



Navigator Schools

Board Meeting

Date and Time

Monday April 29, 2019 at 3:00 PM PDT

Location

Old City Hall Restaurant, 7400 Monterey Road, Gilroy, CA 95020

Teleconference Locations

- Hollister Prep School, 881 Line Street, Hollister, CA 95020
 - 215 Morris Road, Ambler, PA 19002
-

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. Extension of Term for Caitrin Wright

The board will vote to approve a new term on the board for Caitrin Wright.

D. Opening Remarks by the Board Chair

C. Wright will providing opening remarks.

E. Approve Minutes from the February 26 Regular Board Meeting

F. CEO Report

K. Sved will provide a report on recent NS activities. An update from the Director of Human Resources, M. Alatorre Alnas, is included.

II. Topical Items

Governance

A. Board Roles and Governance

Marci Cornell-Feist, CEO of Board on Track, will facilitate a discussion about board roles and governance.

B. 2019-20 Navigator Schools Calendar

The Board will consider approving 2019-20 Navigator calendars, including academic, instructional, administrative, and support office calendars.

C. 2019-20 Board Meeting Calendar

Board members will vote to approve a draft calendar for proposed board meetings.

D. Watsonville Prep Update

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

E. Long-Term Facilities (HPS and WPS)

K. Sved will review the status of long-term facilities for Hollister Prep School (HPS) and Watsonville Prep School (WPS).

F. Governance Committee Report

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

G. Finance Committee Report

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

H. 2018-19 Financials

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

I. IRS Form 990

A. Ortiz will present IRS 990 materials to the board. The 990 document is located [here](#).

J. Dinner Break

There will be a dinner break in the meeting room for 30 minutes.

K. Strategic Direction Study Session: Dissemination and Growth

A. Bray will facilitate a study session focusing on Navigator's strategic direction including growth and dissemination.

L. Possible Vote to Approve Dissemination Pilot

The board will consider voting to approve a pilot dissemination project.

M. 2019-20 Local Control and Accountability Plan (LCAP)

A. Ortiz will share an update on the development of the 2019-20 Local Control Accountability Plan (LCAP) for NS school sites. Links to LCAP documents: [Gilroy Prep](#) | [Hollister Prep](#)

N. 2019-20 Salaries

The board will vote to approve 2019-20 salaries for relevant school-site staff.

O. 2019-20 Preliminary Budget

A. Ortiz will present a preliminary budget for 2019-20.

P. 2019-20 Draft NS Priorities

K. Sved will provide an update on the development of NS priorities for 2019-20.

III. 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, Hollister Prep School

The Board will discuss the topic of real property negotiation as undertaken with South Street LLC to acquire vacant land for Hollister Prep School. The board may consider delegating authority to K. Sved to negotiate an option to purchase the property.

IV. Return to Open Session

A. Public Report of Actions Taken During Closed Session

C. Wright will report actions taken during closed session.

V. Closing Items

A. Adjourn Meeting

Coversheet

Approve Minutes from the February 26 Regular Board Meeting

Section: I. Opening Items
Item: E. Approve Minutes from the February 26 Regular Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on February 26, 2019

APPROVED



Navigator Schools

Minutes

Board Meeting

Date and Time

Tuesday February 26, 2019 at 6:00 PM

Location

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

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

Directors Present

Alicia Gallegos Fambrini, Caitrin Wright, Fiaau Ohmann, JP Anderson, John Flaherty, John Glover, Joyce Montgomery (remote), Nora Crivello, Victor Paredes-Colonia

Directors Absent

None

Directors who arrived after the meeting opened

John Flaherty, John Glover

Guests Present

Sean Martin

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Caitrin Wright called a meeting of the board of directors of Navigator Schools to order on Tuesday Feb 26, 2019 at 6:08 PM.

C. Wright's opening remarks focused on aspiring to empathy and recognizing the value of teachers in society.

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

There were no public comments.

D. Approve Minutes from the December 11 Regular Board Meeting

Alicia Gallegos Fambrini made a motion to approve minutes from the Board Meeting on 12-11-18 Board Meeting on 12-11-18.

Nora Crivello seconded the motion.

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

Roll Call

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

E. Approve Minutes from the February 12 Special Board Meeting

John Glover arrived.

Nora Crivello made a motion to approve the minutes from Special Board Meeting on 02-12-19.

Alicia Gallegos Fambrini seconded the motion.

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

Roll Call

John Flaherty	Absent
Fiaau Ohmann	Absent
John Glover	Aye
Victor Paredes-Colonia	Abstain
Alicia Gallegos Fambrini	Aye
JP Anderson	Aye

Roll Call

Joyce Montgomery	Aye
Caitrin Wright	Aye
Nora Crivello	Aye

F. CEO Update

K. Sved acknowledged the efforts of staff and board members toward preparation for the meeting. He encouraged direct contact between board and staff regarding staff memos.

II. Consent Agenda

A. Consent Agenda

John Glover made a motion to approve Consent Agenda.
 Alicia Gallegos Fambrini seconded the motion.
 The board **VOTED** unanimously to approve the motion.

Roll Call

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

III. Topical Items

A. Governance Committee Report

John Flaherty arrived.
 C. Wright summarized recent and ongoing activities of the committee. She introduced V. Paredes-Colonia and summarized his background, interests, and expertise. J. Anderson recounted meeting V. Paredes-Colonia for the first time.

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

Caitrin Wright made a motion to elect Victor Paredes-Colonia to the NS Board.
 Alicia Gallegos Fambrini seconded the motion.
 The board **VOTED** unanimously to approve the motion.

Roll Call

Alicia Gallegos Fambrini	Aye
John Flaherty	Aye
Fiaau Ohmann	Absent
John Glover	Aye

Roll Call

JP Anderson	Aye
Joyce Montgomery	Aye
Caitrin Wright	Aye
Nora Crivello	Aye
Victor Paredes-Colonia	Abstain

C. Watsonville Prep Update

K. Carr thanked everyone for their contributions to the WPS effort. She highlighted key updates presented in the related memo, including staffing numbers and progress toward verifying intent-to-enroll forms. The board asked several clarifying questions about intent-to-enroll forms; enrollment targets; enrollment attrition and retention; enrollment buffers; consequences of under- and over-enrollment; online enrollment procedures; and the lottery. K. Carr and K. Sved answered these questions. The board also asked how it might help to build relationships in the Watsonville community, and K. Carr provided suggestions.

D. Watsonville Prep Facilities and Possible Action

K. Sved reviewed the latest Proposition 39 offer from PVUSD. He presented photos and plans related to possible schools sites and configurations.

E. Finance Committee Report

J. Montgomery provided a review of the latest committee meeting, including relevant financial reports and plans for new procedures and accounting applications to be implemented next fiscal year.

F. LCAP Review and Feedback

A. Ortiz explained the purpose of the LCAP and summarized its contents. She reviewed the history of our current LCAP goals, especially relating to NS Compass Points, organizational goals, and organizational priorities. Board members discussed the role and importance of the LCAP in relation to different audiences and authorities. Members offered advice concerning the setting of goals. C. Wright expressed appreciation for the proactive nature of the work completed thus far.

G. 2018-19 Financials

H. Dashboard Update

S. Martin provided a summary and samples of the latest iteration of the dashboard. Board members provided feedback and suggestions for moving forward. J. Montgomery suggested alignment between dashboard visuals and staff update memos. J. Glover shared observations concerning weekly assessments and NWEA MAP. S. Martin confirmed that the board dashboard is aligned to key measures included in the CA

School Dashboard. C. Wright highlighted the importance of combining detail, efficiency, and clarity in proper measure. S. Martin will show a final draft version of the dashboard report collection at the next board meeting.

I. NS Priorities Update

K. Sved shared comments regarding the scope and scale of net year's priorities. He reviewed anticipated enrollment at local school districts and enrollment numbers at HPS. C. Wright appreciated the level of detail provided in the reviews of each priority as included in the meeting packet, especially relating to math and year-over-year progress. J. Glover expressed interest in incorporating priority-work into future board retreats, including expectations for board fundraising efforts.

J. Strategic Direction: Growth and Dissemination

K. Sved provided an extensive presentation on strategic direction, focusing on growth and dissemination. He opened with a summary of Navigator's fundamental activities: operating great schools, growing great schools, and helping other schools to get better. He explored the complex interplay between dissemination and growth and the value of dissemination for growth. K. Sved also reviewed different types and levels of dissemination.

C. Wright explained the consultancy protocol, and board members engaged in a multi-part discussion, adhering to the protocol. M. Alatorre Alnas documented key elements of the discussion on chart paper, including a "parking lot" for items to which to return in the future. K. Sved shared a reflection that summarized the key insights brought forward in the discussion.

Board members asked clarifying questions. These questions covered funders and funding; recent and upcoming state legislation; allotment of time and division of expenses for dissemination personnel, resources, and activities; impact of dissemination and legislation on expansion; evidence and impact of past and current dissemination efforts; the mission of Navigator Schools and definitions of key terms therein; benchmarks for mission-driven success; board mission; and scope, scale, timeline, and roles of the board in relation to strategic planning and priorities.

After the questioning stage, board members explored key issues at deeper levels. Topics discussed included: continued definition of mission terms, including connections to student outcomes; investment in, revenue from, and business cases for dissemination; assessing environments for growth and dissemination; clarifying the key elements of which dissemination is specifically composed; implications of disseminating to charter schools compared to traditional schools; partner selection criteria; impact of growth and dissemination on communities; and organizational vision.

K. Establish Special Board Meeting or Retreat Date

IV. Closed Session

A. Public Announcement of Reasons for Closed Session

C. Wright announced the reasons for the closed session (see items B and C, below).

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

Caitrin Wright made a motion to open the closed session of the meeting.

John Glover seconded the motion.

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

Roll Call

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

C. Closed Session: Public Employment: CEO Evaluation

V. Return to Open Session

A. Public Report of Actions Taken During Closed Session

C. Wright reported that no actions were taken during the closed session.

VI. Closing Items

A. Adjourn Meeting

John Glover made a motion to adjourn the meeting.

Nora Crivello seconded the motion.

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

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:59 PM.

Respectfully Submitted,
Sean Martin

Coversheet

CEO Report

Section: I. Opening Items
Item: F. CEO Report
Purpose: FYI
Submitted by:
Related Material: Human Resources Update April 2019.pdf
CEO Update April 2019.pdf



Date: April 22, 2019

To: Navigator Schools Board of Directors

From: Melissa Alatorre Alnas, Director of Human Resources

Re: Human Resources Update

Below you will find an update from Human Resources regarding efforts to support Navigator Schools to attain our mission and to meet goals and objectives of the department and organization.

Credentials and Partnerships

- Continuing to collaborate with Relay Graduate School of Education in the area of credentialing and Relay's Bay Area program
- Participated in an initial conversation with Alder Graduate School of Education around a future partnership with their credential/masters program

Performance Management (Directors and Chiefs)

- Site and Support Office leadership have conducted the mid-year evaluations and submitted to HR the documentation of the process

Recruitment and Hiring

- Attended San Benito County, California State University at Monterey Bay (CSUMB), and Gavilan College recruitment fairs
- Collaborated with CSUMB to launch a recruitment email blast to students
- Between January and April, eight new hires have joined the Navigator team
 - (2) Small Group Instructors
 - (1) PE Coach
 - (3) Student Support Paraprofessionals
 - (2) Yard Duty Supervisors
- Navigator Schools currently has (4) positions that are temporarily vacant (GPS: 4 Teachers in Training)

Compensation

- Site and Support Office leaders have engaged in conversation about ensuring that Navigator wage and salary remains competitive with the local educational market
- I have implemented a comparative market study regarding wage and salary for all positions within the organization
- Collaborative efforts by Support Office leadership have been implemented to ensure that adjustments can be made
 - Directors and Chiefs have cut Support Office budgets
 - Director of Business and Finance has worked hard to calculate changes in the budget and make sure that the adjustments are fiscally sound and sustainable over time
- It was found that some wage and salary rates were already competitive, and others required a larger adjustment to be comparable
- Proposed wage and salary adjustments have been presented to the NS Finance Committee
- HR has created and delivered wage and salary adjustment memos to sites

- All adjustments are pending Board approval

Benefits

- HR and Finance departments have collaborated with our current benefits agents from Alliant to do the following:
 - Create and launch a benefits survey for Navigator employees (to gather information about benefits satisfaction, inform Alliant's endeavors as they 'go to market' for bids from insurance companies)
 - Discuss enrollment process details and opportunities to streamline the process
- I have communicated with (2) other companies to explore other benefits provider possibilities; conversations are in process.



Date: April 22, 2019
To: Board Members
From: Kevin Sved
Re: CEO Update

Dear Trustees,

The chartering environment in California is becoming increasingly challenging. Despite the shadow the changing landscape may cast, it's important that we remember the successes we've had this year, including:

- Getting to the cusp of a successful launch of Watsonville Prep; the [WPS report](#) provides highlights, including meeting enrollment targets and hiring 85% of WPS staff.
- Effective leadership transitions and sustained programmatic implementation at GPS and HPS, as documented in the [February 2019 Board meeting report](#).
- Significant strides integrating Social Emotional Learning into the classrooms, as evidenced by the [report](#) provided to the Board in February 2019.
- Sustaining strong relationships with Gilroy Unified, Hollister SD, and Healdsburg, as demonstrated by Prop 39 approvals and strong support at WPS charter hearings.
- Development of new donors including Walton Family Foundation and New Schools Venture Fund.
- Preliminary success with pilot dissemination efforts with Wonderful Prep, detailed in the February 2019 [report to the Board](#).

Nonetheless, it is also important to take stock of our areas for improvements. Charter adversaries are increasingly emboldened as evidenced by a legislative agenda that threatens the very survival of the charter movement in California. Legislative bills that have passed the Assembly education committee and that are on a path to being heard on the assembly floor include bills that would take away charter appeal rights to the county and the state for both new charters and charter renewals. Furthermore, districts could deny new charters or renewals based on grounds including negative impact on district finances, facilities, or academics.

Given the existential threats facing charter schools, it is imperative that Navigator take action to fortify our strong standing in the public school ecosystem. Specifically, moving into 2019-20, key goals must include:

- 1) Continue to deliver exceptional results at GPS and HPS
- 2) Launch WPS with powerful academic growth and smooth operations
- 3) Fortify relationships in Gilroy and Hollister to protect GPS and HPS, and forge new relationships in Watsonville that promote the long-term success of WPS, including local board approval of WPS's renewal in five years

- 4) Strengthen governance and operational excellence, identifying and closing any gaps that create vulnerability in a potentially more hostile environment
- 5) Achieve financial sustainability for the Support Office, which will be more challenging if the 2018-19 fundraising targets are not met

These five goals take on a special urgency in 2019-20 given the changing political environment. Succeeding in these efforts will require that we get continue to get better. At the highest levels of leadership, this may include:

- Board – Increased engagement; fully-functioning committees, including academic success committee; and documented Board goals and self-evaluation processes.
- CEO – Excellent communication with Board members; effective and utilization of Board member strengths to support execution on organization goals and objectives; improved prioritization of time; improved dedication to relationship-building and donor development; and improved overall performance.
- Executive Leadership Team – Collectively and individually getting better at our jobs and how we integrate our work with Board committees and the Board as a whole.

It will be imperative to develop clear goals and objectives with metrics, timelines, and benchmarks to support Board oversight and decision-making functions. This is a joint function for the Board and Executive Leadership Team to get right. I am excited that we will have Marci Cornell-Feist, Founder and CEO of Board on Track, joining us on April 29th to support our efforts to strengthen Navigator governance.

And while the times call for shoring up our footholds and strengthening our areas for improvement, it is also important that we continue to grow our influence and expand our impact. Navigator is a mission-driven organization and our mission is a big one:

Navigator Schools equips students to become learners and leaders in high school, college, and beyond. We develop top-tier teams of educators who continuously improve and innovate schools that deliver phenomenal outcomes for all students, regardless of their circumstances.

Navigator has the potential to positively impact learning for hundreds of more Navigator students and, through our proposed dissemination efforts, possibly thousands of other public school students. Staff prepared materials for your review, discussion, and consideration relating to plans for growth and dissemination, including a [Strategic Direction Memo](#) that frames this topic. We are delighted that Andrew Bray will facilitate the Board’s dialogue regarding Navigator’s Strategic Direction.

I look forward to working with you and Navigator staff to continue to deepen and expand Navigator’s positive impact.

