fluency skills intervention and monitor effectiveness (April 2019)
3. Continue focusing on math CRA as a academic departmental priority for 2019-20
4. Potentially move this organizational priority to a departmental priority for 2019-20





**Date:** February 19, 2019

**To:** Board of Directors

**Submitted By:** Kevin Sved, CEO

**Subject:** Long-term HPS Facilities      **Agenda Item Type:** FYI

**Objectives for Long-term HPS Facilities Priority:**

- 1) By June 1, 2019, a long-term in-lieu of Prop 39 deal will be agreed upon between Navigator and Hollister School District (HSD) for HPS to be located in buildings on the existing HPS footprint
- 2) Preliminary building plans with cost estimates and a financial plan will be prepared for NS Board consideration by June 1

**Overview**

As Hollister Prep expanded beyond 5th grade, it has outgrown the site footprint on the north side of the R.O. Hardin campus, requiring the addition of portable classrooms on the south side of the campus, with the K-5 classrooms of R.O. Hardin students in between. This poses logistical challenges for both HPS and R.O. Hardin. Additionally, the proximity of HPS middle school students to R.O. Hardin Elementary has been a concern expressed by several R.O. Hardin teachers. Lastly, with new housing under construction, enrollment growth is anticipated at R.O. Hardin over the next several years, resulting in the HSD Director of Facilities explaining the need to identify an alternative solution for HPS. In May 2017, as part of the Prop 51 Charter Facilities Program application process, HSD and Navigator agreed in principal on a long-term in-lieu of Prop 39 deal for a fully grown HPS to be located in buildings on the existing HPS footprint. It was also determined that providing the full K-8 program on the north side of R.O. Hardin would be greatly assisted by acquiring a parcel of vacant land that adjoins Hollister Prep. While the grant was not funded, the agreement relating to the use of the site provides a foundation for a future agreement.

**Status**

HSD hired a new superintendent effective February 1, 2019. Additionally, three new Board Members were elected in November 2018. At the February 16, 2019 HSD Board Meeting, board members expressed concern regarding the Prop 39 offer and Facilities Use Agreement recommended by HSD Facilities staff. It would have granted HPS two additional middle school classrooms on the south side of the campus. This was the first board meeting where R.O. Hardin staff voiced concerns and asked the HSD Board to deny a Prop 39 offer to HPS. This development has increased the urgency to find a long-term solution for HPS facilities needs. Navigator is working with JRG Attorneys, a reputable Hollister firm, to evaluate the land acquisition process for the vacant parcel. Navigator staff is collaborating with HSD staff to continue the dialogue on short and long-term solutions.



**Date:** February 19, 2019

**To:** Board of Directors

**Submitted By:** Kevin Sved, CEO

**Subject:** Support Office Fundraising Goals      **Agenda Item Type:** FYI

**Objectives for Support Office Fundraising Goals:**

- 1) Raising \$665,000 for FY 2018-19 Support Office budget

**Overview**

Support office expansion in 2018-19 required external funding support, budgeted at \$665,000.

**Status**

The amount to be raised to reach the goal is \$140,000. Grant proposals totaling \$100,000 have been submitted. Spring philanthropic events are in the planning stages to help meet the goal by the end of the year. Donations to date include a carryover of support from Charter School Growth fund received in 2017-18 of \$150,000, \$300,000 received from Charter School Growth Fund in December 2018, and \$78,000 from New School Venture Fund.



**Date:** February 19, 2019

**To:** Board of Directors

**Submitted By:** Kevin Sved, CEO & James Dent, CAO

**Subject:** Organizational Priority: Develop and Pilot External Services to Scale Impact

**Agenda Item Type:** Informational, Discussion

**Objective(s):**

- 1) The Board will become familiar with the model providing partnership between Wonderful Prep and Navigator Schools
- 2) The Board will become familiar with other “light touch” dissemination projects with school districts
- 3) The Board will be better prepared to provide feedback and decision-making regarding upcoming decisions around launching a Level 2 pilot model provider backed by the New Schools Venture Fund.

