



## Navigator Schools

### NS Board Meeting

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#### Date and Time

Tuesday December 10, 2019 at 6:00 PM PST

#### Location

Gilroy Prep School, 277 IOOF Ave, Gilroy, CA 95020

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#### Teleconference Locations

- Hollister Prep School, 881 Line Street, Hollister, CA 95020
- Watsonville Prep School, 201 Brewington Avenue, Watsonville, CA 95076
- 200 North Ashley Drive, Tampa, FL 33602

Individuals requiring a disability-related accommodation, modification, or auxiliary aid/service, should direct their requests to Sean Martin via phone (831-217-4894) or [Email](mailto:smartin@navigatorschools.org) (smartin@navigatorschools.org).

An archive of board meeting minutes is available for public view at the Navigator Schools Support Office, 650 San Benito Street, Suite 230, Hollister CA 95023.

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#### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A. Record Attendance and Guests</b>		Caitrin Wright	2 m

	Purpose	Presenter	Time
<b>B.</b> Call the Meeting to Order			3 m
<b>C.</b> Approve Minutes of Board Meeting, November 5, 2019	Approve Minutes	Caitrin Wright	1 m
<b>D.</b> Approve Minutes of Special Board Meeting, October 28, 2019	Approve Minutes	Caitrin Wright	1 m
<b>E.</b> Approve Minutes of Board Meeting, October 8, 2019	Approve Minutes	Caitrin Wright	1 m
<b>F.</b> CEO Report		K. Sved	7 m
K. Sved will present an update on organizational activities and priorities.			
<b>G.</b> Public Comments		Caitrin Wright	2 m
The agenda provides time for public comments based on the collection of public comment forms.			

## II. Topical Items

6:17 PM

### CEO Support & Evaluation

<b>A.</b> 2018-19 Audit Approval: Resolution 2019-14	Vote	Ami Ortiz	20 m
A. Ortiz will present the 2018-19 audit for Board approval, and the Board will vote on a resolution (BR 2019-14) approving the audit.			
<b>B.</b> Finance Committee Report	Discuss	Nora Crivello	3 m
N. Crivello will present an update on the latest activities of the NS Finance Committee.			
<b>C.</b> Compensation Consultant Proposal: Resolution 2019-15	Vote	Melissa Alatorre Alnas	15 m
M. Alatorre Alnas will present a proposal for compensation consulting services. The Board will vote on a resolution (BR 2019-15) to approve the consultancy.			
<b>D.</b> Watsonville Prep Schoolwide Title I Program: Res. 2019-16	Vote	Kevin Sved	10 m

	Purpose	Presenter	Time	
K. Sved will provide an update on the application for Watsonville Prep Schoolwide Title I designation. The Board will vote on the approval of the Title I application (BR 2019-16).				
E.	Watsonville Prep Facility Update and Next Steps	Discuss	Kevin Sved	20 m
K. Sved will present an update and list next steps for Watsonville Prep School facilities.				
F.	Delegated Authority to CEO for 407 Main Pre-construction Expenditures: Resolution 2019-17	Vote	Kevin Sved	5 m
The board will consider a resolution (BR 2019-17) to delegate authority to the CEO to expend up to \$150,000.00 for pre-construction costs associated with the 407 Main Street project.				
G.	Governance Committee Report	Discuss	John Flaherty	3 m
J. Flaherty will provide an update on recent Governance Committee activities.				
H.	Board Dashboard Review	Discuss	Sean Martin	15 m
S. Martin will present an updated version of the Board Dashboard.				
I.	Protect and Grow Organizational Priority Update	Discuss	Kirsten Carr	30 m
K. Carr will lead a discussion on the Protect and Grow organizational priority.				
J.	Federal Grant Application: Resolution 2019-19.	Vote	Kevin Sved	15 m
K. Sved will describe the scope, scale, and purpose of a federal grant for which Navigator Schools is eligible to apply. The Board will consider voting on a resolution (BR 2019-19) to approve Navigator's pursuit of the grant including associated consultancy fees for KQ Management Incorporated to support the application.				
K.	Announcement of Reasons for Closed Session	FYI	Caitrin Wright	2 m
C. Wright will announce reasons for the closed session (real property negotiation and delegated lease authority).				
L.	Closed Session: Real Property Negotiation, HPS	Vote	Kevin Sved	15 m
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 voting on a resolution delegating authority to K. Sved to negotiate an option to purchase the property.				
M.	Closed Session: Delegated Authority to CEO to Execute Lease Agreement: Resolution 2019-18	Vote	Kevin Sved	5 m

	Purpose	Presenter	Time
The board will consider a resolution (BR 2019-18) to delegate authority to the CEO to execute a lease agreement for 407 Main Street project.			
<b>N.</b> Report on Closed Session	FYI	Caitrin Wright	2 m
C. Wright will provide a report of actions taken during the closed session.			
<b>III. Closing Items</b>			<b>8:57 PM</b>
<b>A.</b> Adjourn Meeting	Vote	Caitrin Wright	2 m
Board members will vote on the adjournment of the meeting.			



## Coversheet

### Approve Minutes of Board Meeting, November 5, 2019

<b>Section:</b>	I. Opening Items
<b>Item:</b>	C. Approve Minutes of Board Meeting, November 5, 2019
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for NS Board Meeting on November 5, 2019

APPROVED



## Navigator Schools

### Minutes

#### NS Board Meeting

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##### **Date and Time**

Tuesday November 5, 2019 at 3:00 PM

##### **Location**

Navigator Schools, Support Office, 650 San Benito Street, Suite 230, Hollister CA 95023

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##### Teleconference Locations

- Hollister Prep School, 881 Line Street, Hollister CA 95020
- Gilroy Prep School, 277 IOOF Avenue, Gilroy CA 95020
- Watsonville Prep School, 201 Brewington Avenue, Watsonville CA 95076
- 23 North Street, San Juan Bautista, CA 95045
- 780 Broadway Street, Redwood City CA 94063
- 827 Broadway, Suite 300, Oakland CA 94607
- 2805 Bowers Avenue, Santa Clara CA 95051
- 200 North Ashley Drive, Tampa FL 33602

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##### **Directors Present**

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Caitrin Wright (remote), Fiaau Ohmann, JP Anderson (remote), John Flaherty (remote), Joyce Montgomery (remote), Victor Paredes-Colonia (remote)

### **Directors Absent**

Nora Crivello

### **Guests Present**

Kevin Sved, Sean Martin

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## **I. Opening Items**

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

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

Caitrin Wright called a meeting of the board of directors of Navigator Schools to order on Tuesday Nov 5, 2019 at 3:06 PM.

### **C. Public Comments**

There were no public comments.

## **II. Topical Items**

### **A. WPS Facilities**

K. Sved presented two guiding questions as a continuation of this topic from the Special Board Meeting on October 28. These questions focused on financial and site feasibility and investment in the initial stage of the 407 Main Street project in Watsonville. Members discussed areas of concern regarding the location of the site and strategies to mitigate these concerns. After considering challenges and positives, members agreed to move on to the the second point of the discussion concerning the Board's willingness to invest in elements of the project contained in resolutions listed in the agenda; mainly, project management, architectural services, and a loan agreement. Board members asked clarifying questions about these components and shared opinions, concerns, and insights, coming to a general consensus supporting continued investment until the next point of review on December 8 at the regular NS Board Meeting.

### **B. Delegating Authority to CEO to Execute Letter of Intent**

John Flaherty made a motion to approve the resolution regarding the letter of intent.

Joyce Montgomery seconded the motion.

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

#### **Roll Call**

Joyce Montgomery      Aye

#### Roll Call

Caitrin Wright	Aye
Fiaau Ohmann	Aye
Victor Paredes-Colonia	Aye
John Flaherty	Aye
JP Anderson	Aye
Nora Crivello	Absent

### C. Project Management Agreement With Pacific Charter School Development

John Flaherty made a motion to approve the resolution containing the project management agreement with PCSD.

JP Anderson seconded the motion.

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

#### Roll Call

Joyce Montgomery	Aye
Caitrin Wright	Aye
Fiaau Ohmann	Aye
Nora Crivello	Absent
JP Anderson	Aye
John Flaherty	Aye
Victor Paredes-Colonia	Aye

After discussing some clarifying details regarding payment structures, scope, and duration of services, members voted to approve the resolution.

### D. Architectural Services Agreement With Artik Art & Architecture

Joyce Montgomery made a motion to approve Artik agreement.

Fiaau Ohmann seconded the motion.

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

#### Roll Call

Victor Paredes-Colonia	Aye
Joyce Montgomery	Aye
JP Anderson	Aye
Nora Crivello	Absent
John Flaherty	Aye
Caitrin Wright	Aye
Fiaau Ohmann	Aye

After confirming details of the agreement, members voted to approve the resolution.

### E. Approval of Loan Agreement With Pacific Charter School Development

John Flaherty made a motion to approve loan agreement with PCSD.

Fiaau Ohmann seconded the motion.

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

#### Roll Call

John Flaherty	Aye
Fiaau Ohmann	Aye
JP Anderson	Aye
Nora Crivello	Absent
Victor Paredes-Colonia	Aye
Joyce Montgomery	Aye
Caitrin Wright	Aye

#### F. Professional Services Agreement With Edgility

Members decided not to discuss this item.

### III. Closing Items

#### A. Adjourn Meeting

John Flaherty made a motion to adjourn the meeting.

Fiaau Ohmann seconded the motion.

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

#### Roll Call

JP Anderson	Aye
Joyce Montgomery	Aye
John Flaherty	Aye
Nora Crivello	Absent
Fiaau Ohmann	Aye
Caitrin Wright	Aye
Victor Paredes-Colonia	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:00 PM.