Coversheet

2019-20 Navigator Schools Calendar

Section: II. Topical Items
Item: B. 2019-20 Navigator Schools Calendar
Purpose: Vote
Submitted by:
Related Material: 2019-20 Draft Navigator Schools Calendar.pdf

GPS & HPS 2019 - 2020 Academic Calendar

DRAFT

July 2019

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August 2019

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September 2019

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

4 Independence Day

14 First Day of School

14 - 16 Minimum Days

30 Minimum Day

2 No School (Labor Day)

9 No School (Staff Development Day)

18 End of Unit 1

28 - 31 Parent Teacher Conferences (Minimum Days)

1-8 Parent Teacher Conferences (Minimum Days)

1 No School (Staff Development Day & Parent Teacher Conferences)

3 Daylight Savings Time

11 No School (Veterans Day)

22 Minimum Day

25 - 29 No School (Thanksgiving Break)

20 Minimum Day

23 - 31 No School (Winter Break)

January 2020

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April 2020

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1-3 No School (Winter Break)

9-10 No School (Staff Development Days)

10 End of Unit 2

17 Minimum Day

20 No School (Martin Luther King Jr.)

14 Minimum Day

17 - 21 No School (February Break)

8 Daylight Savings Time

20 End of Unit 3

20 No School (Staff Development Day)

3 Minimum Day

6 - 10 No School (Spring Break)

4 - 22 CAASPP Testing (3rd - 8th)

22 Minimum Day

25 No School (Memorial Day)

8 - 11 Minimum Days

11 End of Unit 4

11 Last Day of School

WPS 2019 - 2020 Academic Calendar

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July 2019

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August 2019

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September 2019

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October 2019

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November 2019

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	Minimum Day (K-8)
	No School for Students, Staff Development Day
	No School for Students, Holiday

4 Independence Day

13 First Day of School

13 - 16 Minimum Days

30 Minimum Day

2 No School (Labor Day)

9 No School (Staff Development Day)

18 End of Unit 1

28 - 31 Parent Teacher Conferences (Minimum Days)

1-8 Parent Teacher Conferences (Minimum Days)

1 No School (Staff Development Day & Parent Teacher Conferences)

3 Daylight Savings Time

11 No School (Veterans Day)

22 Minimum Day

25 - 29 No School (Thanksgiving Break)

20 Minimum Day

23 - 31 No School (Winter Break)

January 2020

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February 2020

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March 2020

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April 2020

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May 2020

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June 2020

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1-8 No School (Winter Break)

9-10 No School (Staff Development Days)

17 End of Unit 2

17 Minimum Day

20 No School (Martin Luther King Jr.)

14 Minimum Day

17 - 21 No School (February Break)

8 Daylight Savings Time

27 End of Unit 3

20 No School (Staff Development Day)

3 Minimum Day

6 - 10 No School (Spring Break)

22 Minimum Day

25 No School (Memorial Day)

8 - 10 Minimum Days

10 End of Unit 4

10 Last Day of School



GPS & HPS 2019 - 2020 Instructional Calendar

DRAFT

July 2019						
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September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4	Independence Day
---	------------------

1 - 6	Navi 101 (New Staff)
7 - 12	Navi 201 (All Staff)
13	Teacher Work Day
14	First Day of School
14 - 16	Minimum Days
30	Minimum Day

2	No School (Labor Day)
9	Staff Development Day (No School for Students)

18	End of Unit 1
28 - 31	Parent Teacher Conferences (Minimum Days)

1-8	Parent Teacher Conferences (Minimum Days)
1	No School (Staff Development Day & Parent Teacher Conferences)
3	Daylight Savings Time
11	No School (Veterans Day)
22	Minimum Day
25 - 29	No School (Thanksgiving Break)

20	Minimum Day
23 - 31	No School (Winter Break)

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-8	No School (Winter Break)
9 - 10	Staff Development Day (No School for Students)
10	End of Unit 2
17	Minimum Day
20	No School (Martin Luther King Jr.)

14	Minimum Day
17 - 21	No School (February Break)

8	Daylight Savings Time
20	End of Unit 3
20	Staff Development Day (No School for Students)

3	Minimum Day
6 - 10	No School (Spring Break)

4 - 22	CAASPP Testing (3rd - 8th)
22	Minimum Day
25	No School (Memorial Day)

8 - 11	Minimum Days
11	End of Unit 4
11	Last Day of School

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

M-F Work Days	262
Holidays	33
Non-working Days	35
Working Days	194

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

Adopted by the Navigator Schools Board on



WPS 2019 - 2020 Instructional Calendar

DRAFT

July 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4	Independence Day
---	------------------

1 - 6	Navi 101 (New Staff)
7 - 12	Navi 201 (All Staff)
13	First Day of School
13 - 16	Minimum Days
30	Minimum Day

2	No School (Labor Day)
9	Staff Development Day (No School for Students)

18	End of Unit 1
28 - 31	Parent Teacher Conferences (Minimum Days)

1-8	Parent Teacher Conferences (Minimum Days)
1	No School (Staff Development Day & Parent Teacher Conferences)
3	Daylight Savings Time
11	No School (Veterans Day)
22	Minimum Day
25 - 29	No School (Thanksgiving Break)

20	Minimum Day
23 - 31	No School (Winter Break)

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-8	No School (Winter Break)
9-10	Staff Development Day (No School for Students)
17	End of Unit 2
17	Minimum Day
20	No School (Martin Luther King Jr.)

14	Minimum Day
17 - 21	No School (February Break)

8	Daylight Savings Time
27	End of Unit 3
20	Staff Development Day (No School for Students)

3	Minimum Day
6 - 10	No School (Spring Break)

22	Minimum Day
25	No School (Memorial Day)

8 - 11	Minimum Days
10	End of Unit 4
10	Last Day of School
11	Teacher Work Day

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

M-F Work Days	262
Holidays	33
Non-working Days	35
Working Days	194

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

Adopted by the Navigator Schools Board on



GPS & HPS 2019 - 2020 Admin Calendar

DRAFT

July 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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

4	Independence Day
22	School Admin & Office Staff Return

1 - 6	Navi 101 (New Staff)
7 - 12	Navi 201 (All Staff)
13	Teacher Work Day
14	First Day of School
14 - 16	Minimum Days
30	Minimum Day

2	No School (Labor Day)
9	Staff Development Day (No School for Students)

18	End of Unit 1
28 - 31	Parent Teacher Conferences (Minimum Days)

1-8	Parent Teacher Conferences (Minimum Days)
1	No School (Staff Development Day & Parent Teacher Conferences)
3	Daylight Savings Time
11	No School (Veterans Day)
22	Minimum Day
25 - 29	No School (Thanksgiving Break)

20	Minimum Day
23 - 31	No School (Winter Break)

M-F Work Days	262
Holidays	33
Non-working Days	24
Working Days	205

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

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-8	No School (Winter Break)
9 - 10	Staff Development Day (No School for Students)
10	End of Unit 2
17	Minimum Day
20	No School (Martin Luther King Jr.)

14	Minimum Day
17 - 21	No School (February Break)

8	Daylight Savings Time
20	End of Unit 3
20	Staff Development Day (No School for Students)

3	Minimum Day
6 - 10	No School (Spring Break)

4 - 22	CAASPP Testing (3rd - 8th)
22	Minimum Day
25	No School (Memorial Day)

8 - 11	Minimum Days
11	End of Unit 4
11	Last Day of School
16	School Admin & Office Last Day

Adopted by the Navigator Schools Board on



WPS 2019 - 2020 Admin Calendar

DRAFT

July 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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

4	Independence Day
22	School Admin & Office Staff Return

1 - 6	Navi 101 (New Staff)
7 - 12	Navi 201 (All Staff)
13	First Day of School
13 - 16	Minimum Days
30	Minimum Day

2	No School (Labor Day)
9	Staff Development Day (No School for Students)

18	End of Unit 1
28 - 31	Parent Teacher Conferences (Minimum Days)

1-8	Parent Teacher Conferences (Minimum Days)
1	No School (Staff Development Day & Parent Teacher Conferences)
3	Daylight Savings Time
11	No School (Veterans Day)
22	Minimum Day
25 - 29	No School (Thanksgiving Break)

20	Minimum Day
23 - 31	No School (Winter Break)

M-F Work Days	262
Holidays	33
Non-working Days	24
Working Days	205

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

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-8	No School (Winter Break)
9 - 10	Staff Development Day (No School for Students)
10	End of Unit 2
17	Minimum Day
20	No School (Martin Luther King Jr.)

14	Minimum Day
17 - 21	No School (February Break)

8	Daylight Savings Time
20	End of Unit 3
20	Staff Development Day (No School for Students)

3	Minimum Day
6 - 10	No School (Spring Break)

22	Minimum Day
25	No School (Memorial Day)

8 - 11	Minimum Days
10	End of Unit 4
10	Last Day of School
16	School Admin & Office Last Day

Navigator Schools 2019 - 2020 Directors/Chiefs Calendar

DRAFT

July 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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

4	Non-Work Day (Independence Day)
18 - 31	Required Work Days
22	School Admin & Office Staff Return

1 - 6	Navi 101 (New Staff)
7 - 12	Navi 201 (All Staff)
13	GPS & HPS Teacher Work Day
13	WPS First Day of School
14	GPS & HPS First Day of School
13 - 16	Minimum Day for Schools
30	Minimum Day for Schools

2	Non-Work Day (Labor Day)
6	Quarterly Off Site
9	Staff Development Day (No School for Students)

28 - 31	Parent Teacher Conferences
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1-8	Parent Teacher Conferences (Minimum Days)
1	No School (Staff Development Day & Parent Teacher Conferences)
3	Daylight Savings Time
11	Non-Work Day (Veterans Day)
22	Minimum Day for Schools
25 - 29	No School for School Staff and Students (Thanksgiving Break)
27 & 29	Non-Work Days
28	Non-Work Day (Thanksgiving)

20	Minimum Day for Schools
23 - 31	No School for school staff and students (Winter Break)
23-24	Non-Work Days (Organizational Holiday)
25	Non-Work Day (Christmas)
26-27	Non-Work Days (Organizational Holiday)
30-31	Non-Work Days

M-F Work Days	262
Legal Holiday	9
Non-Work Day	2
Organizational Holiday	8
*Scheduled Non-work days	18
Working Days	225

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

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1	Non-Work Day (New Years Day)
2-3	Non-Work Days (Organizational Holiday)
1-8	No School for school staff and students (Winter Break)
9 - 10	Staff Development Days (No School for Students)
17	Minimum Day for schools
20	Non-Work Day (Martin Luther)
29-30	Special Off Site

14	Minimum Day for schools
17	Non-Work Day (Presidents Day)
17 - 21	No School for school staff and students (February Break)

8	Daylight Savings Time
13	Quarterly Off Site
20	Staff Development Day (No School for Students)

3	Minimum Day for schools
6 - 10	No School for school staff and students (Spring Break)

1	Quarterly Off Site
4 - 22	CAASPP Testing (3rd - 8th)
22	Minimum Day for schools
25	Non-Work Day (Memorial Day)

8 - 11	Minimum Days for schools
10	WPS Last Day of School
11	GPS & HPS Last Day of School
12 - 18	Required Work Days



Adopted by the Navigator Schools Board on

Navigator Schools 2019 - 2020 Support Office Calendar

DRAFT

July 2019

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

August 2019

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

September 2019

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

October 2019

S	M	T	W	T	F	S
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November 2019

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December 2019

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

4	Non-Work Day (Independence Day)
18 - 31	Required Work Days
22	School Admin & Office Staff Return

1 - 6	Navi 101 (New Staff)
7 - 12	Navi 201 (All Staff)
13	GPS & HPS Teacher Work Day
13	WPS First Day of School
14	GPS & HPS First Day of School
13 - 16	Minimum Day for Schools
30	Minimum Day for Schools

2	Non-Work Day (Labor Day)
9	Staff Development Day (No School for Students)

28 - 31	Parent Teacher Conferences (Minimum Days)
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1-8	Parent Teacher Conferences (Minimum Days)
1	No School (Staff Development)
3	Daylight Savings Time
11	Non-Work Day (Veterans Day)
22	Minimum Day for Schools
25 - 29	No School for School Staff and Students (Thanksgiving Break)
27 & 29	Non-Work Days
28	Non-Work Day (Thanksgiving)

20	Minimum Day for Schools
23 - 31	No School for school staff and students (Winter Break)
23-24	Non-Work Days (Organizational Holiday)
25	Non-Work Day (Christmas)
26-27	Non-Work Days (Organizational Holiday)
30-31	Non-Work Days

M-F Work Days	262
Legal Holiday	9
Non-Work Day	2
Organizational Holiday	8
*Scheduled Non-work days	18
Working Days	225

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

January 2020

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6 - 10	No School for school staff and students (Spring Break)

4 - 22	CAASPP Testing (3rd - 8th)
22	Minimum Day for Schools
25	No School (Memorial Day)

8 - 11	Minimum Days for schools
10	WPS Last Day of School
11	GPS & HPS Last Day of School
12 - 18	Required Work Days

Adopted by the Navigator Schools Board on



Navigator Schools 2019 - 2020 ITOM Calendar

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July 2019						
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Navigator Schools 2019 - 2020 Custodial Calendar

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June 2020

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1	Non-Work Day (New Years Day)
1-10	No School for students (Winter Break)

9 - 10	Staff Development Days (No School for Students)
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6 - 10	No School for students (Spring Break)
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22	Minimum Day for Schools
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25	No School (Memorial Day)
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8 - 11	Minimum Days for schools
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10	WPS Last Day of School
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11	GPS HPS Last Day of School
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Adopted by the Navigator Schools Board on



Coversheet

2019-20 Board Meeting Calendar

Section: II. Topical Items
Item: C. 2019-20 Board Meeting Calendar
Purpose: Vote
Submitted by:
Related Material: Board Schedule 2019-20 (Draft).pdf

2019-20 NS Board Meeting Schedule

Regular board meetings are held from 6:00 pm to 9:00 pm unless otherwise noted.

<i>Date</i>	<i>Activity/Agenda Items</i>
August 20	<ul style="list-style-type: none"> ● WPS Opening News ● Unaudited actuals from 2017-18 ● SBAC scores presentation ● Board goals ● School 4 greenlighting market development (possible)
October 8	<ul style="list-style-type: none"> ● Updates, Reports, and Priorities ● Facilities: Prop 39 requests (Due to Districts Nov. 1)
December 10	<ul style="list-style-type: none"> ● 2018-19 audit approval ● Fall survey: staff results ● ELAC 2019-20 goals and EL progress report ● Preliminary 2020-21 Budget ● School Accountability Report Card ● School 4 greenlighting charter submission (possible)
February 11 MEETING AND RETREAT 2p-8p	<p><i>Retreat Agenda - To be decided</i></p> <p><i>Meeting Agenda</i></p> <ul style="list-style-type: none"> ● Facilities: Prop 39 Responses (due to districts Mar. 1) ● Preliminary 2019-20 budget presentation, salary authorizations ● 2020-21 school calendar approval ● LCAP review ● Annual SELPA agreement ● Closed Session: CEO Mid-Year Eval
April 28	<ul style="list-style-type: none"> ● ELAC annual review presentation ● Officer nomination process ● LCAP and 2020-21 preliminary budget updates
June 16	<ul style="list-style-type: none"> ● Election of officers ● End of year staff and parent survey results ● LCAP approval ● 2020-21 budget approval ● CEO evaluation (closed session)

Coversheet

Watsonville Prep Update

Section: II. Topical Items
Item: D. Watsonville Prep Update
Purpose: FYI
Submitted by:
Related Material: Watsonville Prep Update April 2019.pdf



Date: April 22, 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.

Project Management Update - As reported at the February Board meeting, staff continues to be on target to hit our major milestones for hiring, enrollment, facilities, and operations. Below are updates on activities from the various departments:

- Academics -
 - Draft Academic calendar up for board approval
 - Working with Santa Cruz County Office of Education regarding ELD resources
 - Creating differentiated Navi 201 to accommodate needs of opening a new school
- Community Engagement -
 - 1st Year Lottery was held on April 13th at the YWCA. Kindergarten and first grade are full with a waiting list. Second grade has five openings.
 - Charter number has been obtained & MOU is in progress
 - Reading Club still being held Monday nights with the dates after April 13 being used to complete registration packets for new WPS families
 - WPS website has been launched with ParentSquare and Facebook being used to share information
 - Community outreach
 - PVUSD - attended board meeting 3/27 with Kevin thanking the board for their support of Prop 39 request
 - SCCOE - meeting with Dr. Faris Sabbah
- Facilities - PVUSD approved final Prop 39 offer on 3/27. The final Facilities Use Agreement is going to the PVUSD Board for approval on Consent Agenda on April 24, 2019.

- Human Resources -
 - Hiring Site Leadership Team
 - Vice Principal of Academics & Intervention - Gabby Roldan (HPS)
 - Vice Principal of Culture & Operations - Natalie Richards (external candidate)
 - Hiring Instructional Team
 - Founding teachers
 - Courtney Allen (GPS)
 - Nina Kashmiri (GPS)
 - James Lotti (HPS)
 - Sarah Rule (GPS Teacher in Training)
 - Student Services Team
 - Education Specialist (formerly Resource Specialist) in Training -
 - Alex Heredia (GPS Paraprofessional)
 - Paraprofessionals
 - Luisa Hernandez (founding WPS Parent leader)
 - Sarah Herrera (HPS)
 - Small Group Instructors
 - Kaitlyn Large (HPS)
 - Alondra Iniguez (external candidate)
 - Valerie Duran (external candidate)
 - Angelica Johnson (external candidate)
 - Hiring Support Staff
 - Office Manager - Celica Acosta hired and attended CCSA while also working in Watsonville on lottery preparation. She has also job-shadowed current office managers.
 - Office Assistant
 - Soila Valdez Solorio
- Student Services -
 - Upon receiving MOU from CDE, will apply to El Dorado COE SELPA
 - After lottery, Identify students with IEPs
- ITOM -
 - Food service - PVUSD will not be providing food service so Navigator will issue RFP for food services for WPS along with GPS
 - School Mint functioned effectively for the April 13 lottery
- Finance -
 - LCAP to be approved at June board meeting
 - Revolving loan application completed
- WPS (site) -
 - Summer bridge/orientation program outline has been created - [WPS Orientation Plan](#)
 - Once Prop 39 offer has been signed, staff will begin creating a plan to accommodate the Navigator model into the assigned space

Coversheet

Long-Term Facilities (HPS and WPS)

Section: II. Topical Items
Item: E. Long-Term Facilities (HPS and WPS)
Purpose: FYI
Submitted by:
Related Material: Facilities Update April 2019.pdf



Date: April 26, 2019

To: Board of Directors

Submitted By: Kevin Sved, CEO

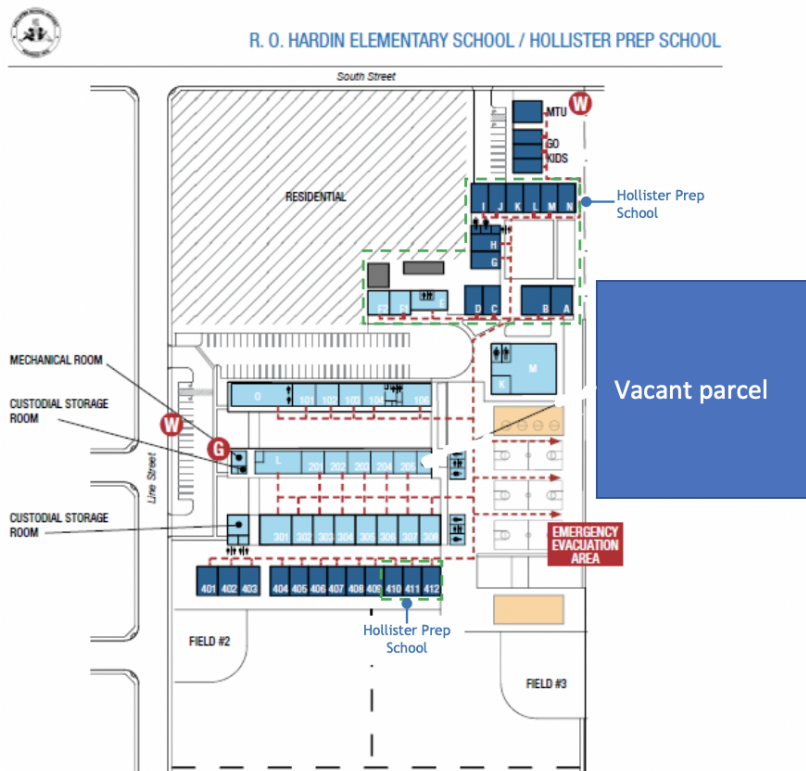
Subject: Long-term Facilities for Hollister Prep and Watsonville Prep

Agenda Item Type: Open Session – FYI, Discussion;
 Closed Session – Possible Action Re: Real Estate Negotiations

Hollister Prep School

Background

As Hollister Prep School (HPS) expanded beyond 5th grade, it has outgrown its site footprint on the north side of the R.O. Hardin campus. HSP middle school grades have used classrooms on the south side of the campus, with the K-5 classrooms of R.O. Hardin students in between, posing logistical challenges for both HPS and R.O. Hardin. (See site map below.)