**Overview**

As stated in our mission, Navigator is committed to “developing top tier teams of educators”. Since our founding, Navigator has striven to provide a replicable school model by supporting the development and dissemination of best practices both internally and externally. We have been able to create two incredibly high performing schools in two different communities and we believe that the use of our model could impact the lives of many more children through collaboration.

Over the years we have hosted hundreds of educators and community members to promote innovation in education. Partnering with districts within our area of geographic focus is one of three impact strategies named in Navigator’s strategic plan. In 2018-19, Navigator has successfully piloted external support to Wonderful Prep. As growth in California is likely to get more difficult, expanding external support services is a pathway to expand Navigator’s impact. We are seeking to build board engagement and support in deepening the external support pilot efforts by applying for a New School Venture Fund grant. The grant will increase Navigator’s impact and influence as an organization while at the same time helping staff codify best practices on our own campuses.

**Wonderful Prep Update**

Navigator began providing external support to Wonderful Prep in July 2018, with a focus on supporting K-5 math. After five months of support, quantitative and qualitative data demonstrate the powerful impact that Navigator has had on student and teacher outcomes at Wonderful College Prep Academy (WCPA). Teachers and leaders attribute strong improvement in the schools’ academic program and school culture to Navigator’s model and training.

At the beginning of this year, WCPA made a commitment to implement components of the Navigator model including the addition of small-group instruction and the adoption of school-wide behavior

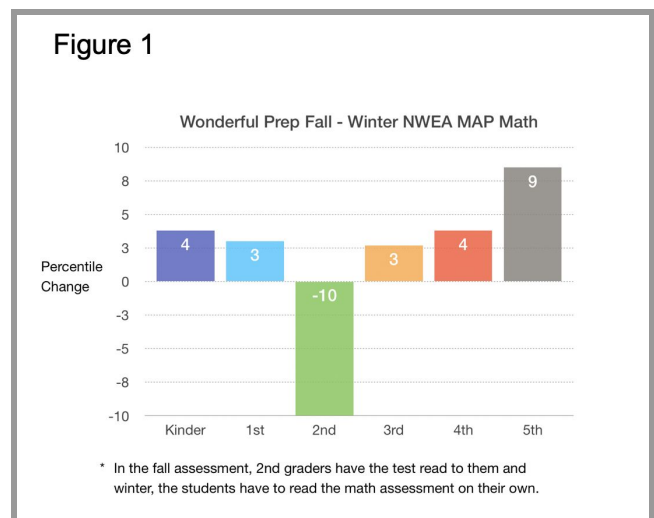
expectations. They have applied our rigorous math assessment plan, including formative and summative tests, and they are using the same programs we use for our interventions. WCPA has begun to implement the same blended learning software with the same weekly goal structure used in our schools. Navigator has spent a total of eight days on site, and the rate of improvement has been impressive. On Navigator’s most recent visit in January, it was clear that the model was well on its way to showing exciting results. Classrooms were calm and rigorous, instructional strategies were being implemented across grade levels, and the implementation of Navigator coaching was evident across the school. Visiting Navigator staff reported feeling as if they were in HPS and GPS classrooms, except for the colors of the uniforms.

“I observed the Navigator team quickly build a strong, supportive adult culture among Wonderful teachers focused on one objective – better teaching in service of our students’ learning. The culture in sessions was safe for teachers, new and experienced, to be vulnerable and take massive risks by practicing with their newest colleagues. Navigator leaders modeled for me how to reimagine professional development sessions to be teacher-oriented, practice-centered, and joyful.”