Respectfully Submitted,  
Sean Martin

## Coversheet

### Approve Minutes of Special Board Meeting, October 28, 2019

<b>Section:</b>	I. Opening Items
<b>Item:</b>	D. Approve Minutes of Special Board Meeting, October 28, 2019
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for NS Special Board Meeting on October 28, 2019

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## Navigator Schools

### Minutes

#### NS Special Board Meeting

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##### **Date and Time**

Monday October 28, 2019 at 11:00 AM

##### **Location**

Navigator Schools, Support Office, 650 San Benito Street, Suite 230, Hollister CA 95023

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##### Teleconference Locations

- Hollister Prep School, 881 Line Street, Hollister CA 95020
- Gilroy Prep School, 277 IOOF Avenue, Gilroy CA 95020
- Watsonville Prep School, 201 Brewington Avenue, Watsonville CA 95076
- 83 Great Oaks Boulevard, San Jose CA 95119
- 780 Broadway Street, Redwood City CA 94063
- 827 Broadway, Suite 300, Oakland CA 94607
- 2805 Bowers Avenue, Santa Clara CA 95051
- 2225 Lawson Lane, Santa Clara CA 95054

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##### **Directors Present**

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Caitrin Wright (remote), JP Anderson (remote), John Flaherty (remote), Joyce Montgomery (remote), Nora Crivello (remote), Victor Paredes-Colonia (remote)

### **Directors Absent**

Fiaau Ohmann

### **Guests Present**

Sean Martin

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## **I. Opening Items**

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

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

Caitrin Wright called a meeting of the board of directors of Navigator Schools to order on Monday Oct 28, 2019 at 11:01 AM.

### **C. Public Comments**

There were no public comments.

## **II. Topical Items**

### **A. WPS Facilities**

K. Sved thanked board members for attending and extended special thanks to J. Montgomery for her ongoing, in-depth review of related budget and financing materials. K. Sved expressed his intent to frame major discussion points regarding the suitability and financing of a potential long-term facilities project at 407 Main Street, Watsonville, CA, to inform Board deliberation of two main questions. These questions were, in brief:

1. Is 407 Main the right site?
2. Is the Board willing invest additional funds to support the project until the next decision point at the regular NS Board Meeting on December 10, 2019?

K. Sved outlined strengths and challenges attributed to the site, including issues related to neighborhood safety, outdoor play spaces, Proposition 39, district and community relations, local real estate, viewpoints of parents, and anticipated impact on enrollment. He also reviewed opinions of the directors and chiefs.

C. Wright facilitated the sharing of opinions and questions by each board member in attendance. The Board chose to focus on the first main question framed by K. Sved, with plans to continue the discussion at a future meeting.



Board members decided to schedule an NS Board Meeting on Tuesday, November 5, 2019, at 3:00 PM.

**B. Delegating Authority to CEO to Execute Letter of Intent**

The Board did not discuss or act upon this agenda item.

**C. Project Management Agreement With Pacific Charter School Development**

This item was not discussed or acted upon by the Board.

**D. Architectural Services Agreement With Artik Art & Architecture**

This item will be taken up at a future meeting.

**E. Approval of Loan Agreement With Pacific Charter School Development**

This item was not addressed during the meeting.

**F. Professional Services Agreement With Edgility**

This Board did not consider this item.

**III. Closing Items**

**A. Adjourn Meeting**

Joyce Montgomery made a motion to adjourn the meeting.

Nora Crivello seconded the motion.

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

**Roll Call**

Victor Paredes-Colonia	Aye
Caitrin Wright	Aye
Fiaau Ohmann	Absent
John Flaherty	Aye
Joyce Montgomery	Aye
JP Anderson	Aye
Nora Crivello	Aye

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

Respectfully Submitted,  
Sean Martin

# Coversheet

## Approve Minutes of Board Meeting, October 8, 2019

<b>Section:</b>	I. Opening Items
<b>Item:</b>	E. Approve Minutes of Board Meeting, October 8, 2019
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for NS Board Meeting on October 8, 2019

APPROVED



## Navigator Schools

### Minutes

#### NS Board Meeting

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##### **Date and Time**

Tuesday October 8, 2019 at 6:00 PM

##### **Location**

Watsonville Prep School, 201 Brewington Ave, Watsonville, CA 95076

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##### Teleconference Locations

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

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##### **Directors Present**

Caitrin Wright, John Flaherty, John Glover, Joyce Montgomery, Nora Crivello

##### **Directors Absent**

Fiaau Ohmann, JP Anderson, Victor Paredes-Colonia

##### **Guests Present**

Sean Martin

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## I. Opening Items

### A. Record Attendance and Guests

### B. Call the Meeting to Order

Caitrin Wright called a meeting of the board of directors of Navigator Schools to order on Tuesday Oct 8, 2019 at 6:05 PM.

C. Wright invited all staff and visitors to introduce themselves.

### C. Approve Minutes

Nora Crivello made a motion to approve minutes from the NS Board Meeting on 08-20-19 NS Board Meeting on 08-20-19.

John Glover seconded the motion.

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

### D. Approve Minutes of Special Board Meeting, September 19, 2019

John Glover made a motion to approve minutes from the Special NS Board Meeting on 09-23-19 Special NS Board Meeting on 09-23-19.

Nora Crivello seconded the motion.

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

### E. Consent Agenda

John Glover made a motion to approve the consent agenda.

John Flaherty seconded the motion.

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

### F. CEO Report

K. Sved reviewed recent Board member visits to school sites, the status of high speed rail in connection to GPS facilities (no longer an imminent concern), potential property projects for HPS facilities, and thanked all present for their support of Navigator Schools.

### G. Public Comments

Speaking as a parent, N. Crivello thanked J. Dent, S. Waller, and K. Sved for the high level of attentiveness and service they have provided to children who benefit from special education services, accommodations, and inclusion.

## II. Topical Items

### A. Watsonville Prep School Update

The Board discussed recent and rapid academic progress of WPS students (words-per-minute assessments). Site leaders and staff recounted stories from the first six weeks of

instruction, reviewed visitors and their positive impressions, and provided summaries of parent meetings. C. Wright described her visit to WPS and praised the WPS leadership team. J. Flaherty described his interactions with a state consultant related to WPS and the positive statements shared by the consultant.

#### **B. Charter School Governance Training: Legislative Update**

Hillary Harmssen from, from the California Charter School Association, provided a training session, focusing on the California State Dashboard, Assembly Bill 1505, and Assembly Bill 1507. She explained implications of these items for charter renewals. She mentioned important windows for data and the importance of dashboard results in relation to the charter renewal process. New requirements for teacher credentialing were also covered.

#### **C. Board Dashboard Presentation and Discussion**

The Board reviewed the dashboard, asking clarifying questions and making suggestions and corrections. Board comments were noted by S. Martin, who will incorporate modifications into the next update of the dashboard to be presented at the regular NS Board meeting on December 10.

#### **D. Governance Committee Report**

Board members thanked J. Glover for his service and contributions to Navigator Schools upon the occasion of his last meeting as a Board member. His commitment, dedication, and valuable strengths as a mentor, leader, and reformer of education were enumerated and praised.

#### **E. Resolution 2019-05: New Committee Officers and Assignments**

John Flaherty made a motion to approve the amended resolution.  
Joyce Montgomery seconded the motion.  
The board **VOTED** unanimously to approve the motion.

#### **F. Finance Committee Report**

The Board received a brief update. Clarifying questions focused on variances and fund balances, and these questions were answered by J. Montgomery and A. Ortiz.

#### **G. Proposed Revised 2019-20 Budget for WPS**

John Glover made a motion to move to approve revised budget as included in board materials.  
Joyce Montgomery seconded the motion.  
The board **VOTED** unanimously to approve the motion.  
A. Ortiz led a discussion of the proposed revised budget for WPS, highlighting changes from the previous previous proposed budget. Board members' questions focused on

average daily attendance, state reporting, and proposed enrollments. The Board thanked A. Ortiz for her work on the budget and the presentation.

#### **H. Schedule February Board Meeting**

Caitrin Wright made a motion to approve February 4, 6:00 pm to 9:00 pm, for date and time of the next regular NS Board Meeting.

Nora Crivello seconded the motion.

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

C. Wright facilitated the scheduling of a suitable meeting date.

#### **I. WPS Facilities: Open Session**

The Board decided not to address items N, O, and P. K. Sved provided an overview of WPS facilities. His introduction covered Proposition 39 request strategies; features and project components of 407 Main Street, Watsonville (a potential long-term site for WPS facilities); attendance and parent opinions expressed at parent meetings; a recent meeting with the Superintendent of Pajaro Valley Unified School District (PVUSD) regarding Proposition 39; and a presentation of images concerning potential site expansion at the current WPS location.

The Board asked questions about locations, parent support and concerns, and potential agreements with consultants related to expansion, particularly connected to the potential development of 407 Main Street as a long-term facility for WPS. The Board also enquired about pre-development requirements, leasing, and financing options. J. Montgomery suggested strategies for further site and community research. J. Glover asked questions about the PVUSD master plan, implications of expansion for relationships with multiple districts, and additional funding opportunities. C. Wright described a framework to support Board decision-making.

#### **J. Announcement of Reasons for Closed Session**

C. Wright announced the reason for the closed session: discussion of CEO executive compensation.

#### **K. Closed Session: CEO Evaluation**

#### **L. Closed Session: Watsonville Prep School Facilities**

This item was not addressed during closed session.

#### **M. Report on Closed Session**

There were no actions taken during the closed session.

#### **N. Project Management Agreement With Pacific Charter School Development**

Items N, O, and P were tabled by the Board.

**O. Architectural Services Agreement With Artik Art & Architecture**

**P. Approval of Loan Agreement With Pacific Charter School Development**

**Q. Resolution 2019-06: CEO Executive Compensation**

Caitrin Wright made a motion to approve the CEO Executive Compensation Resolution with an annual salary of \$173,840.31 retroactive to July 1, 2019 based on 3% COLA.

Joyce Montgomery seconded the motion.

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

**III. Closing Items**

**A. Adjourn Meeting**

Caitrin Wright made a motion to adjourn the meeting.

Joyce Montgomery seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:02 PM.

Respectfully Submitted,  
Sean Martin

# Coversheet

## CEO Report

<b>Section:</b>	I. Opening Items
<b>Item:</b>	F. CEO Report
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Intervention Memo 2019_12.pdf Dissemination Memo 2019_12.pdf MTSS Memo 2019_12.pdf





**Date:** December 2, 2019

**To:** Board of Directors

**Submitted By:** James Dent and Sharon Waller

**Subject:** Intervention Priority

### **Background**

Navigator Schools has a multi-tiered system of supports (MTSS) framework that includes various levels and types of interventions that are implemented at the schools to ensure all students' educational needs are met. The goal of the intervention priority is stated as follows: *50% of students scoring "Standard Nearly Met" (2) or "Standard Not Met" (1) will increase to the next band of performance on the Smarter Balanced Assessment Consortium (SBAC).* This board memo will address the specific Tier Two interventions in reading and mathematics for students in grades two through eight that were identified in September and the Tier Three interventions for reading that were initiated in November.