In addition to the logistical challenges, the anticipated enrollment growth at R.O. Hardin over the next several years will require an alternative solution for HPS. Hollister School District (HSD) has explored splitting HPS across two HSD campuses, or potentially relocating the entire HPS to another site. Both of these options would be extremely harmful to HPS, so staff has been working with HSD to secure a long-term in-lieu of Prop 39 deal, which would provide stability for the long-term facilities need and eliminate the annual need to renegotiate a one-year facility 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 HPS. While the grant was not funded, the agreement relating to the use of the site provides a foundation for a future agreement.

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. The Prop 39 agreement was eventually approved, but required a compromise that required moving HPS middle school students to the north side of the campus. (Staff is in the process of determining which HPS grade levels will move to the south side of the campus.) This development has increased the urgency to find a long-term solution for HPS facilities needs.

A Potential Solution

The most immediate need is to add six modular classrooms and one modular restroom unit. Due to the lack of open space on the north side of the campus, the most expedient pathway to this solution is to acquire an adjacent vacant parcel and develop the site to house six modular classrooms and one modular restroom unit. An appraisal of the property was recently conducted and will be discussed in closed session. The estimated cost of the overall project, including land acquisition is in the range of \$2m-\$2.5m. Financing would have to be arranged. A grant application was submitted to the California Charter School Finance Authority to assist with acquisition costs. The timeline for the grant award notification is August 2019. Other steps in the process include:

- 1) Secure **an option** to purchase property
- 2) Hire an architect
- 3) Develop project plan with input of stakeholders
- 4) Analyze City of Hollister and Division of the State Architect (DSA) requirements
- 5) Determine overall project costs
- 6) Analyze financing options
- 7) Approval of plans by both Navigator and HSD Boards, including long-term lease
- 8) After all approvals, purchase property
- 9) Project bidding
- 10) Complete site work, install portables, and open expanded campus

The aerial map below shows the vacant parcel as AP 055-030-026.

Aerial View of Property



Other Long-Term Facility Needs: Developing a Master Plan

There are other long-term facilities considerations for HPS, including eventual replacement of existing buildings and the addition of a gymnasium. The architect will also conduct a facilities analysis and develop a facilities master plan that provides a comprehensive review of HPS long-term facilities needs. The most urgent step to help address the long term is to acquire additional land. The most immediate step to secure HPS at its current location is to locate the six portable classrooms and a restroom.

Possible Timeline

Below is a sample timeline that shows the possibility for a project completion date of August 2020, providing a fully contiguous HPS K-8 campus for the 2020-21 school year.

Date	Activity
April 29, 2019	The Navigator Schools Board of Directors authorizes negotiation of purchase agreement for vacant parcel adjacent to R.O. Hardin Elementary.
May-June 2019	Navigator Schools enter contingent purchase and sale agreement or option agreement with the owner of the subject property.
May-June 2019	Navigator Schools hires an architect.
June-August 2019	Navigator Schools conducts due diligence on property, including securing an in-lieu of Prop 39 deal with Hollister School District for space on the north side of R.O. Hardin where 80% of HPS classrooms are currently located.
June-August 2019	A site plan is developed for six modular classrooms and one modular restroom building to be located on land to be acquired.
August-September 2019	All plans are approved by Navigator and HSD Boards, including long-term lease and long-term financing.
September-October 2019	The terms of purchase for the vacant lot are met, and the transaction is completed.
October 2019	Funding is secured for portable project on newly acquired land. DSA or City of Hollister approves project plans for site work, modular classrooms and restrooms.
November 2019	Bidding for site development work is completed. Orders for modular classrooms and restrooms are placed.
June 2020	Site work is completed, new classrooms and restrooms are installed, and utilities connected
July 2020	IT and fire alarms are connected, and furniture is placed.
August 2020	Improvements on acquired land are ready for occupancy.

Next Steps

The next step is to get the vacant property under contract. In closed session, the Board will be asked to consider authorizing the CEO to negotiate an option to purchase the vacant property, putting a specified deposit at risk, subject to the conditions of completing due diligence and obtaining subsequent Board approval prior to completing purchase.

Summary

Acquiring an adjacent vacant lot to house six modular classrooms and a modular restroom would help solve HPS long-term facility needs.

Watsonville Prep School

The Board of the Pajaro Valley Unified School District (PVUSD) approved the Facilities Use Agreement for Watsonville Prep School (WPS) on April 24, 2019. Therefore, the facilities needs for WPS are secured at the E.A. Hall Middle School campus for the 2019-20 school year. We anticipate challenges with PVUSD providing appropriate facilities in the future and therefore are continuing to pursue long-term facility solutions for WPS.

I have continued working with Pacific Charter School Development (PCSD) to vet potential sites and perform feasibility analyses, as well as providing project management support. PCSD helped us bring on an experienced architectural firm, ARTIK, to support the site feasibility process. The support from PCSD thus far has been provided without fees, thanks to philanthropic support PCSD receives. ARTIK has been working for project fees under \$10,000. In order to perform structural analysis of one building that could serve as a potential long-term solution, the cost is estimated to be \$12,000. At this stage, we are working closely with the building owner to get a clearer picture on whether a long-term lease deal structure can work before committing additional resources into the project. Depending on the outcome of these negotiations, a request to approve the structural analysis work may be brought to the Board at the next regular board meeting.

Coversheet

Governance Committee Report

Section: II. Topical Items
Item: F. Governance Committee Report
Purpose: Discuss
Submitted by:
Related Material: Brown Act Notes.pdf
Governance Committee Minutes 2019_04_16.pdf

Sean Martin
April 22, 2019

Brown Act Notes

There are changes in the air due to pending transparency-focused legislation. At the California Charter School Association Conference in March, the law offices of Young, Minney & Corr highlighted requirements for charter schools. Additional changes may be on the way, and the Governance Committee will be notified of these changes, if and when they become the law of the land.

Reminders and Updates

1. Members are very strongly encouraged not to teleconference from home! Teleconferencing in such a manner opens the member's home to the public.
2. Agendas posted at teleconference locations must be accessible to the general public. For example, if an agenda is posted in an office setting, the public must have open access to the location of the posting (without being stopped at the lobby by security, for example).
3. Teleconferencing from an automobile is not allowed.
4. If a board member misses the 72-hour teleconference agenda posting deadline, he or she may view or listen to the meeting, but the member cannot participate in the meeting in any way.
5. Executive compensation reports must include all administrative staff, including principals and vice principals. Sean is performing research to clarify the definition of "administrative."
6. All forms of executive compensation must be reported in open session, including health care and retirement benefits, travel allowances, and any other item of monetary value.
7. It is important to establish a standard time limit for public speakers in the agenda (2-3 minutes for each comment, for example). Create a policy and enforce it consistently.
8. The content of closed sessions is strictly confidential and must not be discussed outside of closed sessions.

Starting January 1, 2020

1. A majority of board members must be in the required jurisdiction during a board meeting. In January 2020, the jurisdiction will shift from the district level to the county level. Meetings must be held in the county in which the largest number of students reside.
2. Charter schools must record audio and/or video of all meetings, starting in January 2020 (probably with captions/transcriptions).

DRAFT



Navigator Schools

Minutes

NS Governance Committee

Date and Time

Tuesday April 16, 2019 at 10:00 AM

Location

Navigator Schools, Support Office (Zoom), 650 San Benito St., Suite 230, Hollister, CA 95023

Teleconference Locations

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

Committee Members Present

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

Committee Members Absent

None

Guests Present

J. Flaherty (remote), K. Sved (remote), S. Martin

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

C. Wright called a meeting of the Governance committee of Navigator Schools to order on Tuesday Apr 16, 2019 @ 10:02 AM at Navigator Schools, Support Office (Zoom), 650 San Benito St., Suite 230, Hollister, CA 95023.

C. Approve Minutes

A. Gallegos Fambrini made a motion to approve minutes from the Governance Committee on 02-14-19.

J. Anderson seconded the motion.

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

Roll Call

J. Anderson Aye

A. Gallegos Fambrini Aye

C. Wright Aye

II. Topical Items

A. Brown Act Updates and Reminders

S. Martin reviewed notes and reminders concerning the Brown Act. Committee members asked questions and suggested ways to integrate Brown Act education into future board meetings on a more frequent basis. S. Martin will research key questions generated by the committee members.

B. Review of Board Terms

The board reviewed member terms. S. Martin will maintain the terms list on BOT and remind the board when a term is nearing its expiration.

C. Board Member Recruitment

Members shared and discussed key attributes of prospective ideal board members. These included connections with communities and businesses, fundraising abilities; expertise in facilities, finance, and real estate; consensus-building and inquisitive nature; and experience with scaling (expanding) projects.

K. Sved will provide an updated list of potential board member candidates at the next meeting.

D. April 29th Board Meeting Planning

The board discussed the participation and role of Marci Cornell-Feist, CEO of Board on Track, at the upcoming regular board meeting. Committee members generated a list of most-important questions to ask regarding board roles and responsibilities. Topics included effectiveness, decision-making, continuity, performance and benchmarks, mission, and vision. Members discussed the topic of dissemination, and provided suggestions and clarifications on the subject for NS directors to consider.

E. 2019-20 Draft Board Meeting Schedule

This topic was not discussed.

III. Closing Items

A. Schedule Next Governance Committee Meeting

The next meeting will be scheduled via an online survey.

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

J. Anderson Aye

C. Wright Aye

A. Gallegos Fambrini Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:03 AM.

Respectfully Submitted,

S. Martin

Coversheet

Finance Committee Report

Section: II. Topical Items
Item: G. Finance Committee Report
Purpose: FYI
Submitted by:
Related Material: Finance Committee Minutes 2019_04_09 .pdf

DRAFT



Navigator Schools

Minutes

NS Finance Committee

Date and Time

Tuesday April 9, 2019 at 3:00 PM

Location

Navigator Schools, Support Office (Zoom), 650 San Benito St., Suite 230, Hollister, CA 95023

Teleconference Locations

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

Committee Members Present

C. Wright, J. Montgomery

Committee Members Absent

N. Crivello

Guests Present

A. Ortiz, K. Sved, M. Alatorre Alnas, Rosa Segura, S. Martin, V. Paredes-Colonia

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 Apr 9, 2019 @ 3:05 PM at Navigator Schools, Support Office (Zoom), 650 San Benito St., Suite 230, Hollister, CA 95023.

C. Approve Minutes

C. Wright made a motion to approve minutes from the Finance Committee on 02-12-19.

J. Montgomery seconded the motion.

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

Roll Call

N. Crivello Absent

C. Wright Aye

J. Montgomery Aye

II. Finance

A. 2018-19 Financials

A. Ortiz made a brief presentation. J. Montgomery asked clarifying questions regarding consultant and broker fees and a variance in fundraising. C. Wright also discussed SO fundraising projections. C. Wright asked a clarifying question about how the WPS management fee is calculated. J. Montgomery made recommendations on this matter concerning grants and policy. C. Wright offered suggestions as well. Members suggested action items regarding reserves spending and management fee policies for the next meeting.

B. Proposed Salary and Wage Adjustments

K. Sved provided an overview of salary increases, including local conditions and sustainability. J. Montgomery asked clarifying questions regarding job descriptions, roles, step and scale, and surveys. C. Wright asked clarifying questions about rate charts, years of experience for certain roles at NS, and current salary ranges at NS. J. Montgomery expressed interest in rates at other districts. Members discussed next steps.

C. 2019-20 LCAP and Preliminary Budget

A. Ortiz presented relevant materials and reviewed the status of LCAP development. C. Wright asked questions about setting LCAP goals. A. Ortiz reviewed budget projections and decreases in CMO fees. K. Sved explained a proposed one-time 2% bonus pool based on achieving target metrics. J. Montgomery shared insights on bonuses and related structures. C. Wright discussed similar strategies and asked clarifying questions. A. Ortiz and K. Sved provided further explanation concerning the genesis of the concept. Attendees discussed next steps.

III. Other Business

A. Long-Term Facilities for WPS and HPS

K. Sved shared an update on school facilities, specifically Hollister Prep School. J. Montgomery offered suggestions for supporting K. Sved during this project.

B. Schedule Next Meeting

This item was not discussed.

IV. Closing Items

A. Adjourn Meeting

J. Montgomery made a motion to adjourn the meeting.

C. Wright seconded the motion.

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

Roll Call

J. Montgomery Aye

C. Wright Aye

N. Crivello Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:02 PM.

Respectfully Submitted,
S. Martin

Coversheet

2018-19 Financials

Section:	II. Topical Items
Item:	H. 2018-19 Financials
Purpose:	FYI
Submitted by:	
Related Material:	Financials 02-28-19.pdf