- Justin Steiner  
WCPA Principal

*Academic Impact*

Navigator has focused on supporting Wonderful Prep’s math program in grades K-5 since August of 2018. Recently, Wonderful College Prep Academy administered the second round of NWEA MAP testing, a normed assessment that measures growth three times annually. Our goal for math improvement for the year was a five percentile point gain. After just four months, five of six elementary grades showed an average gain of 4.6 percentile points with all five grades on track to meet or exceed the goal (Figure 1). The growth in 2018-19 is double the growth that the school saw in 2017-18. The growth in percentile indicates that Wonderful Prep students are growing at a faster rate than their nationally normed cohort. Second grade was the anomaly, as scores dropped precipitously. One likely reason is that the winter administration is the first time students are required to read the math problems on their own. This underscores a greater issue with reading at WCPA. Overall, the schools’ reading percentile scores dropped from fall to winter in most grades. In our classroom observations in October and January, it was clear that WCPA needs support in the implementation of reading centers.



*Analysis*

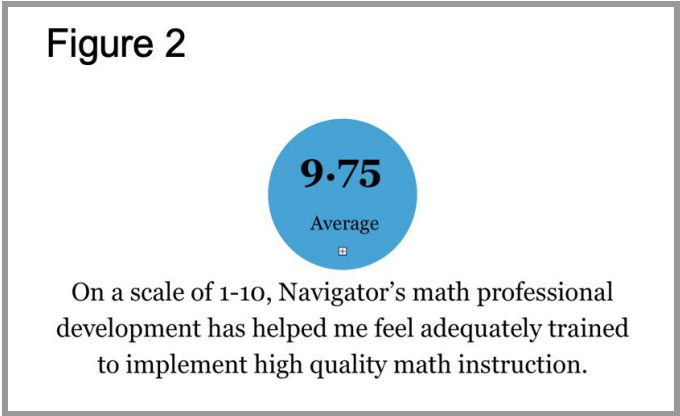
As these are the same students that had impressive math gains, it caused us to question why reading scores dropped. While our focus had been in mathematics, our visit in January helped us understand the issue. It was clear that there was inconsistency in the small group instruction in ELA classrooms. At our January visit, WCPA leadership used Navigator professional development materials to train their ELA teachers in reading fluency in K-2 while 3-5 focused on guided reading and student discussion. At the

same time, Navigator worked with the math team and continued the sequence of development planned for the year. It was the first time that WCPA used our training modules and both trainings were well received based on teacher evaluations. WCPA then requested that we begin supporting their reading program in addition to math this school year. This provides an opportunity to continue our support of WCPA into 2019-20 school year.

One of our greatest learning with the WCPA partnership is that we should focus on reading instruction first. Reading helps students understand mathematics and if students aren't proficient readers we predict the math gains will plateau.

*Staff Impact*

Navigator has not just focused on improving math instruction and building strong school and classroom culture. We have also actively developed the school leaders at WCPA to become effective instructional coaches, to lead data-driven schools and to perform effective classroom walkthroughs. To date, Navigator has held over two dozen teacher and leader professional development sessions covering a wide-range of topics from classroom procedures and routines to building effective assessments and increasing instructional rigor. In each case, teacher surveys have shown high satisfaction rates with the quality and value of the trainings as illustrated in Figure 2 which reports data from the network's entire elementary math team.



*Helping WCPA Helps at Home*

Supporting Wonderful Prep provides provides several significant benefits to Navigator. First, as WCPA began implementing components of the Navigator model, we identified a number of areas that we had been teaching our staff through the coaching process but had not yet codified and made replicable through professional development. The ongoing identification and development of these professional development sessions will have a significant impact on training our growing staff at all three Navigator campuses.

Another benefit to Navigator is amplified and simplified access of our coaches to our core instructional techniques. For years, coaches have had to hunt around for exemplar videos to share with teachers during their coaching sessions. As a result, work has been duplicated numerous times. With the launch of [www.navilearning.org](http://www.navilearning.org), our online dissemination hub, coaches have a one-stop site that is beginning to provide teaching exemplars that our coaches need, especially for our newest teachers.

Another significant value of disseminating our model is the codification of full-staff professional development that has been tested and vetted by our best coaches. These modules can be delivered whole-staff, to a small group, or to individuals in anticipation of an upcoming coaching session.