Tier Two interventions were provided to students who were in need of support in reading fluency, reading comprehension, and mathematics. The programs used were research-based, and they were implemented after school within small, leveled groups that focused on skills. Progress monitoring occurred more frequently than it typically does for Tier One students. Tier Three interventions began in mid-October. The research-based interventions are provided to students who are significantly below the grade level expectations for reading. The interventions occur during the school day in groups of up to three students with one adult.

### **Fidelity of Implementation**

At each of our three sites, the principal and/or vice principal of academics have conducted daily walkthroughs of our after school classrooms. Once a week, the Chief Academic Officer (CAO) participates in the daily walkthrough. These walkthroughs have led to daily coaching and development of our after school staff as well as a significant strengthening of our intervention program compared to prior years. The instructional strategies and programs are being implemented at very high levels and student behavior and engagement is at comparable levels to our normal day program. Average attendance has been high and site staff has actively engaged parents daily for absences of students who attended the regular school day.

## Outcomes and Analysis

	Reading Fluency		Reading Comprehension		Math	
	# Qualified	# Met goal	# Qualified	# Met goal	# Qualified	# Met goal
GPS	22	17	18	4	34	13
HPS	21	6	28	3	31	18

Gilroy and Hollister had a slightly different strategy around reading interventions in Unit 1. Gilroy had enough staff to do both reading fluency and reading comprehension four days per week. Hollister chose to alternate between reading fluency and reading comprehension and did not show as much growth. This learning has led us to begin adjusting interventions scheduling at HPS.

GPS had a great level of success with reading fluency and not as much in reading comprehension. This is not surprising as comprehension development takes more time.

The math improvement has also been notably strong at both sites. If the rate of meeting goal continues, most students will exit by the end of the year. We anticipate that this will impact SBAC performance for our Tier Two students.

### Next steps

We are currently implementing a new data system called Educlimber which will help us disaggregate data in a more automated way. Currently much of the data analysis is done by hand by our vice principals.



Date: December 10, 2019

To: Navigator Schools Board of Directors

From: Heather Parsons, Director of Curriculum & Instruction

Subject: Dissemination Update

## Objectives

- 1) The Board will receive grant updates.
- 2) The Board will be briefed on work with our three partner schools.
- 3) The Board will be briefed on next steps for dissemination.

## Grant Update

Navigator has applied and received a grant from the Charles and Helen Schwab Foundation to continue to increase our impact through dissemination. The grant award of \$250,000 is for a one-year period beginning November 1, 2019.

## Partnership Work

We continue to work with both Healdsburg Unified School District elementary schools and Cerra Vista Elementary School, our Hollister School District partner. We have added a third organization to this year's cohort, Gem Prep Nampa. They are a charter school located in Nampa, Idaho. Gem Prep met the majority of our readiness criteria outlined in Table 1 and have already adopted our organizational quizzes. This year's cohort now includes two traditional public schools, one dependent public charter school, and one independent public charter school. We feel this diversity of partnerships will help inform us with strategic decisions around future partnerships.

**Table 1. Partner Readiness**

### Conviction

- ☐ District and site leadership teams share a vision that significant changes are needed in classroom instruction and school culture to realize equitable outcomes for all students
- ☐ Leaders act boldly on behalf of student equity and make the necessary programmatic changes to achieve their vision
- ☐ We are ready to prioritize time and resources to developing the people who impact change
- ☐ We feel the problem is larger than just our school and we are willing to share our experience, data and learnings to benefit the broader educational community

### Coalition

- ☐ Both our district and site leaders have a shared vision of academic excellence and agree that partnering with Navigator will add value to the coalition
- ☐ We have developed deep and broad support that includes all levels of influence, including families

- ☐ At least 80% of our teachers are excited about partnering with Navigator to implement the Core 3
- ☐ -or- We have a committed cohort of teachers that will be piloting the Core 3 in year one

#### Clarity

- ☐ We have developed a clear instructional vision focused on helping all of our students reach their highest potential
- ☐ We will identify a coach that will be a part of the Core 3 coaching development cohort for at least 2 years (This could be a site administrator as long as there are at least 2)
- ☐ We understand that high fidelity implementation of the Core 3 practices & strategies will result in the best possible outcomes, therefore:
  - ☐ We are committed to devote time weekly to coaching all teachers
  - ☐ We are committed to devote time weekly to leadership coaching
- ☐ We are clear about how our assessment practices and tools will need to change in order to implement short-cycle data analysis
- ☐ We understand the academic success is the number one priority for site leaders and changes may need to be made to support operational tasks

#### Culture

- ☐ Our staff culture is positive and people will optimistically take on new challenges to raise student achievement
- ☐ Our teachers have a growth-oriented culture and would be willing to implement initiatives such as weekly coaching to improve their practices
- ☐ We have a strong culture of error where risk taking is safe

#### Capacity

- ☐ Our leaders are experienced leaders who will be able to manage change
- ☐ There are no other large initiatives this year that would cause teachers and leaders to feel overwhelmed
- ☐ We have enough human resources to address both operational responsibilities and academic coaching

Heather Parsons and Norma Knox continue to meet weekly with the schools' respective leadership teams to develop their leaders around the Core 3 Objectives shown in Table 2 and support the implementation as needed.

Table 2. Core 3 Objectives	
LEADERSHIP DEVELOPMENT OBJECTIVES	COLOR KEY
Leaders have adjusted their calendars to spend the majority of their time as (Core 3) instructional leaders	Exemplary Modeling Support for Others
Leaders are doing classroom walkthroughs and visiting every classroom weekly	Proficient or Little Support Needed
Leaders are building a common language/best practices by regularly training and coaching Teach Like a Champion techniques	Beginning or Still Needing Support

Leaders are regularly delivering PD based on school needs.		Not Yet Implementing or Area of Concern
Leaders are observing classrooms regularly and live coaching		THEMATIC GOAL
Leaders are coaching intellectual preparation weekly (Pilot classrooms for partners)		
Leaders are coaching data analysis meetings with teachers weekly (Pilot Classrooms for Partners)		
Leaders are looking at schoolwide data to help inform next steps in professional development, coaching and model iterations		
Leaders are ensuring there is a schoolwide and classroom intervention programs and that they are impactful		
Leaders are celebrating school culture and data wins with the staff weekly		
Leaders are maintaining a positive staff culture through creating staff agreements, accountable communication, empowering problem solvers		
TEACHER OBJECTIVES		
BUILDING A STRONG CLASSROOM CULTURE	IMPLEMENTING PERSONALIZED & RIGOROUS INSTRUCTION	COLLECTING & USING DATA
ROUTINES & PROCEDURES are in place and reinforced with no wasted time	Teachers have clearly completed INTELLECTUAL PREPARATION as evidenced through their IP assets and instruction	School employs a SHORT-CYCLE ASSESSMENT PLAN (daily and weekly) to monitor learning
There is MUTUAL RESPECT between students and teachers that includes clear expectations of behavior and work ethic from all parties	Students do the HEAVY LIFTING at all times, with ample student discussion, while teachers facilitate learning with targeted questions	Teachers are COLLECTING DATA throughout the day
There is a high level of active student ENGAGEMENT	Students can DEMONSTRATE & DEFEND their claims using RACE, CASE, thinking maps and prove/disprove	Teachers are ANALYZING DATA and making the necessary plans to intervene
SEL, DIVERSITY & INCLUSION is evident in all classrooms and organizational initiatives are being implemented effectively	PERSONALIZED INSTRUCTION is occurring in small, leveled groups and lessons are focused on power standards	Teachers are RESPONDING TO DATA in the moment, as well as planning future interventions and instruction

### Next Steps

1. The dissemination team will continue to work with current partners to ensure the most effective rate of implementation for each individual school's situation and support their teams through one or more weekly professional development sessions per partner.
2. We are working to secure additional partner schools for the 2020-2021 academic year.
3. Kirsten and Heather are working to map demand and the addressable market for the model, assess partner schools' willingness to increase spending to meet costs, and develop a strategic marketing plan to attract new partnerships.
4. We will continue to create a talent plan for model-provider leadership and execution responsibilities.
5. We will update the budget with detailed revenue and cost projections and develop a multi-year growth plan.

We look forward to continuing to update the Board as we pilot the dissemination work this year and beyond.



# Coversheet

## 2018-19 Audit Approval: Resolution 2019-14

<b>Section:</b>	II. Topical Items
<b>Item:</b>	A. 2018-19 Audit Approval: Resolution 2019-14
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	BR 2019_14 Memo BR and Audit.pdf





Date: December 04, 2019

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: 2018-19 Audit

An independent audit is an examination of our financial records, accounts, accounting practices and internal controls. For public schools the audit also reviews our instructional days and hours and the school sites Average Daily Attendance (ADA) records to ensure the organization is in compliance with all California state laws. During the audit, the auditor reviews the organization's financial statements to determine whether or not they adhere to generally accepted accounting principles (GAAP). The independent audit is performed by an auditor/CPA that is not an employee and is retained through a contract for services, hence the term "independent" audit.

Navigator's independent audit process began after the close of the 2018-19 fiscal year. I worked closely with Renee Bollier and Lily Huang from Clifton, Larson, Allen (CLA) audit firm to ensure they had all documents needed to complete the audit in a timely manner so that we would meet the deadline set forth by the California Department of Education (CDE). All of the audit work was performed off-site by Ms. Bollier and Ms. Huang. During the audit process, they interviewed Navigator's Board Chair, Caitrin Wright, and Board Treasurer, Joyce Montgomery.

I am happy to report the financial audit was a success. Below are a few of the highlights from the attached independent financial audit:

- Navigator Staff and CLA Staff maintained a positive and cooperative relationship to ensure a smooth and timely process
- There were no findings or questioned costs related to the basic financial statements for June 30, 2019 (page 24)
- CLA found that there weren't any adjusting journal entries that needed to be made

CLA Staff also audited Navigator's State Award programs. During the 2018-19 audit, there was a finding in the unduplicated Local Control Funding Formula count for Hollister Prep School.