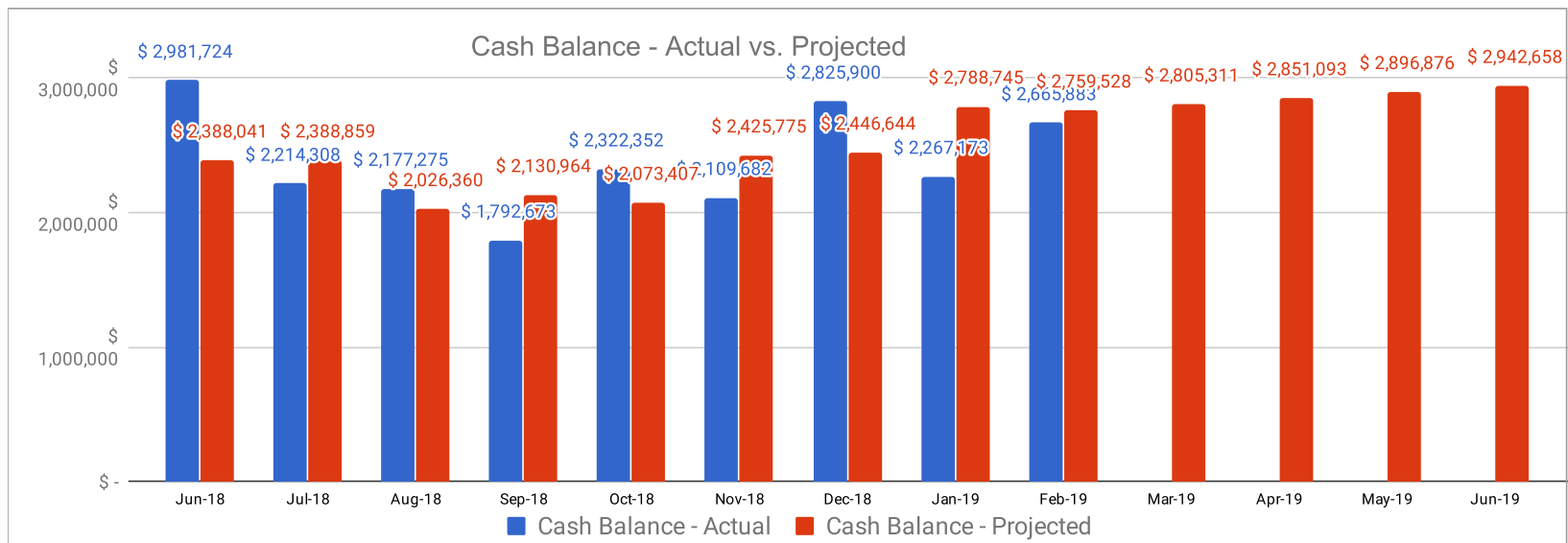
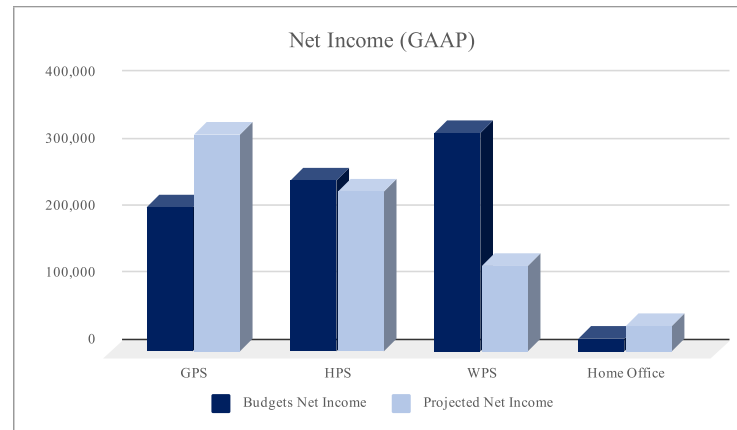
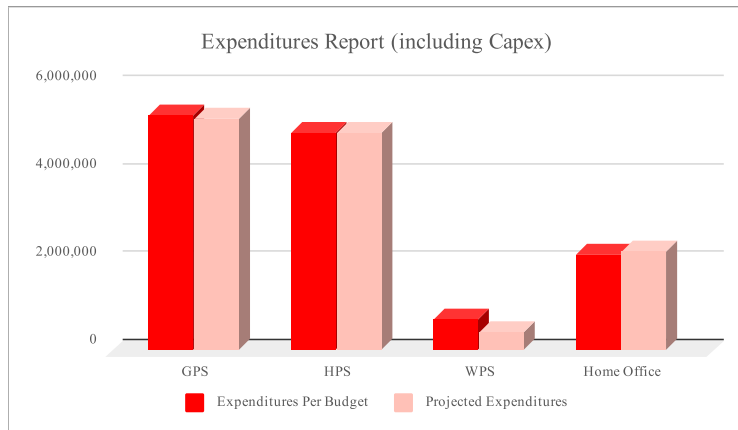
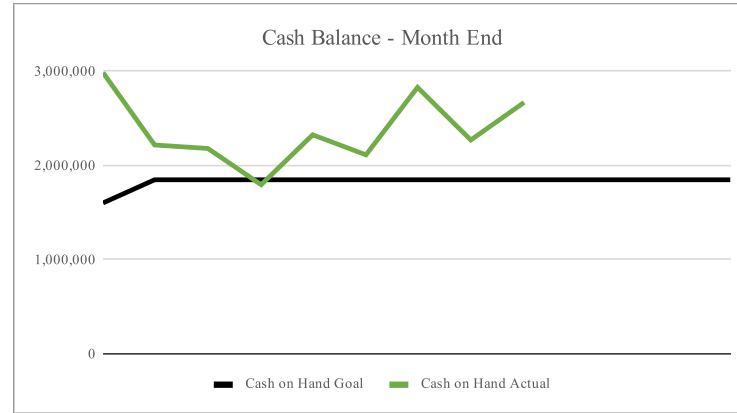
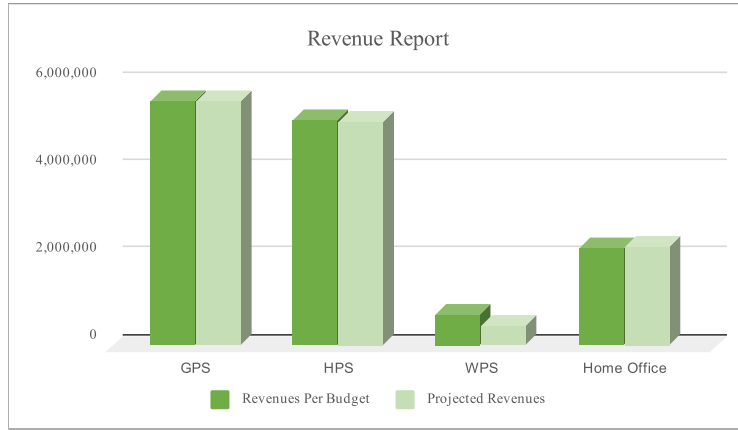
Navigator Schools
 Consolidated Balance Sheet Comparison
 Actuals through February 28, 2019

	Actual	Actual	Actual
	<u>2/28/2019</u>	<u>6/30/2018</u>	<u>6/30/2017</u>
Cash	2,665,883	2,981,724	2,008,555
Accounts Receivable	55,318	776,899	1,126,497
Prepaid Expense	17,904	221,301	209,415
Fixed Assets, net of depreciation	364,144	324,446	312,895
Other Assets	4,763	2,915	
Total Assets	3,108,012	4,307,284	3,657,361
Accrued Liabilities	248,178	845,666	657,592
CDE Loan Payable	0	0	62,500
Total Liabilities	248,178	845,666	720,092
Beginning Fund Balance	3,461,617	2,937,269	2,469,528
Net Income	-601,783	524,348	467,741
Ending Fund Balance	2,859,834	3,461,617	2,937,269
Total Liabilities & Fund Balance	3,108,012	4,307,284	3,657,361

Navigator Schools - 2018-19 Budget vs. Projection

Actuals through February 28, 2019

	Total	TOTAL	Total	GPS	GPS	GPS	HPS	HPS	HPS	WPS	WPS	WPS	CMO	CMO	CMO
<u>Summary Level</u>	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
REVENUE:															
LCFF Revenue	8,998,732	4,883,567	8,998,732	4,633,098	2,432,556	4,633,098	4,365,634	2,451,011	4,365,634	0	0	0	0	0	0
Federal Revenue	462,392	155,794	467,449	306,080	125,968	311,080	156,312	29,826	156,369	0	0	0	0	0	0
Other State Revenue	983,529	428,116	980,378	507,503	264,140	505,723	476,026	163,976	474,655	0	0	0	0	0	0
Donations & Grants	1,440,885	811,548	1,178,171	12,885	3,979	16,171	63,000	3,439	63,000	700,000	425,000	425,000	665,000	379,130	674,000
Other Revenue	187,811	138,483	173,998	115,954	65,382	115,954	71,557	28,098	56,291	0	0	0	300	45,003	1,753
CMO Management Fees	1,529,785	1,079,364	1,589,285									0	1,529,785	1,079,364	1,589,285
REVENUE	13,603,134	7,496,872	13,388,013	5,575,520	2,892,025	5,582,026	5,132,529	2,676,350	5,115,949	700,000	425,000	425,000	2,195,085	1,503,497	2,265,038
EXPENDITURES:															
Salaries	6,756,620	3,246,850	6,644,370	2,787,031	1,689,868	2,699,281	2,364,209	1,496,841	2,388,720	153,000	60,141	84,453	1,452,380		1,471,916
Benefits & Taxes	1,850,520	844,820	1,831,499	767,446	444,182	767,446	661,032	386,950	661,032	38,258	13,688	25,129	383,784		377,892
Books & Supplies	860,440	593,638	835,567	407,362	281,475	380,034	377,588	299,761	383,142	28,790	12,402	22,932	46,700	0	49,459
Services & Other Operating Expense	1,738,395	2,349,708	1,706,665	576,064	416,408	589,386	715,088	323,820	684,271	153,935	120,677	104,309	293,308	1,488,803	328,699
CMO Management Fees	1,529,785	1,019,864	1,589,285	787,627	525,088	787,627	742,158	494,776	742,158	0	0	59,500			
Capital Outlay	375,000	43,775	218,775	0	43,775	43,775	75,000	0	75,000	300,000	0	100,000	0	0	0
EXPENDITURES	13,110,760	8,098,655	12,826,161	5,325,530	3,400,796	5,267,549	4,935,075	3,002,148	4,934,323	673,983	206,908	396,323	2,176,172	1,488,803	2,227,966
REVENUE LESS EXPENDITURES	492,374	(601,783)	561,852	249,990	(508,771)	314,477	197,454	(325,798)	181,626	26,017	218,092	28,677	18,913	14,694	37,072
<u>GAAP Adjustments:</u>															
Revenue Less Expenditures	492,374	(601,783)	561,852	249,990	(508,771)	314,477	197,454	(325,798)	181,626	26,017	218,092	28,677	18,913	14,694	37,072
Add back Capita Outlay to Net income	375,000	0	218,775	0	0	43,775	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
Net Income - GAAP Basis 2018-19	815,374	(601,783)	728,627	214,990	(508,771)	323,252	255,454	(325,798)	239,626	326,017	218,092	128,677	18,913	14,694	37,072
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	815,374	(601,783)	728,627	214,990	(508,771)	323,252	255,454	(325,798)	239,626	326,017	218,092	128,677	18,913	14,694	37,072
Ending Net Assets @ 6/30/19	4,276,991	2,859,834	4,190,244	1,743,108	1,019,347	1,851,370	1,895,337	1,314,085	1,879,509	326,017	218,092	128,677	312,529	308,310	330,688



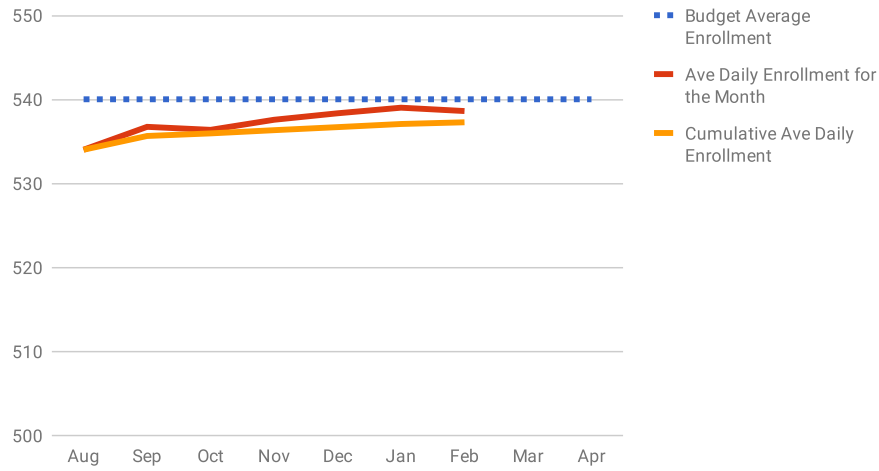
Navigator Schools - 2018-19 Unaudited Actuals Comparison to 2017-18 Actuals
Actuals through February 28, 2019

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	11,798,728	10,991,368	10,119,291
Expenses	11,257,975	11,070,101	10,420,391	9,594,946
Net Income - GAAP basis (audit)	815,374	728,627	570,977	524,345
Less Capital Outlay	(375,000)	(162,075)	(157,550)	(64,814)
Revenue less expenses & capital outlay	440,374	566,552	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
Net Income - GAAP basis (audit)	815,374	728,627	570,977	524,345
Ending Fund Balance	2,455,257	2,368,510	3,508,249	3,461,617

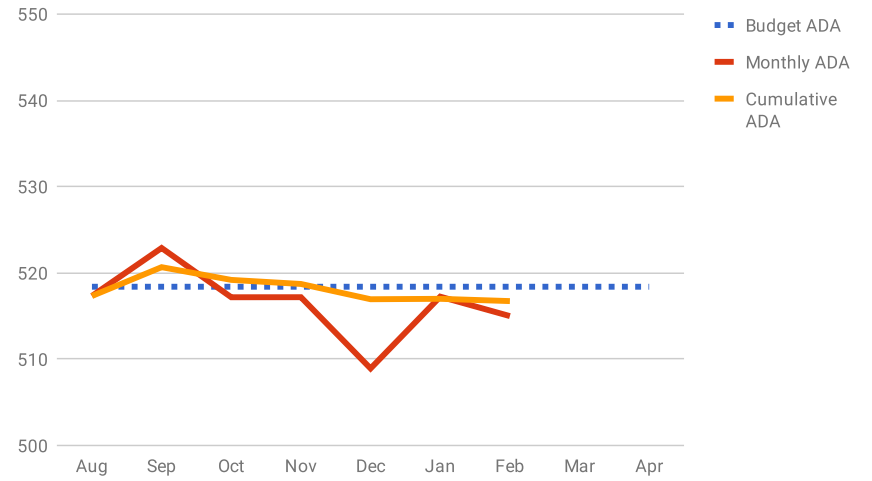
Revenues/Student *	11,837	11,567	11,449	10,541
Expenses/Student *	11,037	10,853	10,855	9,995
Fund Balance/Student at Year End	2,407	2,322	3,654	3,606

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

GPS Enrollment



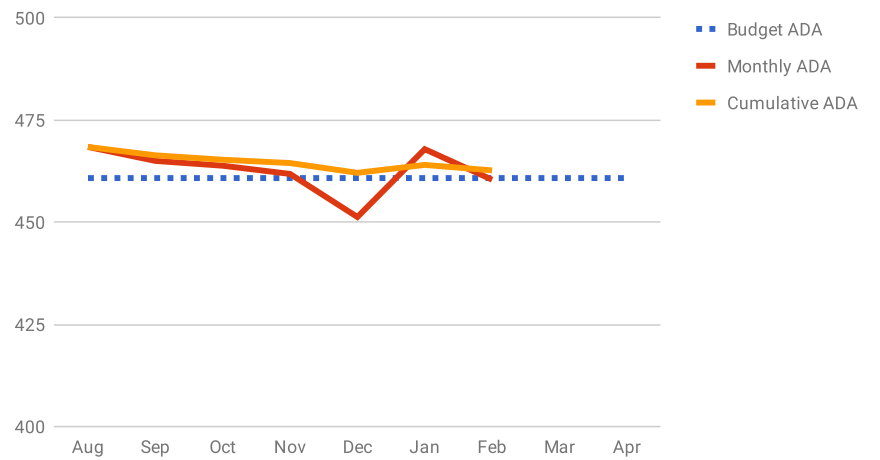
GPS ADA



HPS Enrollment



HPS ADA



Navigator Schools - Financial Data
Actuals through February 28, 2019

<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 2/28/19	979.4	516.7	462.7
2018-19 ADA % thru 2/28/19	96.3%	96.2%	96.4%
2018-19 Enrollment - Approved Budget	1020.0	540.0	480.0
2018-19 Ave Enrollment thru 2/28/19	1017.0	537.3	479.8
Enrollment as of 2/28/19	1017.0	537.0	480.0

*Budgeted ADA is at 96%

	<u>Actual</u>
Cash balance as of 2/28/19	2,665,883
Annual Expenditures (not including CMO Mgmt Fees)	11,236,876
Number of Months Cash on Hand	2.85

Coversheet

IRS Form 990

Section: II. Topical Items
Item: I. IRS Form 990
Purpose: FYI
Submitted by:
Related Material: 2017-18 990 Review Memo.pdf



Date: April 29, 2019

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: 2017-18 990's Review

Requested Action

This item is informational.

Background

Form 990 is a United States Internal Revenue Service form that provides the public with financial information about a nonprofit organization. The basis for the information on the 990 are the accounting records as audited by Clifton Larson Allen LLP. Following best practice, Navigator Schools is distributing it to our Board members before filing.

The 2017-18 990 is in reconciliation with our 2017-18 audit report.

The 990 document is located [here](#).

Coversheet

Strategic Direction Study Session: Dissemination and Growth

Section: II. Topical Items
Item: K. Strategic Direction Study Session: Dissemination and Growth
Purpose: Discuss
Submitted by:
Related Material: 2. Growth Report April 2019.pdf
1. Strategic Direction Memo April 2019.pdf
3. Pilot Recommendation.pdf



Date: April 22, 2019

To: Board of Directors

Submitted By: Kirsten Carr, Director of Engagement & Partnerships

Subject: Growth Update **Agenda Item Type:** Informational, Discussion

Objective(s):

- 1) To provide the Board with a current status report on growth opportunities and updated greenlighting metrics to achieve the board approved strategic plan.
- 2) The Board will provide feedback to modify the strategic plan to reflect the areas of largest need and revised timeline.

Overview

Navigator's board-approved impact statement had Navigator growing to five schools within a geographically defined Northern Central Coast region by 2022. The combination of a long and more contentious process to open WPS with the changing political dynamics in California necessitates a thorough review of both the area of growth as well as the steps needed to ensure a successful petition.

Key questions for staff and the board to consider include:

1. What does growth mean? Has our vision of impact changed since the board approved the strategic plan?
2. How will we achieve our objectives?
3. What are the most viable partner districts for a 4th Navigator school? Why? Is there a timeline?
4. How will we achieve our objectives? What do we need? Staff? Resources?
5. How do we dissemination and growth go together?
6. Are there risks for pursuing growth? What are they? How do we mitigate them?
7. What are the financial implications of not growing?

1. What does growth mean? Has our vision of impact changed since the board approved the strategic plan?

- a. The simple answer is growth means fewer students in the area are attending schools which are not preparing them for success in the future. The ability to positively impact more students drives staff to find opportunities for Navigator involvement.
- b. The current impact statement has Navigator growing to five TK-8 schools, serving 2,825 students, at least 75% of whom are low-income across the geographic region designated the Northern Central Coast. This region was determined by both local need and proximity to the support office and current school sites. The pathway to a local authorization was not as crucial as the charter-friendly State Board of Education provided a safe backstop for approval. As we all know, however, elections have consequences and the changing political climate in California is making a positive local authorization pathway a necessity. And, while the need of students in the region is still the same, the pathway to a sure local authorization is not clear.
- c. To meet the intense need, staff proposes extending the geographic region to increase chances of partnering with a supportive district authorizer.