## “Light Touch” Collaborations

As Navigator has built its internal and external support systems, “light touch” collaborations have been fundamental in determining what we can and can’t yet support well. An example of this is that we now feel confident that we can support any K-5 ELA program with training and coaching materials but still need a year or two of middle school development to be ready to support a middle school ELA or math program. These collaborative partnerships also provide the opportunity to build a deep level of trust with our partners and has helped Navigator develop a reputation in the greater educational community as a supportive organization.

Our objectives with light touch collaborations continue to be:

- To build bridges between public charter and traditional public schools
- To pilot theories of action in low-risk scenarios
- To provide lead teachers and new leaders opportunities to design and deliver professional development
- To develop relationships early that could grow over time into a larger scale support
- To empower external partners to make changes in their organizations

Below we describe our “light touch” partnerships.

### Rod Kelley

Navigator has provided support for several organizations and their schools over the years, and we have learned valuable lessons in the process. Our greatest success to date has been the eight year partnership developed with Rod Kelley School in Gilroy Unified. In that time, Rod Kelley has risen from the second-lowest-performing elementary school in Gilroy Unified to the highest-performing. Navigator’s support and collaboration has also led to Rod Kelley scoring in the top ten of Bay Area schools serving low-income Latino students in English language arts and mathematics for the past three years according to Innovate Public School’s annual report. The success at Rod Kelley has helped the Navigator team realize the potential to close the achievement gap on a large scale with systematic and consistent support provided to another organization.

### Healdsburg Unified

Since 2016, leaders and teachers from Healdsburg Unified have been frequent visitors to our existing sites. Inspired by Navigator, Healdsburg educators have transformed their classrooms to include small-group instruction, added televisions and iPads in classrooms to support learning, and are using much of our online ELA and math curriculum.

Last spring, Healdsburg requested a one-day, on-site training for all staff in the district. This event was held in

**Table 1**

**Low-income Latino Students Proficient in English**

NAME OF SCHOOL	% PROFICIENT IN ENGLISH	CHANGE IN % PROFICIENT FROM LAST YEAR	DISTRICT / AUTHORIZER
<b>ELEMENTARY SCHOOL</b>			
Gilroy Prep (Charter)	74%	↑ 3	Gilroy Unified
The Mission Preparatory School (Charter)	71%	↓ 2	San Francisco Unified
Madison Elementary	63%	↑ 26	San Leandro Unified
Hammer Montessori at Galarza Elementary	59%	↑ 7	San Jose Unified
Durham Elementary	52%	↑ 7	Fremont Unified
Rod Kelley Elementary	52%	↑ 5	Gilroy Unified
Richmond College Preparatory (Charter)	49%	↑ 5	West Contra Costa Unified
Rocketship Redwood City (Charter)	47%	↑ 16	Redwood City Elementary
Southgate Elementary	47%	↑ 7	Hayward Unified
Ayers Elementary	47%	↑ 8	Mt. Diablo Unified

**Low-income Latino Students Proficient in Math**

NAME OF SCHOOL	% PROFICIENT IN MATH	CHANGE IN % PROFICIENT FROM LAST YEAR	DISTRICT / AUTHORIZER
<b>ELEMENTARY SCHOOL</b>			
Gilroy Prep (Charter)	66%	↑ 6	Gilroy Unified
The Mission Preparatory School (Charter)	64%	0	San Francisco Unified
KIPP Excelencia Community Preparatory (Charter)	59%	↓ 3	Redwood City Elementary
Rocketship Mateo Sheedy Elementary (Charter)	57%	↑ 15	Santa Clara County Office of Education
Rocketship Spark Academy (Charter)	57%	↑ 3	Franklin-McKinley Elementary
E. M. Grimmer Elementary	51%	↓ 5	Fremont Unified
Rod Kelley Elementary	51%	↑ 5	Gilroy Unified
Rocketship Redwood City (Charter)	49%	↑ 17	Redwood City Elementary
Richmond College Preparatory (Charter)	49%	↑ 5	West Contra Costa Unified
Monte Gardens Elementary	47%	↑ 10	Mt. Diablo Unified



August. The feedback from teachers and principals prompted district leadership to request a second day of district-wide professional development in October. Because of the partnership with Wonderful Prep, Navigator was well-prepared to deliver these two days of classroom management and instructional rigor training. All costs were covered by the district, including a fee under \$5,000 for the two days. Healdsburg Unified also sent a large contingent of teachers and two elementary principals to visit GPS in December.