Gilroy Prep School was not affected by this finding. Please note, there will not be any financial implications to this finding. Below is an excerpt from the audit report, found on pages 24 and 25, explaining the finding:

**Criteria:** Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced-price meals and those identified as “English Learners.”

**Condition:** During testing of Hollister Prep we compared students’ family income per Free and Reduced-Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2018-19 and found that the School inaccurately reported students as eligible for free or reduced-price meals.

**Effect:** Hollister Prep is not in compliance with Education code section 42238.02 (b)(2).

**Cause:** The School was either unable to provide meal applications, or meal applications were marked as denied and erroneously entered into School’s system and submitted to CalPADS.

**Questioned Costs:** A full file review was conducted, and as a result 11 students were included in the CalPADS report as eligible for free or reduced meals for which supporting documentation indicated they were not eligible. Revised entitlement had no impact on LCFF Entitlement.

**Repeat Finding:** This is not a repeating finding.

**Recommendation:** We recommend that the School employ additional monitoring processes to review the Free and Reduced-Price Meal (FRPM) eligibility data to ensure that reporting errors are minimized and corrections are made on a timely basis.

**Views of responsible officials and planned corrective actions:** The management of Navigator Schools accepts this finding. As a result of this audit, the School has developed additional monitoring processes to ensure accuracy in the reporting of student eligibility for the Free and Reduced Lunch Program (FRPM). The monitoring process includes having three independent persons review the income verification form before submitting to state.

## **BOARD RESOLUTION 2019-14**

*December 10, 2019*

### **Authorization to Approve the 2018-19 Audited Financial Statements**

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools to approve the 2018-19 Audited Financial Statements:

WHEREAS Navigator Schools (NS) is required to have an independent audit every year;

WHEREAS Clifton Larson Allen (CLA) was selected and approved by NS Board of Directors to perform said audit for 2018-19;

WHEREAS a draft of the audited financial statements has been provided to NS Board of Directors for discussion and approval at the December 10, 2019 Board meeting;

RESOLVED, Navigator Schools Board of Directors approves the Audited Financial Statements as presented;

APPROVED by the Board of Directors of Navigator Schools at its regular meeting held on December 10, 2019 at Gilroy, California.

\_\_\_\_\_  
Signature of  
Board Chair Caitrin Wright Navigator Schools, a California  
Nonprofit Public Benefit Corporation

The Secretary of the Corporation certifies that the above is true and copy of the resolution that was duly adopted at the dated meeting of the board of directors.

\_\_\_\_\_  
Signature of Secretary  
John Flaherty Navigator Schools, a California Nonprofit Public  
Benefit Corporation

Date \_\_\_\_\_

**NAVIGATOR SCHOOLS**  
**FINANCIAL STATEMENTS AND**  
**SUPPLEMENTARY INFORMATION**  
**YEAR ENDED JUNE 30, 2019**

**OPERATING:**

**Gilroy Prep**  
**Hollister Prep**  
**Watsonville Prep**

**NAVIGATOR SCHOOLS  
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CliftonLarsonAllen LLP  
CLAconnect.com

## INDEPENDENT AUDITORS' REPORT

Board of Directors  
Navigator Schools  
Gilroy, California

### Report on the Financial Statements

We have audited the accompanying financial statements of Navigator Schools (Navigator), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditors' Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors  
Navigator Schools

### ***Opinion***

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of Navigator as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### ***Other Matters***

#### ***Supplementary Information***

Our audit was conducted for the purpose of forming an opinion on Navigator's financial statements as a whole. The CMO, Gilroy Prep, Hollister Prep, and Watsonville Prep columns in the statements of financial position, activities and cash flows as well as the accompanying supplementary schedules as identified in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

### **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued a report dated REPORT DATE on our consideration of Navigator's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on Navigator's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Navigator's internal control over financial reporting and compliance.

### **CliftonLarsonAllen LLP**

Glendora, California  
REPORT DATE

**NAVIGATOR SCHOOLS**  
**STATEMENT OF FINANCIAL POSITION**  
**JUNE 30, 2019**

<b>ASSETS</b>	<u>CMO</u>	<u>Gilroy Prep</u>	<u>Hollister Prep</u>	<u>Watsonville Prep</u>	<u>Total</u>
<b>CURRENT ASSETS</b>					
Cash and Cash Equivalents	\$ 105,025	\$ 1,446,093	\$ 1,165,938	\$ 93,749	\$ 2,810,805
Accounts Receivable	21,216	352,780	856,223	-	1,230,219
Prepaid Expenses and Other Assets	28,724	16,075	27,220	38,454	110,473
Total Current Assets	<u>154,965</u>	<u>1,814,948</u>	<u>2,049,381</u>	<u>132,203</u>	<u>4,151,497</u>
<b>LONG-TERM ASSETS</b>					
Property, Plant, and Equipment, Net	-	252,682	190,553	-	443,235
Total Long-Term Assets	<u>-</u>	<u>252,682</u>	<u>190,553</u>	<u>-</u>	<u>443,235</u>
Total Assets	<u>\$ 154,965</u>	<u>\$ 2,067,630</u>	<u>\$ 2,239,934</u>	<u>\$ 132,203</u>	<u>\$ 4,594,732</u>
<b>LIABILITIES AND NET ASSETS</b>					
<b>CURRENT LIABILITIES</b>					
Accounts Payable and Accrued Liabilities	\$ 73,794	\$ 205,871	\$ 452,311	\$ 7,206	\$ 739,182
Total Current Liabilities	<u>73,794</u>	<u>205,871</u>	<u>452,311</u>	<u>7,206</u>	<u>739,182</u>
<b>NET ASSETS</b>					
Without Donor Restriction	81,171	1,861,759	1,787,623	124,997	3,855,550
Total Net Assets	<u>81,171</u>	<u>1,861,759</u>	<u>1,787,623</u>	<u>124,997</u>	<u>3,855,550</u>
Total Liabilities and Net Assets	<u>\$ 154,965</u>	<u>\$ 2,067,630</u>	<u>\$ 2,239,934</u>	<u>\$ 132,203</u>	<u>\$ 4,594,732</u>

See accompanying Notes to Financial Statements.



**NAVIGATOR SCHOOLS  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2019**

	CMO	Gilroy Prep	Hollister Prep	Watsonville Prep	Eliminations	Total
<b>WITHOUT DONOR RESTRICTION:</b>						
<b>REVENUES</b>						
State Revenue:						
State Apportionment	\$ -	\$ 1,834,580	\$ 3,288,377	\$ -	\$ -	\$ 5,122,957
Other State Revenue		535,589	471,219	-		1,006,808
Federal Revenue:						
Grants and Entitlements	-	342,388	296,272	-	-	638,660
Local Revenue:						
In-Lieu Property Tax Revenue	-	2,756,583	1,097,789	-	-	3,854,372
Contributions	380,130	8,579	3,466	425,000	-	817,175
Investment Income	6,602	-	-	-	-	6,602
Other Revenue	1,642,645	83,878	31,883	-	(1,585,646)	172,760
Net Assets Released from Restriction	-	-	103,869	-	-	103,869
Total Revenues, Net	<u>2,029,377</u>	<u>5,561,597</u>	<u>5,292,875</u>	<u>425,000</u>	<u>(1,585,646)</u>	<u>11,723,203</u>
<b>EXPENSES</b>						
Program Services	397,842	4,091,393	3,952,901	140,531	-	8,582,667
Management and General	1,843,983	1,136,558	1,088,364	159,472	(1,585,646)	2,642,731
Total Expenses	<u>2,241,825</u>	<u>5,227,951</u>	<u>5,041,265</u>	<u>300,003</u>	<u>(1,585,646)</u>	<u>11,225,398</u>
<b>CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION</b>	(212,448)	333,646	251,610	124,997	-	497,805
<b>WITH DONOR RESTRICTION</b>						
<b>REVENUES</b>						
Net Assets Released from Restriction	-	-	(103,869)	-	-	(103,869)
<b>CHANGE IN NET ASSETS WITH DONOR RESTRICTION</b>	-	-	(103,869)	-	-	(103,869)
<b>CHANGE IN NET ASSETS</b>	(212,448)	333,646	147,741	124,997	-	393,936
Net Assets - Beginning of Year	293,619	1,528,113	1,639,882		-	3,461,614
<b>NET ASSETS - END OF YEAR</b>	<u>\$ 81,171</u>	<u>\$ 1,861,759</u>	<u>\$ 1,787,623</u>	<u>\$ 124,997</u>	<u>\$ -</u>	<u>\$ 3,855,550</u>

See accompanying Notes to Financial Statements.

**NAVIGATOR SCHOOLS  
STATEMENT OF CASH FLOWS  
YEAR ENDED JUNE 30, 2019**

	<u>CMO</u>	<u>Gilroy Prep</u>	<u>Hollister Prep</u>	<u>Watsonville Prep</u>	<u>Total</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>					
Change in Net Assets	\$ (212,448)	\$ 333,646	\$ 147,741	\$ 124,997	\$ 393,936
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:					
Depreciation	-	47,068	18,302	-	65,370
(Increase) Decrease in Assets:					
Accounts Receivable	(19,764)	(44,799)	(388,754)	-	(453,317)
Prepaid Expenses and Other Assets	996	55,781	95,419	(38,454)	113,742
Increase (Decrease) in Liabilities:					
Accounts Payable and Accrued Liabilities	<u>(7,685)</u>	<u>(165,673)</u>	<u>59,664</u>	<u>7,206</u>	<u>(106,488)</u>
Net Cash Provided by (Used in) Operating Activities	(238,901)	226,023	(67,628)	93,749	13,243
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>					
Purchases of Property, Plant, and Equipment	<u>-</u>	<u>(78,513)</u>	<u>(105,648)</u>	<u>-</u>	<u>(184,161)</u>
Net Cash Used by Investing Activities	-	(78,513)	(105,648)	-	(184,161)
<b>NET CHANGE IN CASH AND CASH EQUIVALENTS</b>	(238,901)	147,510	(173,276)	93,749	(170,918)
Cash and Cash Equivalents - Beginning of Year	<u>343,926</u>	<u>1,298,583</u>	<u>1,339,214</u>	<u>-</u>	<u>2,981,723</u>
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	<u>\$ 105,025</u>	<u>\$ 1,446,093</u>	<u>\$ 1,165,938</u>	<u>\$ 93,749</u>	<u>\$ 2,810,805</u>

See accompanying Notes to Financial Statements.