2. How will we achieve our objectives?

- a. The board-approved green lighting plan included detailed plans to reach the goal of five schools. As shared with the board in previous reports, staff will be recommending modifications to the metrics to reflect the need to intensify our vetting process.
 - i. In reviewing the internal metrics, staff did not identify areas which need to change.
 - ii. External/New Market Criteria metrics to change:
 1. Pathway to authorization is viable at the local level
 2. Facilities pathways are viable

3. Are there districts with a high probability of success for partnership with Navigator?

- a. The Community Engagement team is working to create portfolios on 2-3 possible districts in the expanded region who both meet the external metrics and have a possible entree to establish a relationship. Staff is reviewing enrollment, district priorities, local connections, and community interest or support. To date, informal activities have included:
 - i. Tour of HPS by Alisal Union School District board member with another tour being scheduled

- ii. Conversations with guards from Soledad Correctional Facility interested in touring a Navigator site as they strive to find quality educational options for their children.
- b. The green lighting process includes a 24-month pathway which will be triggered when the board approves a specific community. As we did not launch the efforts for school four in time for a 2020 start, the 24 months would currently work for a 2021 opening.

4. How will we achieve our objectives? What resources do we need?

- a. “Regardless of circumstances” is the last line of our mission but it isn’t just referring to the circumstances of the students we serve. It captures the commitment Navigator has to increasing impact, for all students. In order to achieve this mission and meet the goals set forth in our strategic plan, Navigator is committed to creating a work plan with delineated resources and areas of responsibility.
- b. Charter School Growth Fund has shown its commitment to and interest in Navigator’s continued growth. Their financial support will help ensure Navigator is able to provide the staff resources needed to become integrated into the community we are hoping to serve.
- c. Navigator’s experience with parent involvement and engagement through the Innovate Community Engagement training has created a team of parent leaders who can help staff create a new team of parent leaders.
- d. As Navigator pursues both growth and dissemination, creating full teams dedicated to each of our three pillars (excellent schools, growing new schools, and expanding impact) will protect against diluting the support and efforts dedicated to those areas.

5. How do dissemination and growth go together?

As we heard at the State Board of Education hearing in January, Navigator’s commitment to sharing best practices with schools, in and outside of our authorizing districts, played a large role in board members’ decision to support Navigator. Being able to partner with a district through professional development and dissemination activities provides a less threatening way to get to know the Navigator model and its ability to positively impact students. As more schools serving a similar demographic to Navigator take on the model, the ability to show its positive effect will give us more credibility and eliminate the charge that Navigator doesn’t have a record of serving “all students”.

6. Are there risks for pursuing growth? What are they? How do we mitigate them?

- a. With any new opportunity there are risks to consider and whether or not the risks outweigh the benefits.

- i. Navigator could get denied at the local level - Navigator's new green lighting process will include opportunities to halt a petition in a community if there is not a clear pathway to authorization.
- ii. Will growth negatively impact current sites? Navigator's internal green lighting metrics focus on both the academic and organizational health of current sites. These metrics ensure staff does not lose sight of the performance levels for our students and executive leadership and the board has the ability to halt growth if expectations are not being met. Navigator has also created teams focused on specific areas of the strategic plan to make sure no one team is trying to cover all areas.
- iii. Current political climate - The package of extremely damaging bills targeting charter schools made it out of the Assembly Education committee last week and will be headed to the assembly floor soon. These bills, if passed, could make growth incredibly difficult without a clear pathway for local authorization.

7. What are the financial implications of not growing?

Navigator's financial projections included growing to five schools within five years which obviously had dollar amounts associated with that growth. While the growth isn't happening within the same time frame as when the plan was approved by the board, the financial needs associated with strengthening the organization still exist. As financial implications should not be the main factor driving factor for a growth decision, if all other green lighting metrics have been met then the financial advantages will be a positive.



Date: April 24, 2019
 To: Board Members
 From: Kevin Sved
 Re: Strategic Direction

Introduction

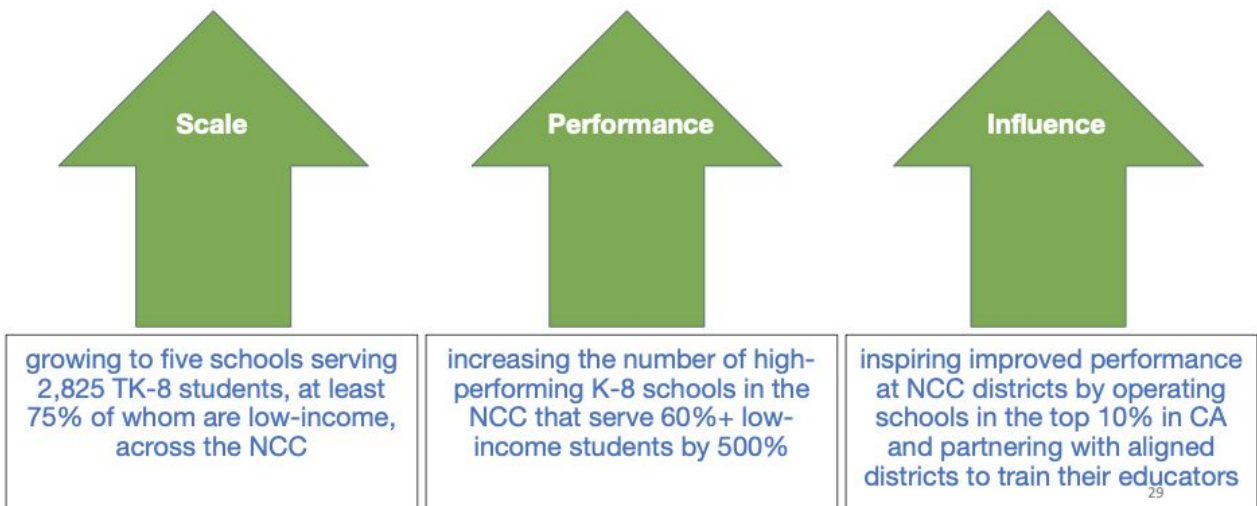
The state of public education faces extreme challenges. In California, over 1.5 million students in grades three through eight do not score proficient in English language arts. Most of those students score at the lowest possible level out of four. The vast majority of these students are low-income and children of color. Even more troubling, around 60% or 1.7 million children are also below standard in mathematics. In the face of these challenges, high-quality charter schools provide a bright spot, and Navigator Schools, among the highest performing schools in the Bay Area for low-income Latino students, are among the brightest.

Silicon Schools Fund and Charter Schools Growth Fund have made multi-million dollar investments in Navigator based on its success and potential for expanding impact. Navigator’s Board of Directors made a bold commitment to expanding impact when approving the [Strategic Plan](#) in October 2017, with a plan to grow to a **scale** of 5 schools, maintaining high **performance**, and expanding Navigator’s influence in the more traditional public schools. The approved impact statement is below:

Our Future Impact



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



The impact statement emphasizes Navigator's mission to make a difference for low-income students. This is part of our vision to eliminate the achievement gap. Navigator adopted a new mission statement, capturing the fire to equip students for college and beyond:

Navigator Schools equips students to become learners and leaders in high school, college, and beyond. We develop top-tier teams of educators who continuously improve and innovate schools that deliver phenomenal outcomes for all students, regardless of their circumstances.

Again, key strategies for impact named in the impact statement are:

1. SCALE: Growing more Navigator-run schools
2. PERFORMANCE: Running great schools
3. INFLUENCE: Helping other public schools become great (through dissemination)

For many reasons, it is time to revisit our impact statement and the strategies for achieving that impact. These reasons include not meeting our timeline for opening School 4, the changing charter landscape in California, and the strategic opportunities available for expanding our impact through a more thoughtful and strategic approach to dissemination (influence).

Objectives of Memo and Board Discussion on April 29

The **main objective** of this memo is to help **prepare the Board to engage in a discussion regarding Navigator's future impact**, focusing on:

- Growing new Navigator-operated schools and
- Expanding impact through dissemination to improve learning at other public schools

Navigator's strategy consultant, Andrew Bray, will be facilitating a discussion that addresses the following four questions:

1. *How should Navigator adjust its growth strategy based on current realities?*
2. *How might Navigator positively impact the broader challenges facing public education in the State of California (while not negatively impacting Navigator-operated schools) through a strategic approach to dissemination?*
3. *Is a two-year Pilot Dissemination Project, beginning in 2019-20, worth doing?*
4. *What process and timeline should we have to make these decisions?*

GROWTH

While we can celebrate that we are 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. 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 annual disbursement for the \$2.1m multi-year grant from the Charter School Growth Fund will likely be adjusted based on impending modifications to Navigator's growth plan.

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. Staff has analyzed the current landscape, resulting in these 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 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.

Based on these findings, staff recommends that we maintain our commitment to scaling to five schools, with the following proposed modifications:

- 1) We extend the the proposed timeline for growing to School 5 to 2024
- 2) We expand the geographical region for growth to increase the possibility of partnering with a supportive district authorizer
- 3) We deepen community and political engagement efforts to secure local support
- 4) We utilize dissemination efforts as a new strategy to develop positive relationships with potential authorizers.

In order to make the most of our time together on April 29, **please "stop and jot"** as you reflect on these questions:

- *How should Navigator adjust its growth strategy based on current realities?*
- *Do you agree with staff recommendations for adjusting the region, timeline, and strategy for growing new Navigator schools? Why or why not?*

While we believe that modifying our strategies relating to growth will result in achieving the goal of expanding to five schools, clearly there is greater uncertainty regarding growth than there was when the Board approved the plan. Due to this uncertainty, the time is right for Navigator to become more strategic about expanding impact through dissemination.

DISSEMINATION

Growing schools is our best strategy for deep, high-quality impact on student achievement in California. However, to in order to make a significant positive impact on 1% of the 1.5 million or 15,000 California students in grades three through eight not scoring proficient in English language arts, Navigator would have to open 30 schools. Expanding Navigator's dissemination efforts could be a vehicle, over time, to help 30 low-performing schools become effective in serving those 15,000 students whereas opening 30 new charter schools would be unfathomable in today's climate.

From the beginning, Navigator has opened its doors and made time to share its learning with hundreds of public school educators, in whatever ways possible: conducting site visits, sharing flash drives, talking to principals, and going out of our way to disseminate our learning. We have done this as part of our mission to improve public education for all students. We have also done this because learning from others is at the core of Navigator's success. We learned about culture from KIPP, blended learning from Rocketship, small group rotations from Alpha, and coaching from Relay. We also learn from our visitors, as we always ask them for glows and grows, just like we provide in our weekly coaching for Navigators. The Navigator Way and our commitment to dissemination of knowledge is impacting students throughout California and across the nation.

While we have experience with more formal dissemination efforts (R.O. Hardin, Wonderful Prep) the reality is that Navigator will always be doing dissemination in some form, and the real need now is to **develop clear strategic direction about how and why we do dissemination, and how we will measure our success.**

Before sharing a more concrete vision for impact through dissemination for your consideration, **please take a moment to stop and jot as you reflect on this question:**

How might Navigator positively impact the broader challenges facing public education in the State of California (while not negatively impacting Navigator-operated schools) through a strategic approach to dissemination?

Before introducing a vision for consideration, I want to first acknowledge the thoughtful Board discussion regarding dissemination during the February meeting, as well as the questions and concerns shared by the Board over the last year. Concepts discussed by the Board significantly influenced staff's latest thinking in a multitude of ways, including:

1. The vision for dissemination needs to be clarified, along with desired outcomes, goals for impact, and measures of success.

2. The first and most important work that we do is run high-performing charter schools. Dissemination should not be done if it negatively impacts operation of existing schools.
3. Separating school management and dissemination work will help ensure that operation of existing schools is not distracted by dissemination.
4. Dissemination efforts can support Navigator’s growth initiative, with implications for partner selection.

The wisdom and experience of our board members is invaluable. I recognize and appreciate the heartfelt responsibly you hold in fulfilling your duties as trustees of Navigator’s mission. With the aforementioned as context, please consider the following as an initial offering and potential starting point for dialogue and exploration.

A Vision for Dissemination: Helping Other Public Schools Implement the Navigator Model

Imagine a child in Salinas. Imagine how reading and math proficiency changes the life trajectory of that child. Now imagine changing the trajectory for that child’s school of 500 students. Imagine ten poor-performing traditional California public schools adopting the Navigator model, providing 5,000 students with a strong foundation to thrive in high school and gain access to college and career opportunities that honor their human potential. Imagine impacting 30 schools and 15,000 students. Finally, imagine Navigator Schools providing the catalyst for this transformation as an economical service that all schools in need can afford.

Possible Timeline for Expanding Impact through Dissemination

	2019-20	2020-21	2021-22	2022-23	2023-24
Partner Schools	5	5	10	10	30
*FTE Navigator Coaches	0.5	0.5	1.0	1.0	3.0
Students Impacted	2,500	2,500	5,000	5,000	15,000
Success Measures	<ul style="list-style-type: none"> ● 90% of students exceed annual expected growth targets by at least 5% ● Schoolwide 10 point increase in SBAC Proficiency after 2 years ● 10% annual increase in school culture indicators ● 90% of teachers meeting standard for data-driven instruction 				

*FTE = Full Time Equivalent

Service Delivery Model

Services to schools under this model will be delivered to partner schools through training and coaching, with extensive resources available through <https://www.navilearning.org/>. The model for school impact will look approximately like this:

Activity	Timeframe	Outcome
Leadership Training	3 days, July / August	Leaders will be able to: <ul style="list-style-type: none"> ❖ Lead observation/feedback meetings ❖ Conduct effective classroom walkthroughs
Teacher Training	3 days, August	Teachers will be able to: <ul style="list-style-type: none"> ❖ Launch classrooms with strong classroom culture ❖ Prepare rigorous instruction aligned to weekly assessments
Ongoing Site Visits	5 days per site	Leaders will be able to: <ul style="list-style-type: none"> ❖ Determine schoolwide action steps based on Navigator walkthroughs
Weekly Leadership Team Zoom Coaching	One hour per site per week	Leadership team will: <ul style="list-style-type: none"> ❖ Review schoolwide academic data with Navi coach and develop action steps for improvement
Weekly Principal Coaching Zoom	One hour per week	Principal will: <ul style="list-style-type: none"> ❖ Participate in weekly coaching and collaboration with Navi coach to review progress toward goals in culture, centers model, data-driven instruction, and leadership development

In exploring the design of this possible model provision delivery system, we analyzed the amount of Navigator Staff time needed to provide this support to one school. **The key limiting design factor in scaling is the Navi-model principal leader with the expertise to coach principals.** Accordingly, the key issue in determining the scale of this provision design model is the number of principal coaches Navigator can develop without negatively impacting Navigator-operated schools.

Navigator’s strong internal leadership pipeline would be one source of principal coaches. A principal coaching pool would also grow from successful principals implementing the Navigator model at partner schools. While Principal Coaches could be part-time, coaching as few as one other principal, we also envision some being full-time Navi-model coaches, coaching as many as 10 principals at a time.

A possible timeline for scaled growth

The chart below shows how, with the modest start of Heather Parsons serving as a half-time principal coach in 2019-20, we can grow to support 30 partner schools in 2023-24 with as few as 3 FTE principal coaches.

	2019-20	2020-21	2021-22	2022-23	2023-24
Partner Schools	5	5	10	10	30
# FTE Principal Coaches	0.5	0.5	1.0	1.0	3.0

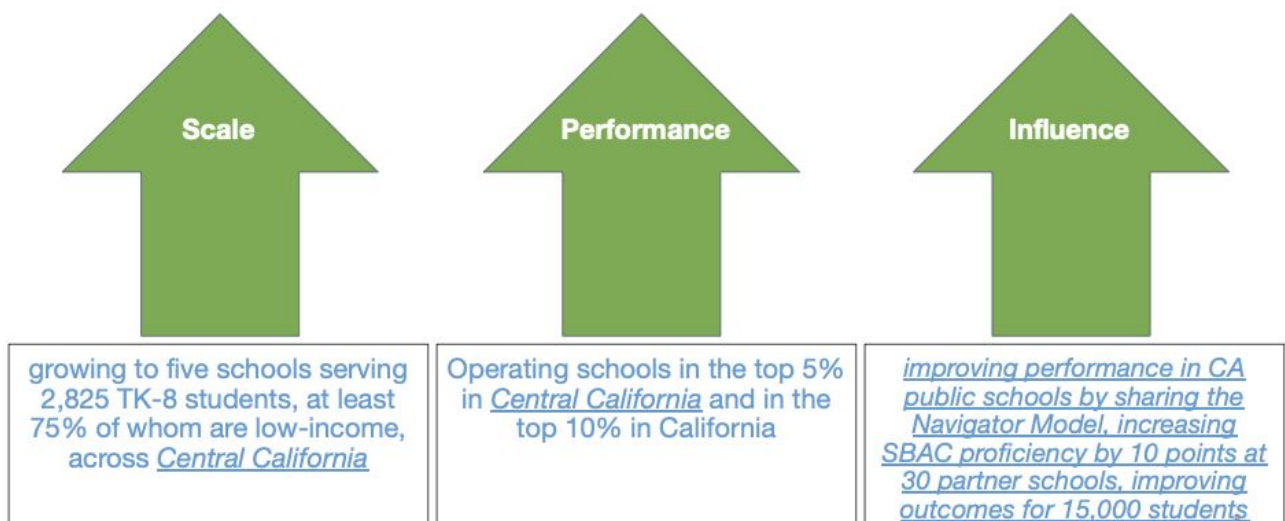
With the above proposed vision for dissemination in mind, **please take a moment to stop and jot as you reflect on these questions:**

- 1) Does this vision for dissemination resonate with you? Why or why not?
- 2) What do you think we need to learn over the next year or two to know if this design model could effectively scale to impact 10 schools in 2021-22?
- 3) By what process should we decide to go after this or something like it?