“Over the past three years the team at Navigator has gone above and beyond to provide information, host multiple visits by teams of educators from Healdsburg, shared resources and served as a source of inspiration. The lessons we have learned is transforming teaching and learning and the outcomes of our students.”

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Erin Fender

Director of Curriculum and Instruction Healdsburg Unified

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### *Hollister School District*

Navigator has had a close partnership with RO Hardin, beginning in 2013 when HPS originally opened. Navigator shared technology hardware and software with upper grade counterparts and created joint professional development opportunities. Over the next three years, RO Hardin and HPS continued to work closely with co-visitations occurring regularly. In the spring of 2016, the superintendent of the district committed significant resources to make RO Hardin a priority school. We spent two weeks training RO Hardin and Navigator staff side-by-side. Unfortunately, the superintendent and principal left prior to the summer training and new dynamics within the district emerged. The new principal of RO Hardin as well as the new superintendent were not as supportive of the priority school plan as the previous administration. As a learning experience, we realized the importance of top to bottom support within the organization for model implementation to be a success. It is critical to have continued leadership support as well as to identify early-adopters and pilot classrooms at sites to launch the model. These lessons have helped lead to significantly stronger partnerships with WCPA and Healdsburg Unified as we have vetted their readiness in ways that we did not with our first pilot with RO Hardin.

Two other schools in the Hollister School District are now actively seeking support from Navigator. In response to their requests, we held several voluntary after-school workshops devoted to classroom management and small group instruction at the two sites. Attendance and continued interest have been significant and the principals and coaches have reported immediate changes and improvements in classrooms after these “light touch” workshops.

### **Future Partnerships**

The [New Schools Venture Fund](#) (NSVF), a nonprofit venture philanthropy fund that has invested over \$260 million in innovative schools over the past twenty years, recently offered the nation’s top charter school management organizations and districts the opportunity to become model providers for partner organizations. This new and exciting strategy aims to bring best practices from high-performing charter and district organizations to partners across the K-12 educational sector.

Navigator was one of six organizations selected from over seventy applicants to receive a planning grant totaling \$78,000. This initial Stage 1 funding is designed to support the creation of a pilot plan this spring that will describe how we could provide components of the Navigator model to partner districts and charter organizations during the 2019-20 school year. In December, the NSGF met the six recipients of

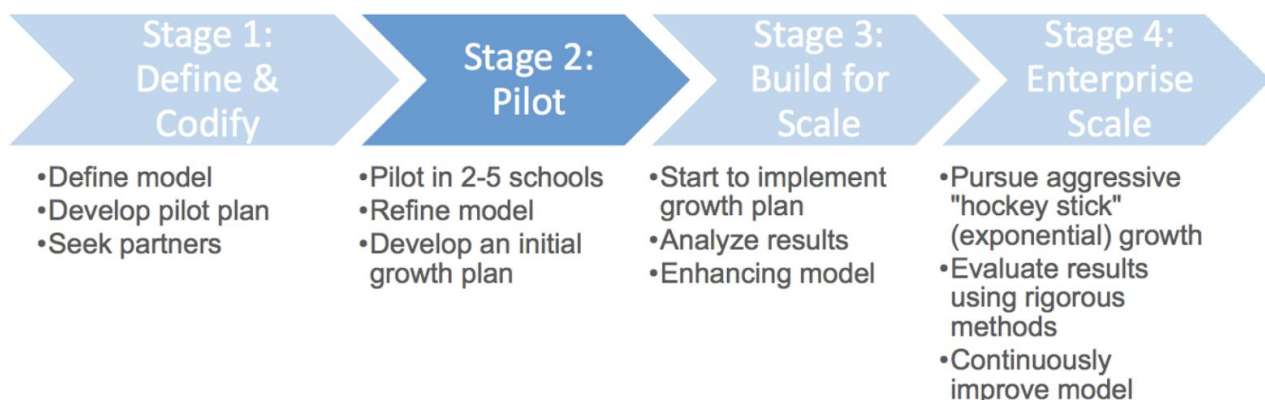
the first round planning grants at its headquarters in Oakland. NSGF presented each team with a larger, [second-round grant proposal](#). Model providers will implement core components of their program with 2-5 partner organizations. The funding for Stage 2 would allow Navigator to increase the size of our academic development team, provide for travel and other expenses related to off-site trainings, and help subsidize partners' costs for implementation.