**NAVIGATOR SCHOOLS**  
**STATEMENT OF FUNCTIONAL EXPENSES**  
**YEAR ENDED JUNE 30, 2019**

	Program Services	Management and General	Eliminations	Total Expenses
Salaries and Wages	\$ 5,383,563	\$ 1,455,499	\$ -	\$ 6,839,062
Pension Expense	593,997	64,195	-	658,192
Other Employee Benefits	537,364	206,433	-	743,797
Payroll Taxes	201,373	52,649	-	254,022
Management Fees	180,786	89,774	-	270,560
Legal Expenses	-	38,127	-	38,127
Accounting Expenses	-	12,425	-	12,425
Instructional Materials	442,308	23,657	-	465,965
Other Fees for Services	246,486	1,734,368	(1,585,646)	395,208
Advertising and Promotion Expenses	-	4,450	-	4,450
Office Expenses	26,563	122,293	-	148,856
Information Technology Expenses	230,975	53,327	-	284,302
Occupancy Expenses	123,524	95,399	-	218,923
Travel Expenses	34,997	155,232	-	190,229
Depreciation Expense	65,370	-	-	65,370
Insurance Expense	-	37,060	-	37,060
Other Expenses	515,361	83,489	-	598,850
Subtotal	8,582,667	4,228,377	(1,585,646)	11,225,398
Eliminations	-	(1,585,646)	1,585,646	-
Total	<u>\$ 8,582,667</u>	<u>\$ 2,642,731</u>	<u></u>	<u>\$ 11,225,398</u>

See accompanying Notes to Financial Statements.

**NAVIGATOR SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Nature of Activities**

Navigator Schools (Navigator) is a California nonprofit public benefit corporation and is organized to manage and operate public charter schools. The mission of Navigator is to develop students who are proficient or advanced on the California state standards test and to prepare them to excel in college and the work place.

Navigator is funded principally through state of California public education monies received through the California Department of Education. The charters may be revoked by the sponsors for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

**Basis of Presentation**

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

**Basis of Accounting**

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

**Functional Allocation of Expenses**

The cost of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and support services benefited.

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include occupancy, depreciation, and amortization, which are allocated on a square footage basis, as well as salaries and wages, benefits, pension expenses, and payroll taxes which are allocated on the basis of estimates of time and effort.

**Cash and Cash Equivalents**

Navigator defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

**NAVIGATOR SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Net Asset Classes**

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

*Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The governing board has designated, from net assets without donor restrictions, net assets for an operating reserve and board-designated endowment.

*Net Assets With Donor Restrictions* – We report contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

**Accounts Receivable**

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2019. Management believes that all receivables are fully collectible; therefore no provisions for uncollectible accounts were recorded.

**Property, Plant and Equipment**

Property, plant, and equipment are stated at cost if purchased or at estimated fair value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the assets, ranging from 5 years to 10 years. Navigator capitalizes all expenditures for land, buildings, and equipment in excess of \$5,000.

**Property Taxes**

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. Santa Clara and San Benito Counties bill and collect property taxes for all taxing agencies within the Counties and distributes these collections to the various agencies. The sponsor agencies of Navigator Schools are required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

**NAVIGATOR SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Revenue Recognition**

Amounts received from the California Department of Education are recognized as revenue by Navigator based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

**Contributions**

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**Income Taxes**

Navigator is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files and exempt School return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

**Change in Accounting Principle**

On August 18, 2016, FASB issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entities (Topic 958) – Presentation of Financial Statements of Not-for-Profit Entities. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. The School has implemented ASU 2016-14 and have adjusted the presentation in these financial statements accordingly.

**Evaluation of Subsequent Events**

Navigator has evaluated subsequent events through REPORT DATE, the date these financial statements were available to be issued.

**NAVIGATOR SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

**NOTE 2 LIQUIDITY AND AVAILABILITY**

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and grants receivable for the total amount of \$4,041,024.

As part of our liquidity management plan, we invest cash in excess of daily requirements in short term investments and money market funds.

**NOTE 3 CONCENTRATION OF CREDIT RISK**

Navigator maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. Navigator has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

**NOTE 4 PROPERTY, PLANT AND EQUIPMENT**

Property, plant, and equipment in the accompanying financial statements is presented net of accumulated depreciation. Depreciation expense was \$65,370 for the year ended June 30, 2019.

The components of property, plant, and equipment as of June 30, 2019 are as follows:

	Gilroy Prep	Hollister Prep
Land Improvements	171,448	17,744
Equipment, Furniture and Fixtures	322,341	231,163
Total	493,789	248,907
Less: Accumulated Depreciation	(241,107)	(58,354)
Total Property, Plant, and Equipment	<u>\$ 252,682</u>	<u>\$ 190,553</u>

**NAVIGATOR SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

**NOTE 5 COMMITMENTS**

Navigator (Gilroy Prep) signed a facility use agreement with the Gilroy Unified School District. The agreement carries a term that coincides with Navigator's charter. The agreement does not require Navigator to pay a lease amount for the use of the property, but instead Navigator pays a supervisorial oversight fees at 3% of Navigator's general purpose entitlement and categorical block grants. The supervisorial oversight fees recorded for the year ended June 30, 2019 were \$137,771.

Navigator (Hollister Prep) signed a facility agreement with Hollister Unified School District starting July 1, 2013 which requires Navigator to pay 3% of Hollister Prep School's general purpose entitlement and categorical block grants for the property. The supervisorial oversight fees recorded for the year ended June 30, 2019 were \$132,789.

**NOTE 6 EMPLOYEE RETIREMENT**

**Multi-employer Defined Benefit Pension Plans**

Qualified employees are covered under a multi-employer defined benefit pension plan maintained by agencies of the state of California.

The risks of participating in this multi-employer defined benefit pension plan is different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if Navigator chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. Navigator has no plans to withdraw from this multi-employer plan.

**State Teachers' Retirement System (STRS)**

**Plan Description**

Navigator Schools contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2018, total STRS plan net assets are \$225 billion, the total actuarial present value of accumulated plan benefits is \$374 billion, contributions from all employers totaled \$4.9 billion, and the plan is 62.6% funded. The Navigator did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and [www.calstrs.com](http://www.calstrs.com).



**NAVIGATOR SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

**NOTE 6 EMPLOYEE RETIREMENT (CONTINUED)**

**State Teachers' Retirement System (STRS) (Continued)**

**Funding Policy**

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The Navigator is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for the year ended June 30, 2019 was 16.28% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

Navigator's contributions to STRS for the past three years are as follows:

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2017	\$ 371,226	100 %
2018	485,167	100
2019	670,287	100

**NOTE 7 CHARTER MANAGEMENT ORGANIZATION**

Navigator charges CMO fees to each charter for management services performed during the year. Navigator (Gilroy Prep) paid CMO fees of \$780,498 for the year ended June 30, 2019. Navigator (Hollister Prep) paid CMO fees of \$745,648 for the year ended June 30, 2019. These fees were eliminated in the financial statements.

**NOTE 8 CONTINGENCIES**

Navigator has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, management believes that any required reimbursement would not be material.

**NOTE 9 SUBSEQUENT EVENTS**

In August 2019, Watsonville Prep began serving students and on August 20, 2019 Watsonville Prep entered into a 4 year Charter School Revolving Loan for the fiscal years 2020-2023 in the amount of \$250,000.

## **SUPPLEMENTARY INFORMATION**

**NAVIGATOR SCHOOLS  
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE  
YEAR ENDED JUNE 30, 2019**

Navigator Schools (Navigator) operates Gilroy Prep School and Hollister Prep School. Navigator is a California nonprofit public benefit corporation and is organized to manage and operate public charter schools.

Navigator began serving students at Gilroy Prep in August 2011 and the charter school is sponsored by the Gilroy Unified School District.

Navigator began serving students at Hollister Prep in August 2013 and the charter school is sponsored by the Hollister Unified School District.

Gilroy Prep charter school number authorized by the State: 1278

Hollister Prep charter school number authorized by the State: 1507

*See accompanying Auditors' Report and the Notes to Supplementary Information*

**NAVIGATOR SCHOOLS  
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (CONTINUED)  
YEAR ENDED JUNE 30, 2019**

The board of directors and the administrators as of the year ended June 30, 2019 were as follows:

**BOARD OF DIRECTORS**

<b><u>Member</u></b>	<b><u>Office</u></b>	<b><u>Term Expires (2 year term)</u></b>
Caitrin Wright	Chair	March 1, 2019
Alicia Gallegos-Fambrini	Secretary	September 1, 2019
Joyce Montgomery	Treasurer	April 2, 2020
JP Anderson	Member	June 1, 2020
John Glover	Member	July 1, 2020
Nora Crivello	Member	June 1, 2020
John Flaherty	Member	March 21, 2020
Fiaau Ohmann	Member	March 21, 2020
Victor Paredes-Colonia	Member	February 26, 2021

**ADMINISTRATORS**

Kevin Sved	Chief Executive Officer
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*See accompanying Auditors' Report and the Notes to Supplementary Information*

**NAVIGATOR SCHOOLS  
SCHEDULE OF INSTRUCTIONAL TIME  
YEAR ENDED JUNE 30, 2019**

	Instructional Minutes		Traditional Calendar	
	Requirement	Actual	Days	Status
Gilroy Prep				
Kindergarten	36,000	63,000	180	In compliance
Grade 1	50,400	57,575	180	In compliance
Grade 2	50,400	57,575	180	In compliance
Grade 3	50,400	59,450	180	In compliance
Grade 4	54,000	59,450	180	In compliance
Grade 5	54,000	59,450	180	In compliance
Grade 6	54,000	60,550	180	In compliance
Grade 7	54,000	60,550	180	In compliance
Grade 8	54,000	60,550	180	In compliance
Hollister Prep				
Kindergarten	36,000	55,475	180	In compliance
Grade 1	50,400	59,650	180	In compliance
Grade 2	50,400	59,650	180	In compliance
Grade 3	50,400	64,025	180	In compliance
Grade 4	54,000	64,025	180	In compliance
Grade 5	54,000	64,025	180	In compliance
Grade 6	54,000	61,250	180	In compliance