If we approve the suggested changes to the growth plans and adopt the vision above for a longer-term impact strategy through dissemination, a revised impact statement could look something like this:

Our Future Impact *(For Discussion 4/29/2019)*

By 2024, Navigator will become a beacon for outstanding TK-8 education for underserved students throughout California by:



(Changes from the current impact statement are underlined)

To be clear, I am not recommending that the Board adopt this revised impact statement; rather, the request is for the Board to discuss what a long-term strategy could look like and decide on a process and timeline to make such a decision.

Consideration of a Two-Year Dissemination Pilot

While our ideal process and timeline for piloting and testing our ideas about helping other public schools to implement the Navigator model would come after reaching clarity on the long-term vision for dissemination —with agreed upon metrics and timelines — the changing charter climate in California coupled with the strategic opportunities that Navigator has cultivated create an urgency that cannot be ignored. These opportunities include eager potential school partners

and a New School Venture Fund grant that we may be awarded in the next few weeks. During this period of existential threat to the charter school movement, we have **an opportunity for Navigator to take immediate strategic action to positively impact the broader challenges facing public education.**

If we do this work properly, not only will we extend our impact beyond our Navi borders, we will also strengthen our Navi model and improve our Navi-operated schools in a manner that would not otherwise be possible. In addition, the pilot project would be paid entirely by grant funds and partner fees. Furthermore, as we all have witnessed with the our recent approval by the CA State Board of Ed, our continued dissemination efforts will help pave the way for Navigator's own growth efforts and serve as the beacon of inspiration for district and charter collaboration.

In the hope that the Board will agree that a two-year pilot dissemination project is worthy of consideration, a staff report is included on the agenda. The pilot proposal describes working with up to five schools for the next two-years to test the proposed concept of supporting schools to implement the Navigator model as described above. The two-year pilot dissemination project would be led by Heather Parsons, with James Dent focused on supporting and managing the GPS, HPS, and WPS principals. The Executive Leadership Team and I believe this will positively impact existing Navigator Schools while increasing academic achievement for hundreds of students at partner schools.

I look forward to the discussion regarding the last question:

Is a two-year Pilot Dissemination Project, beginning in 2019-20, worth doing?



Date: April 25, 2019

To: Board Members

From: Kevin Sved

Re: Proposed Two-Year Pilot Dissemination Project

Overview

Implementing a two-year pilot dissemination project beginning in July 2019 is an important strategic opportunity that should be considered for many reasons, including:

1. The work will not negatively impact existing schools; instead it will strengthen curriculum and training materials to benefit GPS, HPS, WPS, as well as Schools 4 and 5.
2. Helping other schools become better is part of Navigator's mission, and the pilot allows us to support low-achieving schools with high percentages of low-income students, expanding Navigator's positive impact beyond students served directly by Navigator-operated schools.
3. We will be able to test the effectiveness of the design model and determine whether this is work that Navigator should do beyond the pilot period and to what scale.
4. The pilot provides exciting professional development opportunities for Navigator staff to enhance their skills and support our efforts to retain quality staff.
5. The pilot will provide new revenues that will support all costs associated with the pilot while also helping to cover general operating expenses.

Thanks to the Board's support and the learnings afforded by the pilot with Wonderful Prep, Navigator is positioned to be considered for support from the New Schools Venture Fund (NSVF) to launch a two-year dissemination pilot to serve as a model provider. As a model provider, Navigator would be supporting other public schools to implement the Navigator model. Even though we will likely not learn about the financial level of NSVF's support until the late May, as a result of thoughtful planning and the early success of the Wonderful Prep pilot in 2018-19, we have developed an Option B scenario for the dissemination project that can be funded in 2019-20 with partner fees alone. We are seeking the Board's support in moving forward with the Two-Year Pilot Dissemination Project during the April 29 meeting because of the need to secure commitments from partner schools soon, due to the fact that professional development schedules are often finalized in May. If we are to move forward with the Pilot in 2019-20, Staff would implement Option A with NSVF support and Option B without. Both of these options are detailed below.

The staff recommendation includes the following key elements:

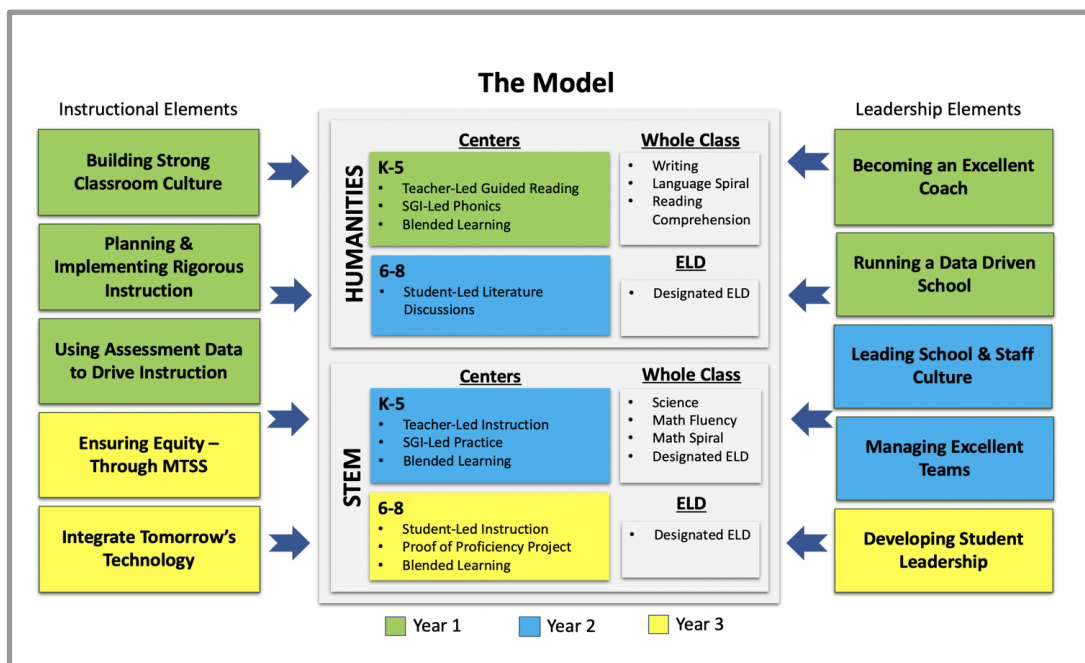
1. The dissemination effort will be led by Heather Parsons. It will be staffed by 2-4 associates depending on funding. It is projected that 75% of Heather's position will be focused on dissemination efforts, including strengthening Navigator training materials and curriculum codification. It is proposed that 75% of Heather's salary will be supported by NSVF and partner fees.
2. The Chief Academic Officer will be focused on supporting GPS, HPS, and WPS, with a maximum amount of 10% of his time allocated to support the dissemination project. It is proposed that 10% of James's salary will be supported by NSVF and partner fees.
3. The Board will receive regular reports on the status of the pilot.

- The two-year timeline for the NSVF pilot affords Navigator a natural decision point to expand, maintain, decrease or eliminate the scope of our dissemination work. If the board approves the two-year pilot dissemination project, December 2020 is a proposed timeframe for a decision around changing the scope of the work.

Model Design

Reimagining the Student Experience

Navigator’s founders spent years working in the traditional public school system knowing there must be a way to redesign the student experience and eliminate the achievement gap. We imagined schools where students would enter third grade reading at grade level and would continue to be proficient in math and English Language Arts through high school and into college. At the same time, the adoption of the Common Core made us realize that teachers needed to interact with students in new ways. We envisioned a small group setting where teachers and students could discuss, explain and defend their thinking. To achieve this, we visited dozens of successful schools across the United States and collaborated with teachers, students and parents to find the right combination of best practices. Our unique centers model and accompanying support system was born. Key components of the model are implemented across a two-year period for elementary schools and a three-year period for middle schools. Green elements occur in Year 1, followed by yellow and blue. Non-colored elements of the Navigator model are not currently slated to be part of model providing.



These two videos, [The Student Experience at Navigator](#) and [Teaching Roles at Navigator](#), created by the Christensen Institute illustrate the K-5 Navigator experience. As our students began to succeed academically, we identified the opportunity to add student agency and leadership into the model. Our students took ownership of their academic goals and eventually helped facilitate instruction in the upper grades. By middle school, students are deeply engaged in learning and truly working together as they would in a real-world work environment.

Core Model Elements

Meeting such high expectations of academics and leadership requires an ongoing investment in our instructors and leaders. We are creating a professional development and coaching program that is rigorous, supportive and comprehensive. Our learning platform, www.navilearning.org, houses the training sessions and curriculum we will use for model-providing. In Table 1, we describe what is currently built and what is in development. While we will not require partners to use Navigator curriculum, we intend to publish our core curricular units for internal and external use. This is not called out in our current pilot plan, though we intend to incorporate this into our strategic plan.

Table 1: Progress Toward Asset Completion

Core Model Elements	Objective(s)	Already Built	Need to be Built + Timeline
Teacher Development	Teachers will run a well-managed classroom and lead rigorous, data-driven instruction in centers.	<ul style="list-style-type: none"> ❖ Building a Strong Classroom Culture ❖ Planning and Implementing Rigorous Instruction ❖ Using Assessment Data to Drive Instruction 	<ul style="list-style-type: none"> ❖ Ensuring Equity Through MTSS <i>Estimated completion date 2020/21</i> ❖ Integrate Tomorrow's Technology <i>Estimated completion date 2020/21</i>
Leader Development	Leader will lead a school that meets learning objectives through data driven coaching and culture development.	<ul style="list-style-type: none"> ❖ Becoming an Excellent Coach (Year 1) ❖ Running a Data Driven School (Year 1) 	<ul style="list-style-type: none"> ❖ Leading Staff and School Culture <i>Estimated completion date 2019/20</i> ❖ Becoming an Excellent Coach <i>Estimated completion date July, 2019</i> ❖ Running a Data Driven School <i>Estimated completion date July, 2019</i> ❖ Developing Student Leadership <i>Estimated completion date 2020/21</i>
Model Development	Leaders will implement a centers model with a high level of coaching support.	<ul style="list-style-type: none"> ❖ K-5 Reading Centers 	<ul style="list-style-type: none"> ❖ K-5 Math Centers <i>Estimated completion date 2019/20</i> ❖ 6-8 Reading Centers <i>Estimated completion date 2020/21</i> ❖ 6-8 Math Centers <i>Estimated completion date 2020/21</i>

Design Details

Navigator identified support elements for Year 1 to provide the highest impact on student achievement. In 2018-19 we piloted with Wonderful College Prep Academy and revised our implementation plan based on these learnings:

- Schools need to have a short-cycle assessment plan
- Year 1 needs to focus on K-5 literacy
- Schools need a PD scope and sequence for teachers and leaders
- Site leaders need to be coached weekly to maintain momentum

Table 2 describes the activities that Navigator will be providing to its partners in the first year of the pilot. Year 2 support is developed collaboratively with the partner's leadership team in the spring of Year 1.

Table 2: Year 1 Support Approach

Activity	Timeframe	Outcome
Summer Leadership Training	3-days July / August	Leaders will be able to: <ul style="list-style-type: none"> ❖ Develop a calendar to manage time effectively ❖ Lead observation/feedback meetings ❖ Conduct effective walkthroughs ❖ Set expectations for and conduct live coaching ❖ Schedule and lead 3-way coaching sessions ❖ Lead pre-instruction analysis meetings with their staff
Summer Teacher Training	3-days August	Leaders will be able to: <ul style="list-style-type: none"> ❖ Observe Navigator staff delivering multiple PD sessions to teachers ❖ Practice delivery of PDs with Navigator staff ❖ Schedule & deliver additional Navigator PDs throughout the year Teachers will be able to: <ul style="list-style-type: none"> ❖ Launch classroom strong classroom culture ❖ Prepare rigorous instruction aligned to weekly standards-based assessment ❖ Implement homogenous small group instruction
Ongoing Site Visits	5 Days One day every other month	Leaders will be able to: <ul style="list-style-type: none"> ❖ Determine schoolwide action steps based on Navigator walkthroughs ❖ Improve feedback meeting effectiveness through coaching ❖ Improve PD delivery by practicing next session on Navi staff and receiving feedback for improvement
Weekly Leadership Team Zoom Coaching	One hour per site per week	Leadership team will: <ul style="list-style-type: none"> ❖ Participate in weekly collaborative coaching led by Navi coach. Week one is a video review of teacher, week two is a video review of the leader holding feedback meeting. ❖ Review schoolwide academic data with Navi coach and develop action steps for improvement
Weekly Principal Coaching Zoom	One hour per week	Principal will: <ul style="list-style-type: none"> ❖ Participate in weekly coaching/ collaboration with Navi coach to review progress toward goals in culture, centers model, DDI, and leadership development

Scope and Sequence

The core elements are rolled out as shown in Table 3. Differentiation of scope and sequence would be considered on a case-by-case basis.

Table 3: Years 1 and 2 Pilot Offerings and Potential Year 3 Offerings

Year	Instructors	Leaders
1	<ol style="list-style-type: none"> 1. Developing a Strong Classroom Culture 2. Planning and Implementing Rigorous Instruction 3. Using Data to Drive Instruction: Assessment Data 4. Implementing K-5 Reading Centers 	<ol style="list-style-type: none"> 1. Becoming an Excellent Coach 2. Running a Data-Driven School Pt 1
2	<ol style="list-style-type: none"> 1. Implementing K-5 Math Centers 2. Using Data to Drive Instruction: Student Work 3. Implementing 6-8 ELA Centers 	<ol style="list-style-type: none"> 1. Running a Data-Driven School Pt 2 2. Leading School and Staff Culture 3. Managing Excellent Teams
3	<ol style="list-style-type: none"> 1. Implement 6-8 Math Centers 2. Ensuring Equity Through Multi-Tiered Systems of Supports (MTSS) 3. Integrate Tomorrow's Technology 	<ol style="list-style-type: none"> 1. Developing Student Leadership

Future Partner Sites

Partner sites for the 2019-20 school year (Table 4) will be selected by the end of May 2019. Ideally, we will pilot with both charter and traditional public schools to learn about implementation in both settings. Currently there are more than five schools interested in a partnership, and we are deliberating internally which to choose based on readiness.

Table 4: Current Partner Options

Schools	Current Outreach Status
Wonderful Prep Academy (2 sites)	Currently in our pilot and requested to continue partnership support in 2019-20
Grimmway Academy (2 sites)	Grimmway requested model providing partnership for 2019-20
Hayward Collegiate	Hayward Collegiate requested model providing partnership for 2019-20
Promise Academy of San Jose	Promise Academy requested model providing partnership for 2019-20
Hollister School District	Navigator trained HSD some core elements in 2018-19. New mid-year superintendent and unsure regarding ongoing collaboration in 2019-20
Healdsburg Unified School District	Navigator trained and implemented many core elements in 2019-20 HUSD requested model providing options for 2019-20

Partner Readiness

To ensure the success of future partnerships, we are developing our [Navigator Schools Readiness Assessment](#). Working closely with other schools in the past led us to create a readiness process. In the summer of 2016, we started a strong partnership with a traditional public school, but a new principal and superintendent were seated that same year. Without the buy-in of the new leadership, the model was not sustained. Conversely, the buy-in we have

garnered across all levels at Wonderful Prep has resulted in positive momentum around the improvement in student achievement. These experiences taught us that mindset and coaching commitments are non-negotiable.

Measurements of Success

Our pilot schools will use the same implementation and success measures that we use on every Navigator campus (Table 5). Classroom culture, rigorous instruction, and using data to drive instruction will be measured during regular walkthroughs and individual weekly coaching using our Observation Rubric. Leaders will be measured on how well they are leading and coaching each of these three components using a Leadership Rubric.

Table 5: Measurement of Implementation and Outcomes

Fidelity of Instructional Practices & Model Implementation	By the end of year two, classrooms score >75% on the following measures: <ul style="list-style-type: none"> ● Building a Strong Classroom Culture on Observation Rubric ● Planning and Implementing Rigorous Instruction on Observation Rubric ● Using Assessment Data to Drive Instruction on Observation Rubric ● Reading and Math Center Implementation on Centers Rubric
Student Outcomes	<ul style="list-style-type: none"> ● 5% increase on organization’s standards-based assessments from Year 1 to Year 2 ● Site proficiency increases 5% annually on SBAC ● DF3 will improve by five points annually for all subgroups
Leadership Outcomes	By the end of Year 2: <ul style="list-style-type: none"> ● Partner sites will have an assessment plan that measures student outcomes on a short and long data cycle ● Leaders will rate themselves as proficient with data-driven instruction coaching using the Leadership Rubric ● Leaders will hold the agreed-upon number of coaching sessions
Partner Satisfaction	<ul style="list-style-type: none"> ● Teachers will rate themselves as “more competent” in data-driven instruction and culture ● 80% of participants agree that professional development sessions are helpful ● Leaders will rate themselves more competent with implementing the Navi model

Scale

Demand

Navigator currently hosts 35-40 tours per year for interested educators seeking to make improvements in their schools. The demand for our resources has been extraordinarily high. Roughly 80% of tours are for charter schools, and the remaining 20% are districts or some other type of organization. In addition to the tours, Navigator has been asked to present professional development for charter and traditional public schools throughout California.

Future Scaling

Our leadership team is committed to impacting education in California and beyond. It is our mission. We originally envisioned actualizing this goal through opening our own schools and collaborating with our local districts. The shifting political tides have led us to understand the

need to be agile with our path to impact. We now believe that a combination of new school growth and model providing creates the potential to reach tens of thousands of students. To reach that scale, we need to:

- Develop our internal pipeline of future principal and teacher coaches
- Develop a sustainable financial model
- Professionalize our dissemination resources

Our intent has always been to help as many schools as our capacity can support. With the increased interest in model providing, our leadership team and board are creating a revised impact statement that is supported by a thoughtful strategic plan. A decision on scaling our model providing work would depend on the success of our pilot and the continued success at our existing schools.