It is the nature of a continuously improving organization like Navigator to add layers of excellence to our model. The NSGF grant will fund the development of trainings to benefit our staff and our external partners and the grant proposal aims to fund organizations that have already defined effective, replicable models and are ready to share. Below is an excerpt from the grant proposal:

*At NewSchools Venture Fund, we support the launch of innovative new schools as well as the redesign of existing ones. To accelerate the pace of adoption of innovative approaches in existing schools, we are focused on building a pipeline of “model providers” that share the following attributes:*

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

*Because the segment is nascent, this list is likely incomplete and will undoubtedly evolve over time. But for now, we have found this list helpful at providing some clarity about what this concept is and is not. Our goal is to identify 3-5 model providers on a path to serving hundreds of schools each. Because most of the entrepreneurs and organizations we meet are still in the early stages of a multi-year journey to get to this point, we are currently focusing most of our investments in organizations at Stages 1 and 2 below. As ventures in our portfolio mature, we hope to shift toward more investments at Stage 3.*



*This RFP is targeted toward organizations at Stage 2 – those who have already defined a model and are ready to pilot. Typically, we expect teams to leverage two academic years to run their pilots before*



*considering larger scale; that said, we are open to team who may be ready to add several schools after the first year.*

While a final grant award amount is not guaranteed, we anticipate being eligible to receive funding to support up to three full time employees to do the off-site trainings as well as developing the trainings for external and internal use.

**Next Steps:**

Determine information that board needs to make an informed decision

Continue viability and risk analysis

Consideration of a board study session at a future board meeting or retreat



**Date:** February 19, 2019

**To:** Board of Directors

**Submitted By:** Kevin Sved, CEO

**Subject:** Increasing Volunteer Engagement      **Agenda Item Type:** FYI

**Objectives for Increasing Volunteer Engagement Priority:**

- 1) Board and committee outcomes will be developed in collaboration with NS Board
- 2) Increase parent participation in school committees and LCAP development processes by 10%

**Overview**

Increasing volunteer engagement was established as a priority for 2018-19 as a way to strengthen the governance structure for Navigator Schools.

**Status**

During the February 2019 board meeting, the Board will consider a Governance Committee nomination to add a ninth board member to the NS Board of Directors. In December 2018, the Board established an Academic Support Committee. The Governance Committee is in the process of identifying of a Committee Chair for the Academic Support Committee. Parent participation in school committees and the LCAP process will be reviewed at the April meeting.

# Coversheet

## Strategic Direction: Growth and Dissemination

**Section:** III. Topical Items  
**Item:** J. Strategic Direction: Growth and Dissemination  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** CEO Update.pdf



Date: February 19, 2019

To: Board Members

From: Kevin Sved

Re: CEO Update

Dear Board Members,

Our December 11, 2018 featured valuable discussions in which board members offered key insights and feedback regarding continuation and expansion of Navigator dissemination work. After reflecting upon the last few board meetings, I realize how important it is to provide the Board with opportunities to engage in deeper dialogue around core issues and long-term strategies related to dissemination work, as opposed to asking the Board to react to specific dissemination requests. The NS leadership team is expanding its efforts to provide appropriate context and space for the Board to engage in deeper dialogue around continuing dissemination efforts. We acknowledge that continuing dissemination efforts also involves reviewing the status and plans of our growth strategy, as well sustaining our our work to continuously improve our existing schools. To date, the Board's concerns seem to fall within four five categories:

- **Mission fit and Impact:** How does dissemination fit into the Navigator mission and what is the desired impact?
- **Capacity:** Does Navigator have the capacity to effectively engage in dissemination and maintain the necessary focus to execute on the higher priority work of continuously improving existing schools and effectively launching Watsonville Prep?
- **Timing:** With so many competing priorities, is now the right time to engage in dissemination work?
- **Scope and Scale:** What aspects of Navigator's model would be disseminated, to what level of scale, and by what means?
- **Process:** What is the right process to discuss and make an informed decision as to whether Navigator should continue to engage in dissemination work?

This document will address the process with the objective of helping to frame a Board discussion regarding the strategic direction of Navigator Schools that is agendized for the February 26 meeting. The goal of the Board discussion on February 26 will be to identify key questions that need to be answered and information the Board will require in order to make an informed decision regarding Navigator's future growth and dissemination efforts. Based on the Board's discussion, staff plans to prepare a set of recommendations to be discussed and potentially considered during a special board meeting or retreat scheduled for early April.

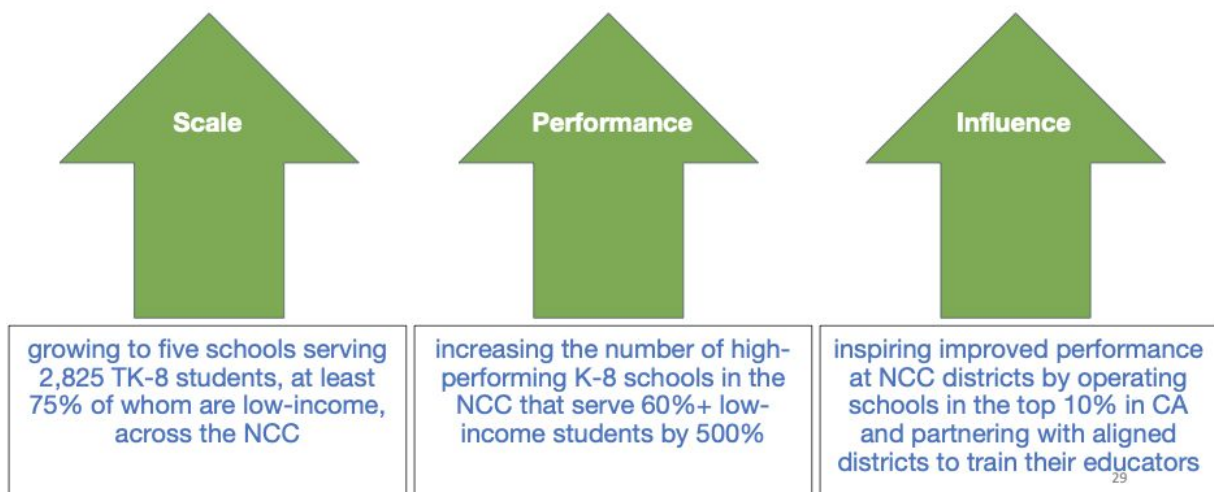
To help frame the discussion, it is important to briefly review our strategic plan and the progress we have made toward achieving it.

Navigator Schools, by adopting a Strategic Plan in December 2017, made a bold commitment to impact:

## Our Future Impact



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



While we can celebrate that we're on track to open Watsonville Prep School (WPS) in 2019, we missed the timeline to open School 4 in 2020, which also pushes back our timeline to open School 5 by at least one year. The main reason for the delayed timeline for School 4 was the lengthy chartering process for WPS. Going into 2018-19, WPS had already been denied at the district level, making it evident that we would not meet the 24-month greenlighting criteria for School 4. I erred by not acknowledging this earlier and proposing the 2018-19 priorities accordingly.