*See accompanying Auditors' Report and the Notes to Supplementary Information*

**NAVIGATOR SCHOOLS  
SCHEDULE OF AVERAGE DAILY ATTENDANCE  
YEAR ENDED JUNE 30, 2019**

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Gilroy Prep				
TK/K-3	230.60	230.60	230.74	230.74
Grades 4-6	173.25	173.25	173.23	173.23
Grades 7-8	112.41	112.41	112.79	113.02
ADA Totals	<u>516.26</u>	<u>516.26</u>	<u>516.76</u>	<u>516.99</u>
Hollister Prep				
TK/K-3	230.12	230.12	230.12	230.12
Grades 4-6	173.46	173.46	173.77	173.77
Grades 7-8	58.42	58.42	58.37	58.37
ADA Totals	<u>462.00</u>	<u>462.00</u>	<u>462.26</u>	<u>462.26</u>

*See accompanying Auditors' Report and the Notes to Supplementary Information*

**NAVIGATOR SCHOOLS  
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH  
AUDITED FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2019**

	<u>Gilroy Prep</u>	<u>Hollister Prep</u>
June 30, 2019 Annual Financial Report		
Fund Balances (Net Assets)	\$ 1,877,713	\$ 1,767,572
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance		
(Net Assets):		
Cash and Cash Equivalents	(5,531)	5,531
Accounts Receivable	(22,744)	(12,477)
Prepaid Expenses and Other Assets	14,227	27,220
Property, Plant, and Equipment, Net	(1,683)	-
Accounts Payable and Accrued Liabilities	(223)	(223)
Net Adjustments and Reclassifications	<u>(15,954)</u>	<u>20,051</u>
June 30, 2019 Audited Financial Statement		
Fund Balances (Net Assets)	<u>\$ 1,861,759</u>	<u>\$ 1,787,623</u>

*See accompanying Auditors' Report and the Notes to Supplementary Information*

**NAVIGATOR SCHOOLS  
NOTES TO SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2019**

**PURPOSE OF SCHEDULES**

**NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME**

This schedule presents information on the amount of instructional time offered by Navigator and whether Navigator complied with the provisions of California Education Code.

**NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE**

Average daily attendance is a measurement of the number of pupils attending classes of Navigator. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

**NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS**

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.





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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors  
Navigator Schools  
Gilroy, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Navigator Schools (Navigator), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Navigator's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Navigator's internal control. Accordingly, we do not express an opinion on the effectiveness of Navigator's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Board of Directors  
Navigator Schools

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Navigator's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

### **CliftonLarsonAllen LLP**

Glendora, California  
REPORT DATE



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## INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors  
Navigator Schools  
Gilroy, California

We have audited Navigator Schools' (Navigator) compliance with the types of compliance requirements described in the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2019. Navigator's state compliance requirements are identified in the table below.

### Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

### Auditor's Responsibility

Our responsibility is to express an opinion on Navigator's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Navigator's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of Navigator's compliance.

### Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine Navigator's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Yes
Before/After School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

Board of Directors  
Navigator Schools

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Not applicable
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Not applicable

### Opinion on State Compliance

In our opinion, Navigator complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2019.

### Other Matters

The results of our auditing procedures disclosed an instance of noncompliance, which is required to be reported in accordance with the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, and which is described in the accompanying schedule of findings and questioned costs as item 2019-001. Our opinion on each state program is not modified with respect to this matter.

The School's response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

### Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

### CliftonLarsonAllen LLP

Glendora, California  
REPORT DATE

**NAVIGATOR SCHOOLS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2019**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

**FINANCIAL STATEMENTS:**

There were no findings or questioned costs related to the basic financial statements for June 30, 2019.

**STATE AWARDS (RELATED TO THE HOLLISTER PREP LOCATION ONLY):**

**2018 – 001 Unduplicated Local Control Funding Formula Pupil Counts 40000**

**Criteria:** Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced price meals and those identified as “English Learners.”

**Condition:** During testing of Hollister Prep we compared students’ family income per Free and Reduced Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2018-19, and found that the School inaccurately reported students as eligible for free or reduced price meals.

**NAVIGATOR SCHOOLS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2019**

**2018 – 001 Unduplicated Local Control Funding Formula Pupil Counts****40000**

**Effect:** Hollister Prep is not in compliance with Education code section 42238.02 (b)(2). The 1.17 and 1.18 Reports contained errors as follows:

Charter School Audit Adjustments to CALPADS Data - Hollister Prep School, Inc. for June 30, 2019

Original		Updated		Net Change		LCFF Entitlement		
Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Original Entitlement	Revised Entitlement	Adjustment
480	300	480	288	---	-12	3,227,766	3,227,766	-

**Cause:** The School was either unable to provide meal applications, or meal applications were marked as denied and erroneously entered into School's system and submitted to CalPADS.

**Questioned Costs:** A full file review was conducted, and as a result 11 students were included in the CalPADS report as eligible for free or reduced meals for which supporting documentation indicated they were not eligible. Revised entitlement had no impact on LCFF Entitlement.

**Repeat Finding:** This is not a repeating finding.

**Recommendation:** We recommend that the School employ additional monitoring processes to review the Free and Reduced Price Meal (FRPM) eligibility data to ensure that reporting errors are minimized and corrections are made on a timely basis.

**Views of responsible officials and planned corrective actions:** The management of Navigator Schools accepts this finding. As a result of this audit, the School has developed additional monitoring processes to ensure accuracy in the reporting of student eligibility for the Free and Reduced Lunch Program (FRPM). The monitoring process includes having three independent persons review the income verification form before submitting to state.

**NAVIGATOR SCHOOLS  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
YEAR ENDED JUNE 30, 2019**

There were no findings in the prior year.



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To the Board of Navigator Schools  
Gilroy, CA

We have audited the financial statements of Navigator Schools as of and for the year ended June 30, 2019, and have issued our report thereon dated REPORT DATE. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards and the 2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Appeals Panel* as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

### **Significant audit findings**

#### ***Qualitative aspects of accounting practices***

##### *Accounting policies*

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Navigator Schools are described in Note 1 to the financial statements.

As described in note 1 the School changed accounting policies related to the change in accounting principle by adopting Financial Standards Board (FASB) Accounting Standards Update No. 2016-14. Presentation of Financial Statements of Not-for-Profit Entities,

No new accounting policies were adopted and the application of existing policies was not changed during 2019, other than that noted above.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

##### *Accounting estimates*

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no accounting estimates affecting the financial statements which were particularly sensitive or required substantial judgments by management.

##### *Financial statement disclosures*

The financial statement disclosures are neutral, consistent, and clear.

#### ***Difficulties encountered in performing the audit***

We encountered no significant difficulties in dealing with management in performing and completing our audit.



To the Board of Navigator Schools

Page 2

### ***Uncorrected misstatements***

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

### ***Corrected misstatements***

Management did not identify and we did not notify them of any financial statement misstatements detected as a result of audit procedures.

### ***Disagreements with management***

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

### ***Management representations***

We have requested certain representations from management that are included in the management representation letter dated REPORT DATE.

### ***Management consultations with other independent accountants***

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

### ***Significant issues discussed with management prior to engagement***

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

### ***Significant findings or issues that were discussed, or the subject of correspondence, with management***

Education code section 42238.02(b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced price meals and those identified as "English Learners"

To the Board of Navigator Schools  
Page 3

During testing we compared students' family income per Free and Reduced Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2018-19, and found that Hollister Prep School inaccurately reported students as eligible for free or reduced price meals. The effect is that Hollister Prep School is not in compliance with Education code section 42238.02. And the 1.17 and 1.18 reports contain errors as outlined in the Schedule of Findings and Questioned Costs of the audited Financial Statement Report for 2018-19.

***Other information in documents containing audited financial statements***

Our auditors' opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document.

With respect to the schedules required by the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel (Local Education Agency Organization Structure, Schedule of Instructional Time, Schedule of Average Daily Attendance, Reconciliation of Annual Financial Report with Audited Financial Statements), accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated REPORT DATE.

The supplementary information accompanying the financial statements, which is the responsibility of management, was prepared for purposes of additional analysis and is not a required part of the financial statements. Such information was not subjected to the auditing procedures applied in the audit of the financial statements, and, accordingly, we did not express an opinion or provide any assurance on it.

***Recent accounting standards***

Our promise is to get to know you and help you. For your consideration, we provided recent accounting standards applicable to your entity.

Revenue recognition –

- Effective for fiscal years beginning after December 15, 2017 for public entities and December 15, 2018 for nonpublic entities. For your entity – June 30, 2020's financial statements. Early adoption is permitted.
- Principles-based revenue standard to be applied to all industries.
- 5-step process for revenue recognition.
- Recognize revenue when an entity transfers goods or services to a customer, the amount recognized should represent the consideration to which the entity expects to be entitled.

## To the Board of Navigator Schools

### Page 4

#### Statement of cash flows –

- Effective for fiscal years beginning after December 15, 2017 for public entities and December 15, 2018 for nonpublic entities. For your entity – June 30, 2020's financial statements.
- Streamlines activities between cash and restricted cash as operating, investing or financing, or as a combination of those activities.
- Provides explanation for the change in cash, cash equivalents and restricted cash.

#### Grants and Contracts –

- Effective for fiscal years beginning after June 15, 2018 for public entities and December 15, 2018 for nonpublic entities. For your entity – June 30, 2020's financial statements.
- Provides decisions trees to assist in evaluating transactions in determining revenue recognition of grant and contracts.
- Defines nonreciprocal transactions (contributions) and conditional contributions that have been placed on the resourced provided.
- Conditional contributions only if both criteria exist:
  - Contributor retains either a right of return to the resources provided, and,
  - An entity must overcome a barrier in order to be entitled to the resources provided.
- Refers to the revenue recognition standard for reciprocal transactions (exchange).

#### Leases –

- Effective for fiscal years beginning after December 15, 2018 for public entities and December 15, 2019 for nonpublic entities. For your entity – June 30, 2021's financial statements.
- Requires lessees to recognize the assets and liabilities arising from all leases on the statement of financial position.
- A lessee should recognize the liability to make lease payments (the lease liability) and a right-of-use asset representing its right to use the underlying asset for the lease term.
- Continued differentiation between finance and operating leases.

\* \* \*

This communication is intended solely for the information and use of the Board and management of Navigator Schools and is not intended to be, and should not be, used by anyone other than these specified parties.