Challenges

The biggest challenges we have found so far revolve around the element of coaching. Unlike Navigator's schools, most sites are not staffed with enough instructional leaders to feasibly schedule both a thirty-minute classroom observation and a thirty-minute feedback meeting weekly for every teacher. Additionally, traditional public school districts often associate coaching with evaluation which can cause resistance around the process or require negotiation around the language of coaching.

Another implementation challenge is student assessment. Most schools do not have a rigorous, standards-based assessment suite for gathering formative data. At best they use interim assessments two to three times per year which is not sufficient for true data-driven instruction. Partners who use the Illuminate DNA assessment tool can access Navigator assessments, but partners who do not have access would need to have a short-cycle assessment plan that meets the rigor of the Common Core.

Resources Needed

The backbone of our model-providing efforts is training principals to become extremely good at developing teachers. To do so requires a significant investment in time to train, coach, evaluate and iterate systems in schools to drive significantly improved student achievement. Currently, we believe that our dissemination team must be staffed with both excellent school leaders and excellent teacher leaders. Our Dissemination Lead position will directly support the development of partner principals and their managers while our Dissemination Coaches directly support partner teachers. A second critical role that coaches provide is the development of Navigator professional development assets for partner leaders. A third crucial role is that of the curriculum designer and publisher who finalizes publication of our assets and supporting classroom curriculum on www.navilearning.com. We believe that the appropriate staffing for this model is as follows:

Table 6: Resources Needed

Team Member	FTE	Model Providing Contribution	FTE	Navigator Support
Dissemination Lead	.75	<ul style="list-style-type: none"> Provide direct support to leadership Managing Dissemination Team 	.25	<ul style="list-style-type: none"> Coaching support for Navigator leaders
Dissemination Coach 1 and 2	.75	<ul style="list-style-type: none"> Provide direct support to partner sites Develop drafts of PD assets 	.25	<ul style="list-style-type: none"> Middle School codification and coaching
Dissemination Coach 2	.75	<ul style="list-style-type: none"> Provide direct support to partner sites Develop drafts of PD assets 	.25	<ul style="list-style-type: none"> Middle School codification and coaching
Curriculum Designer / Publisher	1.0	<ul style="list-style-type: none"> Publishing final PD assets Publishing Navigator curriculum 	N/A	

Other costs include oversight of the model-providing from Navigator's Chief Academic Officer as well as administrative costs such as billing, HR support and information technology.

Summary

The two-year pilot dissemination project has been designed to strengthen schools operated by Navigator, while helping five partner schools improve educational outcomes for approximately 2,000 students, more than 75% of whom are low-income. This is a strategic opportunity that can also strengthen Navigator's reputation in a challenging California charter school landscape. The two-year timeline for the NSVF pilot affords Navigator a natural decision point to expand, maintain, decrease or eliminate the scope of our dissemination work. December 2020 would be the timeframe for a decision around changing the scope of the dissemination efforts.

Attachments:

- Budget
- What is a model provider?
- Who are current model providers and what are they sharing?
- Who are current model providers and what are they sharing?
- Pilot Dissemination Staffing Model
- Risk Factors and Off-Ramps

Budget Options

	Option A		Option B	
REVENUES				
Grant Funds	NSVF	\$320,000	Donations	\$10,000
Partner Fees	5 schools	\$160,000	5 schools	\$160,000
Total		\$480,000		\$170,000
EXPENDITURES				
Salary & Benefits	FTE	Salary & Benefits	FTE	Salary & Benefits
Chief Academic Officer	0.1	\$21,060	0.1	\$21,060
Director of Curriculum, Instruction & Dissemination	0.75	\$91,125	0.6	\$72,900
Curriculum, MS Coaching, & Dissemination Associates	1.5	\$121,500	0.2	\$16,200
Innovation Fellow	1	\$101,250	0.4	\$40,500
Salary & Benefits Subtotal	3.35	\$334,935	1.3	\$150,660
Other Operating				
Support Office Fees	8% Revenues	\$38,400	6% Revenues	\$10,200
Communication		\$1,608		\$624
Legal		\$5,000		\$2,000
Technology		\$10,050		\$3,400
Website		\$25,000		\$3,000
Other Operating Subtotal		\$80,058		\$19,224
Total Expenditures		\$414,993		\$169,884

In Option B, Curriculum, Coaching, and Dissemination Associates supported by site budgets; Innovation Fellow is supported by SO with salary savings from CAO & DCI

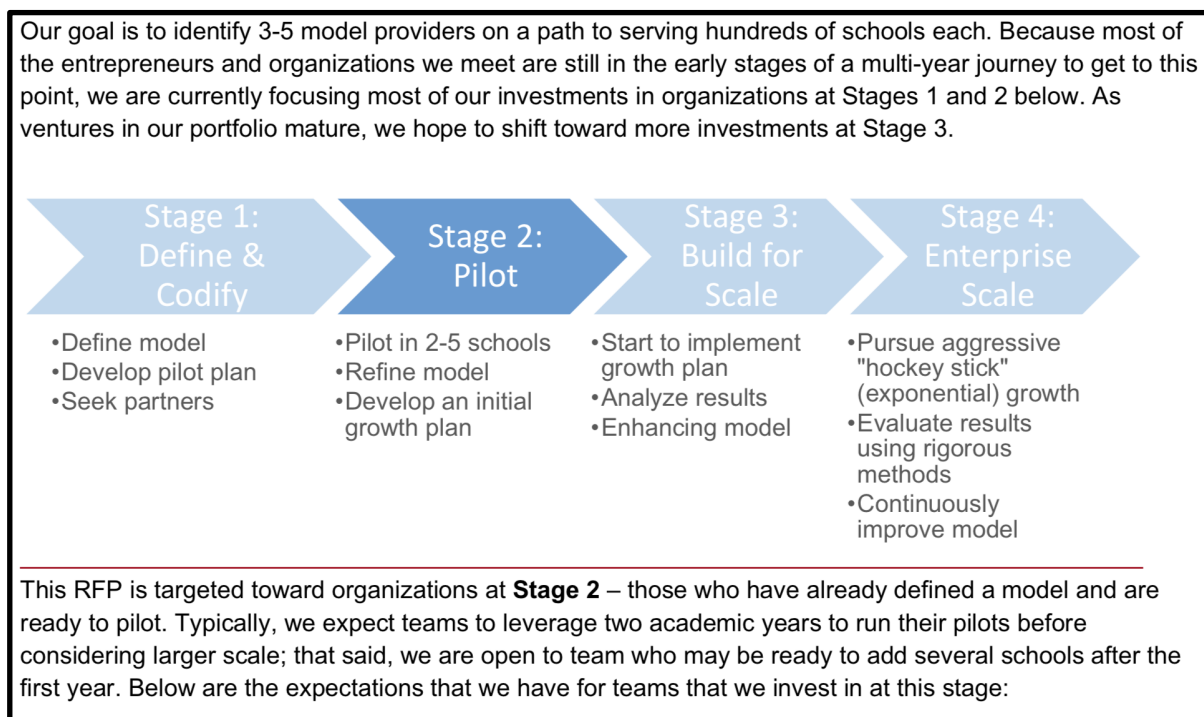
In Option A, NSVF funds covers 75% of 2 MS coaches/curriculum developers, and higher percentages of Innovation Fellow and Director of Curriculum & Dissemination, and provides for more resources and net income

What is a model provider?

Model-providing is the process of disseminating best practices to improve student outcomes at partner organizations. A key component of original charter school legislation was to provide an environment in which innovations could be discovered and then shared with the more traditional sectors of education. Through model-providing we learn how to apply our successes in new settings. We also work to dispel the myth that our success is only because of the conditions available in charter schools. Dissemination provides replicable models of student success for previously marginalized students across a variety of school settings.

As Navigator explores the world of dissemination, it is important for our own team to have clarity concerning where we currently are and where we may go. Figure 1 describes the initial thinking of NSVF concerning the development of a model-providing strategy. It is important to note we intend to stay in pilot mode for at least two more years as we refine our practices. The board would be asked to consider moving to the next stage of dissemination no sooner than December of 2020.

Excerpt from NSVF grant describing the two-year pilot



At its core, dissemination for Navigator is an attempt to spread best practices to other organizations in order to raise student achievement. Navigator founders and staff have spent years studying great schools across the country. We realized we could take some of the strategies those schools use and bring them back to Gilroy and Hollister. As our model evolved and our test scores steadily rose, the dissemination discussion was brought to our doorstep as a steady stream of other schools asked how to bring those successes to their students. We began to identify components that consistently provided very strong results for our students. While the model is complex in that it has many moving parts, each component in and of itself is not overly complicated. It is these individual pieces of the model, instructional coaching, small-group rotations, a thoughtful instructional cycle, to name a few, that we believe can be

replicated and implemented in every public school, traditional or charter.

Our early efforts to share our successes with other schools have shown us that model-providing is an art unto itself. It is a process to be refined through our repeated visits to multiple charter and district sites. In our early work with partners, we showed them every element of the model, with the naive belief if they could just see it, they could do it. We didn't take into account the long process we went through to get to where we are today. We learned from those early efforts with R.O. Hardin and others to narrow our scope and to provide ongoing support. Thus, our efforts at Wonderful Prep Elementary were more productive and have helped raise student achievement. After every visit, we discuss lessons learned and how to improve our process. This year's experience has proven that less is more, and depth over breadth has more transformative force. Teaching leaders how to implement a process well, data meetings for example, has a wide-ranging effect on all academic areas as the process transfers across subjects.

Who are current model providers and what are they sharing?

A few organizations have made a name for themselves in the model-providing market. Below is a list of some of those organizations and their areas of focus.

Summit Learning Program

Summit Learning uses personalized teaching and learning to empower students to harness their inner drive for success. Developed in partnership with nationally-acclaimed learning scientists and researchers, their instructional approach inspires children and prepares them for life after graduation. By concentrating on the personal needs and abilities of both individual students and whole communities, Summit has been able to create an environment that fosters success.

The Summit Learning Program is a free program that provides schools across the U.S. with the tools, resources, and training they need to implement the instructional approach in a way that meets each community's individual needs, values, and vision.

The Summit Learning Program started off as a small pilot at Summit Public Schools with only 19 schools in 2015. Today, it serves more than 380 schools, nearly 3,800 educators, and more than 72,000 students across the U.S. This community continues to grow as does the team working in support of it. The Program is ready to succeed as its own nonprofit organization, beginning in 2019-20 school year.

Envision

Envision Learning Partners was created in 2010 to bring Envision Schools' unique and effective approach to transforming student learning to schools and districts across the country. As the Envision Education consulting and training division, Envision Learning Partners works with a broad range of district and charter schools to increase the number of students that are truly prepared for success in college, career and life.

They offer training, tools and technology that make it possible to change schools' practices and results, and partner closely with school and district leaders to transform the culture and school systems that support a higher level of college and career readiness. By the end of this school year, they will have worked with more than 800 teachers and leaders in more than 20 school networks, impacting the learning of at least 82,500 students.

Achievement First

The Charter Network Accelerator is an intensive cohort-based training program for charter management organization (CMO) leaders that draws on the learning of high-performing CMOs. Our goal is to increase the number of top-quality charter school seats available to parents across the country who are seeking an excellent school for their children.

AF supports charter network leaders in building a strong organizational and instructional foundation that will enable them to grow with quality. In the Accelerator, charter network leaders are part of a cohort of like-minded educators from across the country—leaders who approach their work with a growth mindset and are willing to put in the hard work that it takes to create truly remarkable charter networks.

Valor Collegiate: Compass

Valor’s academic model is designed to engage scholars with rich, high-quality content and to develop the core knowledge, skills, and enduring understandings they need to be successful at Valor and beyond. Their academic model is also designed to leverage the powerful, mutually reinforcing relationship between academics and comprehensive human development. The resources below provide examples of two strategies Valor is using to integrate the Compass and academics:

Examples of Current Model Providers

	Summit	Envision	Achievement First	Valor Collegiate
Grade Level	4-12	6-12	K-8	5-12
Content / Focus	Math ELA Science History	High school exhibitions	K-8 Math MS Literature	Social/Emotional Learning
Year Started	2015	2010	2016	2017
# of Schools within Network	11	3	36	3
# of Partner Organizations	380 schools	800 classrooms	?	?
Region Served	Across the US	Primarily CA	Across the US	Across the US
Website	www.summitlearning.org	https://envisionschools.org/envision-learning-partners/	https://www.achievementfirst.org/how-we-work/afaccelerate/navigator/	https://valorcollegiate.org/compass/

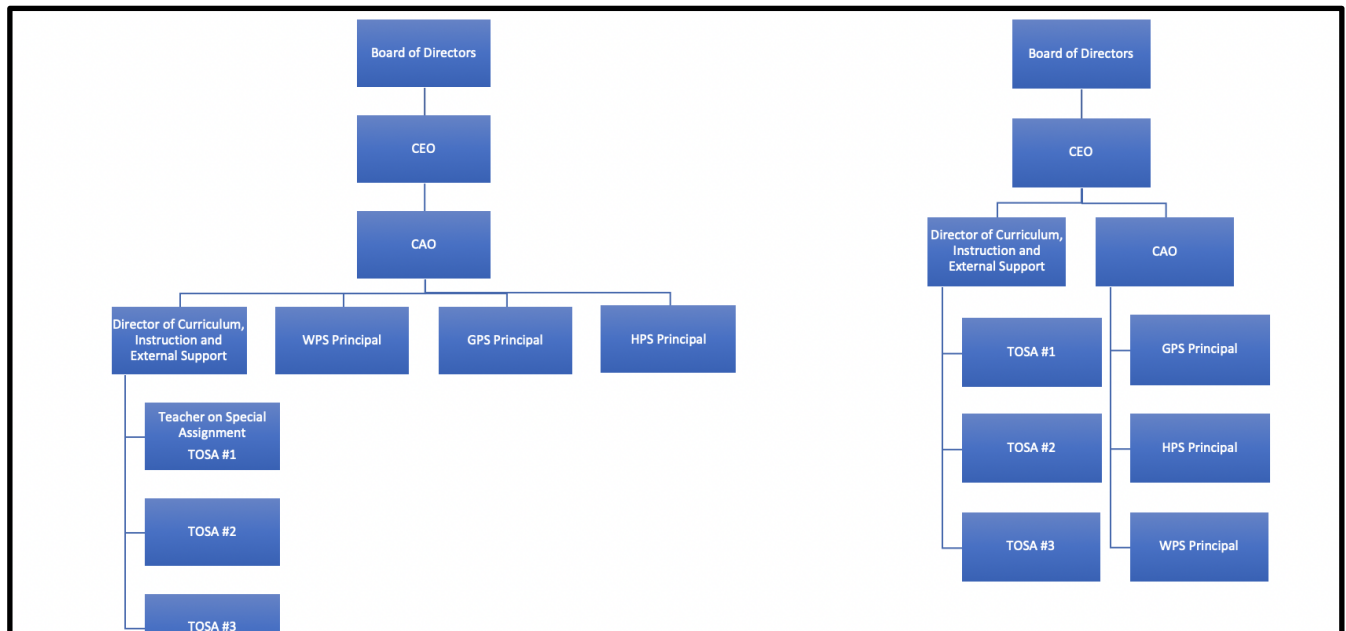
Dissemination Pilot Staffing Model

Navigator envisions four significant activities that will require Navigator teammates' presence throughout the school year for our network partners. Short descriptions are provided below.

Potential scenarios for staffing dissemination team

Scenario 1	Scenario 2
<p>Dissemination Lead Heather Parsons</p> <p>Reports to: James Dent</p> <p>On-site team Teacher on Special Assignment (TOSA) 1 TOSA 2 TOSA 3</p>	<p>Dissemination Lead Heather Parsons</p> <p>Reports to: Kevin Sved</p> <p>On-site team TOSA 1 TOSA 2 TOSA 3</p>

Potential Organizational Charts for Dissemination Team



Risk Factors and Off-Ramps

Taking on a new strategy like model providing is not without risk. Fortunately the timing of the New Schools Venture Fund grant provides us a longer, wider runway to evaluate the value of dissemination strategy. In evaluating our readiness for supporting partners in implementing our model, several key risk factors and mitigation strategies have been identified by the team and are outlined Table 11.

Risks and mitigation strategies for model provision

Risk	Mitigation
Focus on dissemination distracts from current school quality	Creation of a distinct dissemination team that does not provide direct daily support to current schools will ensure that the CAO is available to oversee the academic programs at our existing schools. We anticipate that many of the products prepared by the dissemination team will also be used to train new Navigator instructors and leaders.
Dissemination takes more time than expected for multi-funded positions	A large focus of our initial pilot is the codification of our professional development for leaders and teachers as well as certain aspects of our math and ELA curriculum. These products will greatly benefit existing sites. To create a balanced approach of supporting schools, we have created a draft staffing plan to demonstrate our capacity with additional staff helping with dissemination team.
Focus on dissemination distracts from growth of own schools	The Director of Engagement and Partnerships leads her own team in the area of growth of new Navigator schools. As needed, other team leads from the executive team lean in to support growth when asked, but it is not a significant amount of time for any one person. In addition, the ever changing political landscape lends itself to exploring the potential to actually increase growth through partner relations/dissemination.
We underperform as a model provider and therefore our reputation is damaged	To date, we have received very positive feedback from both partner leaders and teachers. Creation of formal feedback loops with partners will help identify and resolve any issues around quality of service. We have routinely solicited feedback from Wonderful Prep, often adjusting to their needs within 24 hours. The staff has expressed their thanks for how quickly we respond to their suggestions.
The creation of the Teachers on Special Assignment (TOSAs) removes some of our most effective teachers from the classrooms	Navigator has a strong track record of developing amazing teachers. While some great teachers would be hired as TOSAs, they could also directly coach the staff that replaces them.