(Note: The impact statement refers to TK. We have not yet begun TK because charter renewal negotiations with Gilroy Unified and Hollister School District would have been more difficult with TK. For reasons related to facilities challenges, TK was also not prioritized for Watsonville Prep.)

Given the current status, we need to reevaluate the timeline for school growth, as well as the potential effects on our future Support Office (SO) staffing plans and related multi-year projections. The plan to grow to five schools by 2021-22 featured support office expansion to support growth and continuous improvement, in anticipation of achieving an economy of scale by 2022-23, at which point private financial support would no longer be needed to fund the expanded SO. The milestones for annual disbursement for the \$2.1m multi-year grant from the Charter School Growth Fund are connected to the growth plan. By opening WPS in 2019, we

are on target to meet the milestones for the 2019-20 disbursement. However, we are not on target to meet the 2020-21 milestone.

An additional challenge to our growth plan is the changing political environment regarding charters. The new governor and state superintendent are not as charter-friendly as previous office holders. The changing composition of the State Board of Education (SBE) will at best result in a smaller appetite for SBE approved charters. Changes at the state level have contributed to an emboldened charter opposition, resulting in calls for a moratorium on new charters and an increase in legislative actions that would threaten charter growth and sustainability.

This changing environment will make Navigator's plan for operating five schools increasingly difficult. It will be more important for Navigator to win approval at the district or county level. Given these challenges, NS Board engagement around our growth strategy is crucial. Staff has analyzed the current landscape and seeks Board input on the following preliminary findings:

- 1) While the environment will be more challenging for growth, we cannot accurately predict approval or denial at the district and county level without engaging communities, cultivating relationships with key influencers, and meeting with district and county board members.
- 2) The SBE will likely be less tolerant of considering charter appeals, but it is too early to assess how the SBE will treat high-performing charters like Navigator if a strong charter petition is denied by a very low-performing district.
- 3) Developing local support will require deeper community engagement work than Navigator has done in the past.

The expansion priority report in this packet provides additional detail. Given these dynamics and related uncertainty regarding growth, expanding Navigator's impact through dissemination is worthy of Board time and consideration.

### **Dissemination**

Amid the celebration of our victory at the State Board of Education, Navigator staff realized that supporters from host districts and partner schools were highly effective at promoting the Navi cause. In addition, a theme emerged as evidenced in the statements of state board members that Navigator's most-appreciated and unique strength is its proven track record of collaboration with external organizations.

Given Navigator's work in this area and the spirit of the charter law, we are uniquely positioned to be a force for good in an environment that is increasingly "us vs. them." California's Charter School Act highlights the essential obligation of charter schools to encourage the use of "different and innovative" teaching methods. In addition, legislators expect charter schools to create new professional opportunities for teachers. The mission of Navigator Schools perfectly aligns to these expectations. We develop top-tier teams of educators who deliver phenomenal outcomes for all students. Coaching and innovation are at the heart of what we do.

We are changing the face of education in California by demonstrating, documenting, and spreading what works across classrooms, schools, and districts. Our partners appreciate us, and the State Board of Education appreciate our partnerships. Navigator has a powerful engine for growth – collaboration – and the State Board expressed its faith in the promise of this transformative force. With the approval of Watsonville Prep, the emergence and importance of collaboration is a key theme in the story of Navigator’s growth.

The attached dissemination report will provide context to our pilot dissemination work, including a detailed analysis of the pilot with Wonderful Prep.

### **Framing Board Dialogue**

Based on the narrative above and further context provided by the staff Growth and Dissemination Updates, we ask the board to discuss the following questions:

- 1. Staff currently is eager to pursue doing both growth and a pilot dissemination effort concurrently. What questions does Board need answered to be able to consider supporting this direction?*
- 2. What information do board members need to make an informed decision regarding Navigator’s future strategic direction regarding growth and dissemination?*

To help prepare the Board for a good discussion, staff worked diligently to provide thorough updates in this packet so that Board members have more context of current staff activities, analysis, and planned next steps related to key priority areas. Please feel free to reach out to me or staff prior to the meeting if we can be of assistance in explaining any of the materials.