## CliftonLarsonAllen LLP

Glendora, CA  
REPORT DATE

# Coversheet

## Finance Committee Report

<b>Section:</b>	II. Topical Items
<b>Item:</b>	B. Finance Committee Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Finance Committee Minutes 2019_12_04.pdf

DRAFT



## Navigator Schools

### Minutes

#### NS Finance Committee

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##### **Date and Time**

Wednesday December 4, 2019 at 2:30 PM

##### **Location**

Navigator Schools, Support Office, 650 San Benito Street, Suite 230, Hollister CA 95023

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##### Teleconference Locations

- 827 Broadway, Suite 300, Oakland, CA 94607
- 5001 Great America Parkway, Santa Clara, CA 95054
- 780 Broadway, Redwood City, CA 94063
- 2225 Lawson Lane, Santa Clara CA 95054

---

##### **Committee Members Present**

J. Montgomery (remote), N. Crivello (remote), V. Paredes-Colonia (remote)

##### **Committee Members Absent**

C. Wright

##### **Guests Present**

A. Ortiz, B. Moeller, K. Sved, Lili Huang, Rosa Segura, S. Martin

---

#### **I. Opening Items**

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

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

J. Montgomery called a meeting of the Finance committee of Navigator Schools to order on Wednesday Dec 4, 2019 @ 2:33 PM at Navigator Schools, Support Office, 650 San Benito Street, Suite 230, Hollister CA 95023.

### C. Approve Minutes

N. Crivello made a motion to approve minutes from the NS Finance Committee on 09-23-19.  
V. Paredes-Colonia seconded the motion.

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

#### Roll Call

C. Wright	Absent
J. Montgomery	Aye
V. Paredes-Colonia	Aye
N. Crivello	Aye

## II. Finance

### A. 2018-19 Audited Financial Statements

Members reviewed a presentation of independent audit results led by A. Ortiz and Lili Huang (a member of the auditor's staff). Successful elements were enumerated. Members asked questions about the findings. Management responses to the findings and next steps were reviewed and explained. J. Montgomery provided advice concerning the provision of internal accounting records to support analysis. She also recommended that that staff provide a thorough review to the board concerning strategies to ensure optimized reporting of key data points.

## III. Other Business

### A. Facilities Update

K. Sved provided an update on recent activities related to the committee. Topics included Proposition 39 applications, responses from host districts, and long-term facilities for Hollister Prep School and Watsonville Prep School.

The committee discussed HPS facilities options, including real estate and construction. Members asked questions about potential district decisions over the long term and staff reviewed assurances Navi would seek to obtain to alleviate risks and preserve positive outcomes and relationships with the district. K. Sved led a discussion focusing on long-term facilities for WPS, including the 407 Main Street project.

### B. Schedule Next Meeting

Members chose Tuesday, January 28, from 3:00 to 4:00 PM for the date and time of the next Finance Committee meeting.

## IV. Closing Items

### A. Adjourn Meeting

J. Montgomery made a motion to adjourn the meeting.  
V. Paredes-Colonia seconded the motion.  
The committee **VOTED** unanimously to approve the motion.

#### Roll Call

V. Paredes-Colonia	Aye
C. Wright	Absent
N. Crivello	Aye
J. Montgomery	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:21 PM.

Respectfully Submitted,

S. Martin

# Coversheet

## Compensation Consultant Proposal: Resolution 2019-15

<b>Section:</b>	II. Topical Items
<b>Item:</b>	C. Compensation Consultant Proposal: Resolution 2019-15
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	BR 2019_15 Compensation Memo Proposal and Resolution.pdf





Date: December 10, 2019

To: Board of Directors

From: Kevin Sved, CEO

Re: Authorization to Contract Services From Edgility Consulting for Compensation Study

### **Recommendation**

It is recommended that the Board authorize the CEO to utilize paid consultancy during the Navigator Schools compensation study.

### **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, competitive, and encourages employees to continue their professional development. Navigator Schools is interested in partnering with a consultant to redefine our compensation program. We want to implement a 'deep dive' to ultimately produce a complete compensation program where employees feel valued, are supported in their professional growth, and know that their wages are competitive with neighboring districts and charter schools.

The key reasons for partnering with a consultant to support the redesign of Navigator's compensation program include:

1. Knowledge in field
2. Experience creating compensation programs and structures
3. Neutral outside expert
4. Charter school world connections
5. Edgility has done this exact work in our geographical area
6. Good relationship and history with Navigator
7. Capacity-building for future compensation work is built into their consulting services
8. Access to compensation information from other charter school organizations
9. Price is competitive in comparison to other agencies

Staff contacted several firms to explore services and compare fees. The fee comparisons are below:

- Edgility: \$25,000 all site staff, \$30,000 all staff (including CMO)
  - includes guidance on producing criteria for levels of performance/expertise, bonus structure
- SMB/PayScale: \$10,000 to \$15,000 a year
  - does not include support with building a criteria for levels of performance/expertise, bonus structure

- Korn Ferry: the company reviewed our quote request and concluded that their agency does not have sufficient data on school systems similar to ours in their database that would enable them to support us in our study

Based on the research, I recommend that we partner with Edgility. Our Director of Human Resources, Melissa Alatorre Alnas, first learned of their work in the charter school compensation field at the 2019 California Charter Schools Association Conference. She attended an Edgility seminar on compensation and was very impressed with their expertise.

The proposal from Edgility is attached. The twelve week timeline to complete the project that is included in the proposal may change. In order to ensure that the study is thorough and complete, Edgility has committed to working with Navigator Schools in a flexible manner. If the twelve week timeline to complete the project is not feasible, Edgility will collaborate with us to implement an interim solution while we are working on a complete solution for the following year (2020-21).

### **Fiscal Impact**

If partnering with Edgility is approved, the budget impact of the consultancy will total \$25,000 to \$30,000. As fiscal responsibility is of utmost importance, the Director of Business and Finance has confirmed that the consultancy cost can be paid from the surplus in support office donations received for 2019-20.

### **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 approves the utilization of compensation consultancy as described in the Board Report.

Attachments:

- Edgility Proposal
- Resolution

# Navigator Schools

## Edgility Proposal for Compensation Study & Design

September 24, 2019



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## WHO WE ARE

Edgility Consulting has unparalleled experience in compensation design for school organizations and social impact nonprofits. Having led salary studies and searches for clients in this space over the past decade, Edgility has unique, real-world expertise on designing competitive compensation structures that best position organizations to capture the level of talent required to achieve their mission while avoiding unnecessary strain on scarce resources by being outside market ranges.

Edgility and its founders have worked with hundreds of education organizations across the country on a variety of compensation and projects, including:

- Leadership Public Schools
- College Track
- Oakland School for the Arts
- ACE Charter Schools

Please visit [www.edgilityconsulting.com](http://www.edgilityconsulting.com) for more details about our work.

## OUR COMMITMENT TO QUALITY

90% 

of Edgility clients were "very satisfied and/or extremely satisfied" with our services.

95% 

of Edgility clients were "likely" or "very likely" to work with our team again.

95% 

of Edgility clients would recommend our services.

## WHO WE ARE

As a national firm, Edgility works with education organizations of varying types and sizes across the country, including school districts, charter schools and school management organizations, mission-driven nonprofits and companies, and funders. Every project is led by one of our experienced founders, who bring in other targeted team members based on the nature of the project and the client.

At Edgility, we keep diversity, equity, and inclusion at the core of our work. Our rich variety of networks, perspectives, and abilities lead us to do our best work, providing client leadership with deeper insights and opportunities.

In a proactive and intentional way, we encourage clients to move their culture forward emphasizing equity at each stage of our engagements, from project scoping, needs assessment, outreach, selection strategy, compensation, developing career pathways and board advisement.





## MANAGEMENT TEAM

### Christina L Greenberg, Partner

Christina is passionate about helping entrepreneurial education organizations find, hire and support high-quality talent. Before cofounding Edgility, she was the Founder and Principal of Redwood Circle Consulting (another education sector talent management firm) for five years. Previously, Christina was the Director of Admissions and Strategic Partnerships for New Leaders' California operation from 2006-2010 where she led the recruitment, selection, and placement of Resident Principals and managed efforts to establish and maintain strategic partnerships for the Bay Area region.

Earlier in her career, Christina was the VP, Programs and Development for RISE, working to recruit and retain high quality teachers in schools serving low-income students. She also worked on a 1998 U.S. Senate campaign, served as the Program Officer for the Streisand Foundation, and was a budget policy analyst and researcher for government agencies. Christina received a Bachelor of Arts in Political Science from UCLA and a Master in Public Affairs from the Woodrow Wilson School at Princeton University. She lives in Oakland, CA and is a board member for Urban Montessori Charter School.

“Through conducting extensive research and having an in-depth expertise in nonprofit compensation, Edgility helped College Track understand how we compare in terms of compensation and benefits to similar organizations in our industry and markets. Through this partnership we were able to get clear on role descriptions and the markets in which they compete as well as assess our benefits package and determine highly beneficial changes that are attracting and retaining top talent.”

— Margaret Winnen, Director of HR & Talent Development, College Track





## MANAGEMENT TEAM

### Allison Wyatt, Partner

Allison is passionate about building sustainable, momentum-building talent practices in organizations committed to game-changing innovations that lead to exceptional, scalable results for all students.

Allison's experience spans both the for-profit and nonprofit sectors. Prior to launching Edgility Allison built and scaled a Human Capital consulting practice at a national retained executive search firm. In addition, she has served as a talent executive in a national, rapidly growing education reform organization as the Vice President of Human Capital for Education Pioneers. In this role, Allison was responsible for building the organization's HR department from the ground up to fuel the growth of the organization's operating budget and staff by over 500%. Allison began her career at a subsidiary of Time Warner where she led the company's college recruiting program and provided HR support to the international, sales and marketing, and business development units. She received her Masters in Business Administration degree from The MIT Sloan School of Management and her Bachelor of Arts in East Asian Studies from Wesleyan University.

"Working with Edgility on our compensation structure was invaluable. We now have a clear sense of where we stand in the market, and areas where we can grow and improve in. The data we received was detailed and easy to understand, and we were able to provide clarity to our employees as well. We would definitely use them again."

— Shawn Gerth, Managing Director of Academic Operations & Vision, ACE Charter Schools





## OUR STRENGTHS

Extensive, relevant experience in leadership, compensation and executive recruiting within public education, particularly in underserved communities.