<p>Our dissemination work doesn't drive student achievement improvement or systemic change</p>	<p>Early dissemination results from Rod Kelley and current work at Wonderful Prep indicate that we will have an impact on student achievement. The nature of this pilot is to try new strategies and the two-year effort will give us time to course correct mid-pilot.</p> <p>One of the main reasons student achievement is lower in our partner schools is the lack of best practices being implemented systematically the way Navigator does. We believe our intended model providing strategies will drive student achievement improvements.</p>
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The two-year timeline for the NSVF pilot affords Navigator a natural decision point to expand, maintain, decrease or eliminate the scope of our dissemination work. Staff currently believes December 2020 would be the timeframe for a decision around changing the scope of the work.

What are we aiming to learn?

These are examples of research questions to investigate as part of the pilot dissemination project:

- Does this work in every scenario? (traditional vs. charter)
- At what scale can this grow? And if it's successful, how aggressively can we scale?
- Is the roll out we selected the most viable? (reading, culture....)
- What is the best scope and sequence for leadership development?
- Does the market support this type of work?
- What is the optimal amount of support?
- What are the gaps in our Navi trainings that we need to tighten?
- What variations in implementation might be necessary to be successful in different environments, communities, demographics?
- How should we organize teams to be most effective?
- How should we strengthen coaching processes?
- What areas need to be improved in the K-5 model?
- We want to deepen our understanding of the essential components of our secret sauce.
- We want to learn from partner schools who have their own strengths.

Coversheet

2019-20 Local Control and Accountability Plan (LCAP)

Section: II. Topical Items
Item: M. 2019-20 Local Control and Accountability Plan (LCAP)
Purpose: FYI
Submitted by:
Related Material: 2019-20 LCAP Update.pdf



Date: April 29, 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, staff meetings, School Site Council and the Leadership Team. We have received valuable input from stakeholders and will be considering all input as we continue to develop the LCAP. 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 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, and 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 complete LCAP document for GPS is available [here](#) and the complete LCAP for HPS is posted [here](#).

Coversheet

2019-20 Salaries

Section: II. Topical Items
Item: N. 2019-20 Salaries
Purpose: Vote
Submitted by:
Related Material: 2019-20 Wage and Salary Adjustments.pdf



Date: April 22, 2019

To: Board of Directors

From: Kevin Sved, CEO

Re: Authorization to Implement Site Wage and Salary Adjustments for 2019-2020

Recommendation

It is recommended that the Board authorize the CEO to implement site wage and salary adjustments. Hourly wage adjustments are recommended for the positions of Small Group Instructor (SGI) and Student Services Paraprofessional. Annual salary adjustments are recommended for the positions of Teacher, Vice Principal, and Principal.

Background

Navigator Schools relentlessly strives to attract, recruit, hire, and retain high caliber, mission-fit talent in all positions. One important element in successfully fulfilling the above positions is ensuring that compensation is fair and competitive. The following are reasons why adjustments are recommended for approval:

1. For at least two years, Principals and SGI supervisors/coaches have expressed that the academic demand that is expected of all SGIs does not match the SGI wage. Standards and curriculum knowledge and lesson planning are required in the position, beyond that of a general education classroom assistant.
2. Recently, Gilroy Unified School District (GUSD) has published updated compensation schedules. The new schedules show a 6% increase, resulting in instant compensation discrepancies between Navigator and GUSD.
3. Navigator employees' work day and work year are longer than our authorizing districts.
4. Employees (SGIs, Paras, Teachers, Vice Principals, Principals) have expressed concern about discrepancies in wage and salary.
5. Site leaders are concerned about losing mission-fit, high caliber talent.
6. Staff surveys that were implemented in December 2018 and resulted in 18.8% of GPS staff and 13.9% of HPS responding 'Disagree' to the question "I feel my compensation is fair in comparison to other districts".
7. Candidates have been offered positions during the 2018-19 school year and declined because candidates feel the rate is lower than the market rate.

Adjustment Details

After comparing current Navigator teacher rates to updated GUSD rates, the following was found:

Year of Teaching	Original Navi 19-20 Rate	GUSD Salary Schedule Comparison	Proposed 19/20 Navi rate/range
First	\$54,080 (due to new minimum exempt salary eff. 01/20)	\$53,849	\$54,080
Second	\$54,080	\$53,849 - \$53,850	\$54,080
Third	\$54,080 - 55,620	\$53,849 - \$55,598	\$54,080 - \$55,620
Fourth	\$54,080 - \$56,758	\$53,851 - \$58,563	\$54,080 - \$56,758
Fifth	\$53,575 - \$58,737	\$55,598 - \$61,532	\$55,598 - \$59,023
Sixth	\$60,590 - \$67,980	\$58,563 - \$64,500	\$58,563 - \$67,980
Seventh	n/a	\$61,542 - \$67,463	\$61,542 - \$67,463
Eighth	\$66,950 - \$72,100	\$64,500 - \$70,426	\$67,463 - \$72,100
Ninth	\$70,056	\$64,500 - \$73,395	\$73,395

Position	Wage Range	GUSD comparison	Proposed Rate Adjustment
SGL	\$16.00 to \$23.50	\$19.02 - \$24.30	\$19.00 - \$24.50
Accelerated Reader/Library Specialist, PE Coach	\$17.00 to \$20.00	\$19.02 - \$24.30	\$19.00 - \$22.00
Student Services Para	\$16.00 to \$21.50	\$16.46 - \$21.05	\$17.00 - \$22.00

Position	19/20 Navi rate to 19/20 GUSD rate	Proposed 19/20 Navi rate
Principal	\$11,845 below GUSD	\$90,000 - \$120,000
Vice Principal	\$13,766 - \$23,766 below GUSD	\$75,000 - \$95,000

Fiscal Impact

The Director of Business and Finance has estimated that the recommended adjustments if approved, will result in an increase in budget at both sites. With position transitions within the organization, the overall increase is less than originally anticipated:

GPS: 4% increase over the 2018-2019 budget

HPS: 3% increase over the 2018-2019 budget

As fiscal responsibility is of utmost importance, the Director of Business and Finance has worked on the attached 3-year budget projections that shows the proposed wage and salary adjustments are sustainable over the next three years.

Organizational Health

It is imperative to maintain and build on the gains made by Navigator Schools in strengthening organizational health. Acknowledging the dedication, hard work, and perseverance that our employees in all positions put into our schools and organization every day is crucial to Navigator's continued success. An important part of that acknowledgement is fair and competitive compensation.

Summary

Navigator Schools is a strong charter school organization that has achieved much success. The success has been built by Navi employees at all levels. In order to attract and retain high caliber, mission-fit individuals, it is imperative to remain as competitive as possible in the areas of positive culture, professional development, and compensation. It is recommended that the Board approve the wage and salary adjustments as described in the Board Report.

Attachment(s):

-3-year budget projections

GPS		2019-20	2020-21	2021-22				
	Enrollment	540	540	540				
REVENUE:								
8000 · Gnl Purpose Entitlement LCFF		4,826,788	4,884,550	5,027,115	From FCMAT calculations			
8100 · 8299 Federal Revenue		322,456	325,126	328,766				
8300 · 8599 State Revenues		418,928	436,885	445,016				
8600 · 8699 Other Local Revenue		110,670	112,988	114,460				
8800-89 · Donations/Fundraising		108,300	108,300	33,300				
Total Revenue		5,787,141	5,867,849	5,948,656				
EXPENSES:								
Salaries		2,958,541	3,017,711	3,022,066	Assumes 2% increase per year			
Taxes & benefits		817,799	862,283	873,564	Assumes 8% increase in health insurance per year			
4000-4999 Textbooks, Materials and Supplies		339,418	346,206	353,131	Assumes 2% inflation per year			
5000 · 5999 Services & Other Oper. Exp		1,406,951	1,404,464	1,414,373	Assumes 2% inflation per year			
6000 · Capital Outlay		15,000	0	0				
Total Expense		5,537,709	5,630,665	5,663,134				
Net Income Before GAAP adjustments		249,432	237,184	285,523				
GAAP Adjustments:								
	6900 · Depreciation	-35,000	-37,000	-39,000				
	Move Capex to balance sheet	15,000						
	Net Income - GAAP Basis	229,432	200,184	246,523				
	Beginning of Year Fund Balance	1,797,306	2,026,738	2,263,923				
	End of Year Fund Balance	2,026,738	2,263,923	2,510,445				

WPS					
		2019-20	2020-21	2021-22	
	Enrollment	120	180	240	
REVENUE:					
8000 · Gnl Purpose Entitlement LCFF		1,870,643	2,564,631	3,245,773	From FCMAT calculations
8100 · 8299 Federal Revenue		198,442	298,533	380,628	
8300 · 8599 State Revenues		142,464	193,752	247,034	
8600 · 8699 Other Local Revenue		6,428	8,742	11,146	
8800-89 · Donations/Fundraising		350,000	200,000	100,000	
TOTAL REVENUE		2,567,977	3,265,658	3,984,581	
EXPENSES:					
Salaries		1,098,194	1,423,086	1,722,734	Adding FTEs as necessary for grade level added per year. Assumes 2% increase per year.
Taxes & benefits		311,499	439,418	543,544	Assumes 8% increase in health insurance per year
4000 · 4999 Books & Supplies		468,355	309,267	384,660	Assumes 2% inflation in addition to supplies for expanding grade level each year
5000 · 5999 Services & Other Oper. E		666,187	708,781	860,059	Assumes 2% inflation in addition to services for expanding grade level each year
6000 · Capital Outlay		10,000	0	0	
TOTAL EXPENSES		2,554,235	2,880,552	3,510,997	
Net Income Before GAAP adjustme		13,742	385,106	473,584	
GAAP Adjustments:					
6900 · Depreciation					
Move Expenses to Capitalized Expens		10,000			
Net Income - GAAP Basis		23,742	385,106	473,584	
Beginning of Year Fund Balance		154,854	178,596	563,702	
End of Year Fund Balance		178,596	563,702	1,037,286	

HPS					
		2019-20	2020-21	2021-22	
	Enrollment	540	540	540	
REVENUE:					
8000 · Gnl Purpose Entitlement LCFF		5,079,315	5,177,718	5,311,137	From FCMAT calculations
8100 · 8299 Federal Revenue		197,373	200,417	202,215	
8300 · 8599 State Revenues		396,406	397,147	404,793	
8600 · 8699 Other Local Revenue		73,517	78,304	79,710	
8800-89 · Donations/Fundraising		105,000	105,000	30,000	
Total Revenue		5,851,611	5,958,586	6,027,855	
EXPENSES:					
Salaries		2,917,252	2,975,597	2,979,109	Assumes 2% increase per year
Taxes & benefits		783,596	814,972	848,449	Assumes 8% increase in health insurance per year
4000 · 4999 Books & Supplies		373,310	380,777	388,392	Assumes 2% inflation per year
5000 · 5999 Services & Other Oper. Exp		1,584,167	1,589,453	1,599,315	Assumes 2% inflation per year
6000 · Capital Outlay		15,000	0	0	
TOTAL EXPENSES		5,673,325	5,760,798	5,815,265	
Net Income Before GAAP adjustments		178,286	197,787	212,590	
GAAP Adjustments:					
	6900 · Depreciation	-17,000	-19,000	-21,000	
	Move Expenses to Capitalized Expenditures	15,000			
	Net Income - GAAP Basis	176,286	178,787	191,590	
	Beginning of Year Fund Balance	1,877,506	2,053,792	2,232,579	
	End of Year Fund Balance	2,053,792	2,232,579	2,424,169	

Coversheet

2019-20 Preliminary Budget

Section: II. Topical Items
Item: O. 2019-20 Preliminary Budget
Purpose: FYI
Submitted by:
Related Material: 2019-20 Preliminary Budget.pdf



2019-20 Preliminary Budget Narrative
 April 29, 2019
 Board of Directors Meeting

2019-20 Preliminary Budget Narrative

	Net Income (GAAP)	Projected Beginning Fund Balance	Projected Ending Fund Balance
CMO	43K	331K	374K
Gilroy Prep	229K	1.8M	2.0M
Hollister Prep	176K	1.9M	2.1M
Watsonville Prep	14K	155K	178K
Total	429K	4.2M	4.6M

- CMO Preliminary Budget
 - Donations & Grants total is \$360k which includes \$300,000 from Charter School Growth Fund and \$60,000 in general fundraising
 - Management fees are as follows:
 - HPS - 16%
 - GPS - 16%
 - WPS - 14%
 - Salaries include a total of 15.25 FTEs compared to 15.45 FTEs in 2018-19
 - Adding a “Manager of Auxiliary Engagement” position
 - Removing the Innovation Fellow position
 - Director of Student Services FTE lowered to .10
 - Includes a 3% increase in salaries
 - Includes an additional \$25,000 in potential unforeseen expenses

- Gilroy Prep School Preliminary Budget
 - Using the latest FCMAT calculator for LCFF revenue
 - Added an additional \$105k for fundraising. \$30,000 for general fundraising and \$75,000 fundraising for Teacher on Special Assignment (TOSA) to support middle school coaching and curriculum
 - GPS will staff a total of 63.10 FTEs compared to 61.80 FTEs in 2018-19



- Adding a school site Psychologist at .40 FTE will be added which will eliminate the need to contract out for services
 - Adding a Student Services Coordinator at .40 FTE
 - Adding .40 to Counselor position to bring the position to 1 FTE
 - Adding 1 FTE TOSA to support middle school
 - Eliminating 1 FTE instructional support position
- Hollister Prep School Preliminary Budget
 - Using the latest FCMAT calculator for LCFF revenue
 - Added an additional \$105k for fundraising. \$30,000 for general fundraising and \$75,000 fundraising for Teacher on Special Assignment (TOSA) to support middle school coaching and curriculum
 - Adding a grade level with 60 students
 - HPS will staff a total of 60.85 FTEs compared to 54.10 FTE in 2018-19
 - Adding 2 FTE teachers
 - Adding 1 FTE SGI
 - Adding 1 FTE Groundskeeper/Janitor
 - Adding a school site Psychologist at .40 FTE will be added which will eliminate the need to contract out for services
 - Adding a Student Services Coordinator at .40 FTE
 - Adding 1 FTE TOSA to support middle school
 - Adding an additional .50 for counseling position to bring the position to 1 FTE
 - Adding a .50 yard duty position
- Watsonville Prep School Preliminary Budget
 - Using the latest FCMAT calculator for LCFF revenue
 - \$300k fundraising from Silicon School Fund (already committed) and \$50k general fundraising
 - Will open August 2019 with 120 students in grades K-2
 - WPS will staff a total of 23.80 FTEs

Navigator Schools - 2019-20 Preliminary Budget

	Total 2019-20	Change from	GPS 2019-20	Change from	HPS 2019-20	Change from	WPS 2019-20	Change from	CMO 2019-20	Change from
	<u>Budget</u>	<u>2018-19</u>	<u>Budget</u>	<u>2018-19</u>	<u>Budget</u>	<u>2018-19</u>	<u>Budget</u>	<u>2018-19</u>	<u>Budget</u>	<u>2018-19</u>
<i>Enrollment Projection</i>	1260	240	540	0	540	60	180	0		
REVENUE:										
LCFF Revenue	11,776,746	2,778,014	4,826,788	193,690	5,079,315	713,681	1,870,643	0	0	0
Federal Revenue	718,271	-5,563	322,456	16,376	197,373	-21,939	198,442	0	0	0
Other State Revenue	957,797	-168,196	418,927	-88,576	396,406	-79,620	142,464	0	0	0
Donations & Grants	923,300	-91,700	108,300	108,300	105,000	105,000	350,000	0	360,000	-305,000
Other Revenue	191,530	113,245	110,670	110,670	73,517	1,960	6,428	0	915	615
CMO Management Fees	1,888,866	1,529,785							1,888,866	1,529,785
REVENUE	16,456,510	4,155,585	5,787,141	340,460	5,851,611	719,082	2,567,977	0	2,249,781	54,696
EXPENDITURES:										
Salaries	8,466,600	764,786	2,958,541	171,510	2,917,252	553,043	1,098,194	0	1,492,613	40,233
Benefits & Taxes	2,302,770	179,009	817,798	50,352	783,595	122,563	311,499	0	389,878	6,094
Books & Supplies	1,212,678	-87,327	339,417	-67,945	373,310	-4,278	468,355	0	31,596	-15,104
Services & Other Operating Expense	2,060,710	113,953	634,666	58,602	771,477	56,389	362,297	0	292,270	-1,038
CMO Management Fees	1,888,866	55,191	772,286	-15,341	812,690	70,532	303,890	0	0	0
Capital Outlay	40,000	-60,000	15,000	0	15,000	-60,000	10,000	0	0	0
EXPENDITURES	15,971,624	965,612	5,537,708	197,178	5,673,324	738,249	2,554,235	0	2,206,357	30,185
REVENUE LESS EXPENDITURES	484,886	3,189,973	249,433	143,282	178,287	-19,167	13,742	0	43,424	24,511
<u>GAAP Adjustments:</u>										
Revenue Less Expenditures	484,886		249,433		178,287		13,742		43,424	
Add back Capita Outlay to Net income	0		15,000		15,000		10,000		0	
Subtract Depreciation Expense	-52,000		-35,000		-17,000		0		0	
Net Income - GAAP Basis 2019-20	429,462		229,433		176,287		23,742		43,424	
Projected Fund Balance at 6/30/19	<u>4,162,356</u>		<u>1,797,306</u>		<u>1,879,508</u>		<u>154,854</u>		<u>330,688</u>	
Projected Fund Balance at 6/30/20	<u>4,591,818</u>		<u>2,026,739</u>		<u>2,055,795</u>		<u>178,596</u>		<u>374,112</u>	