Strategic approach that balances real data about what works for your organization with an understanding of your culture and structure.

The use of innovative and impactful technology, data-sets and tools.

## WHAT WE DO

For you, our process is as follows:

- » Context Building
- » External Benchmarking
- » Structure Design
- » Client Support

Throughout the process, we schedule regular check-in calls to share insights with the appropriate point people at your organization as well as gather real-time feedback to inform our process. Christina Greenberg will lead this engagement with support from Jen Svendsen, our Compensation Analyst. For more details about our team, please visit [this page](#) of our website.



**Context Building**



**External Benchmarking**



**Structure Design**



**Client Support**

## WHAT WE DO

### » **Context Building**

» External Benchmarking

» Structure Design

» Client Support



### Context Building

The first stage of our process is to understand the internal context of your organization, and how compensation fits into your total value proposition. This can include conversations with staff, senior leaders and other key stakeholders. In addition, we review key materials such as strategic planning documents, staff surveys, organizational charts and job descriptions.

### Deliverables

- Summary of data collected
- Recommendations regarding compensation philosophy and guidelines (geographic differentials, target market percentile, study and structure design, etc.)
- Suggested list of data sources and peer organizations to include in study
- Recommended questions to include in benefits survey

## WHAT WE DO

- » Context Building
- » **External Benchmarking**
- » Structure Design
- » Client Support



### External Benchmarking

The next stage of our process is to identify external comparison organizations and research their compensation offering including salary, bonus, benefits and retirement.

### Deliverables

- Summary of external findings related to the components of comparison org compensation (stipend, bonus, salary, etc.)

## WHAT WE DO

- » Context Building
- » External Benchmarking
- » **Structure Design**
- » Client Support



### Structure Design

Once we have collected and analyzed data about current compensation in the market, we will build a recommended salary structure for each position and level within your organization as well as provide suggestions for your benefits policies and other employee supports.

### Deliverables

- Recommended salary and bonus structure
- Recommendations on other elements of compensation, including benefits

## WHAT WE DO

- » Context Building
- » External Benchmarking
- » Structure & Philosophy Design
- » **Client Support**



### Client Support

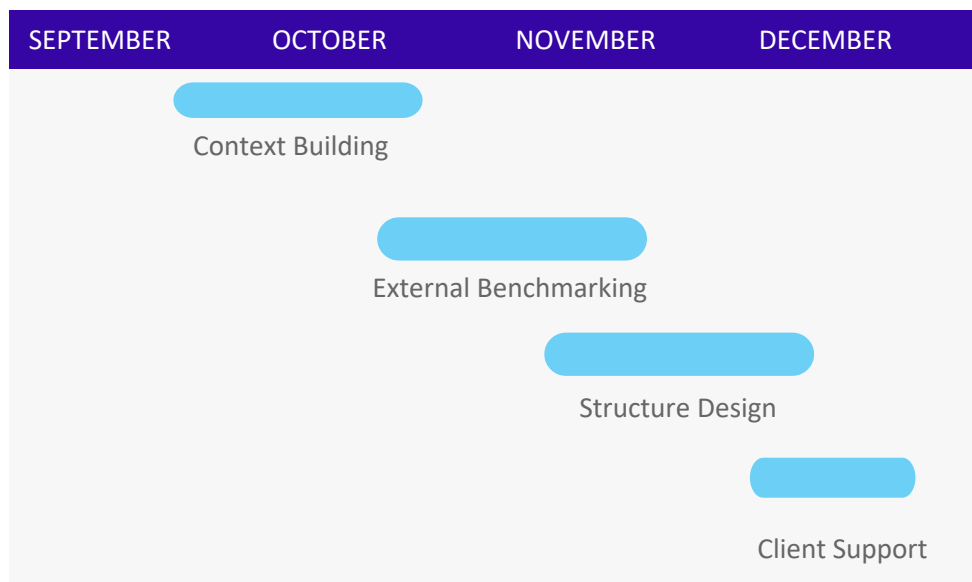
After you review our initial recommendations and provide your feedback we will develop final recommendations and offer support on implementation. This includes frameworks and tools to guide future compensation decisions to ensure internal equity over time. In addition, we will present our findings and recommendations via webinar to key stakeholder groups if desired.

### Deliverables

- Full report including overview of methodology, data sources, and guiding principals to use for presentation and internal distribution

## SCHEDULE

Typically, an engagement of this nature takes approximately three months to complete. Suggested timeline is as follows:



### Early OCTOBER

Kick-off meeting, conduct internal research and synthesize findings.

### Late OCTOBER

Present recommendations on philosophy and structure design.

### OCTOBER - NOVEMBER

Conduct external benchmarking.

### NOVEMBER – Early DECEMBER

Build salary ranges and finalize recommendations.

### DECEMBER

Provide consulting on implementation to client; present findings and recommendations to relevant stakeholder groups.

## PROJECT FEE

The fee for this project as outlined above would be \$30,000\*, assessed on the following schedule:

- 50% payable upon signature of the contract;
- 50% payable when our final deliverable is presented to project sponsors.

\*If we were to only benchmark teachers and other site-based staff (i.e. not include the central office team), the fee would be \$25,000.





## THANK YOU

Thank you for the opportunity to submit a proposal to Navigator Schools to conduct a salary and benefits study and support the design of your compensation program. Edgility Consulting has unparalleled experience in compensation design for education and youth focused nonprofits. Having led salary studies and searches for hundreds of clients in this space over the past decade, Edgility has unique, real-world expertise on designing competitive compensation structures that best position organizations to capture the level of talent required to achieve their missions while avoiding unnecessary strain on scarce resources by being outside market ranges.



## BOARD RESOLUTION 2019-15

*December 10, 2019*

### Authorization to Engage Edgility Consulting to Support Compensation Study

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools authorizing approval of a professional services agreement with Edgility Consulting:

WHEREAS Navigator Schools recognizes that the success that our organization has achieved is built on the hard work of Navigator employees at all levels;

WHEREAS Navigator leadership knows that 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;

WHEREAS Edgility Consulting specializes in compensation research and the development of compensation frameworks in the field of education, including charter schools; and

WHEREAS Edgility has confirmed expertise, interest, and experience in supporting the implementation of equitable compensation structures at Navigator Schools;

RESOLVED, the CEO of Navigator Schools is authorized to contract services from Edgility Consulting for a compensation study.

This resolution shall take effect immediately upon its adoption.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting held on December 10, 2019 in Gilroy, California.

\_\_\_\_\_  
Signature of Board Chair

\_\_\_\_\_  
Date

Caitrin Wright

Navigator Schools, a California Nonprofit Public Benefit Corporation

The Secretary of the Corporation certifies that the above is true and copy of the resolution that was duly adopted at the dated meeting of the board of directors.

\_\_\_\_\_  
Signature of Board Secretary

\_\_\_\_\_  
Date

John Flaherty

## Coversheet

### Watsonville Prep Schoolwide Title I Program: Res. 2019-16

<b>Section:</b>	II. Topical Items
<b>Item:</b>	D. Watsonville Prep Schoolwide Title I Program: Res. 2019-16
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	BR 2019_16 WPS Title I Plan Memo and Res.pdf



Date: December 7, 2019

To: Board of Directors

From: Kevin Sved, CEO

Subject: Approval of Watsonville Prep's Title I Schoolwide Plan

### **Overview**

As a local education agency (LEA) that receives Title I, Part A funds, Watsonville Prep needs to operate one of two programs: Schoolwide Program (SWP) or Targeted Assistance School (TAS) program. The purpose of either program is to improve academic achievement throughout a school so that all students demonstrate proficiency on the state's academic standards. In a TAS program, an LEA may use funds to provide services to eligible students identified as having the greatest need for special assistance. This requires identifying particular students as Title I students. In an SWP, the improved achievement is to result from improving the entire educational program of the school. An SWP may focus on the needs of students at risk of not meeting state academic standards but is not required to designate individual students as being eligible. Both Gilroy Prep and Hollister Prep operate SWPs. Designation as an SWP is preferred as it offers more flexibility to the school to meet the needs of all students.

WPS qualifies to operate an SWP because more than forty percent of students qualify for free or reduced price meals. (The current percentage of WPS students who qualify for free or reduced price meals is 84%.)

Operating an SWP requires approval of a waiver request from the local governing board. Upon approval of a waiver request, a comprehensive needs assessment will be conducted and a schoolwide plan will be developed for board approval. The NS Board of Directors approved the waiver request on October 8, 2019. Since that time, a comprehensive needs assessment was conducted with the input and approval of WPS's School Site Council (SSC). The needs assessment included student performance data, student attendance data, student demographic data, and survey data from parents and staff. A Title I Schoolwide Plan was designed to meet the needs of students of all subgroups. The Title I Schoolwide Plan was approved by SSC on December 4, 2019.

### **Recommendation**

It is recommended that the Board approves the Title I Schoolwide Plan for WPS.

Attachments:

-Resolution

-WPS Schoolwide Title I Plan

## BOARD RESOLUTION 2019-16

*December 10, 2019*

### Approval of Watsonville Prep School's Title I Schoolwide Plan

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools regarding the approval of Watsonville Prep School's Title I schoolwide program:

WHEREAS Watsonville Prep School (WPS) qualifies for federal Title I funds,

WHEREAS WPS plans to receive and utilize federal Title I funds to supplement the educational program to strengthen student outcomes for low-performing students,

WHEREAS the Navigator Schools Board of Directors approved a waiver on October 8, 2019 to designate WPS as a schoolwide program and authorize the commencement of a comprehensive needs assessment and development of a Title I Schoolwide Plan,

HEREAS, a comprehensive needs assessment was conducted and a schoolwide plan was developed , and

WHEREAS, the School Site Council at Watsonville Prep School reviewed the comprehensive needs assessment and approved the Title I Schoolwide Plan,

RESOLVED, the WPS Title I Schoolwide Plan is approved.

This resolution shall take effect immediately upon its adoption.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting held on December 10, 2019 at Gilroy Prep School in Gilroy, California.

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Signature of Board Chair

Caitrin Wright

Navigator Schools, a California Nonprofit Public Benefit Corporation

The Secretary of the Corporation certifies that the above is true and copy of the resolution that was duly adopted at the dated meeting of the board of directors.

---

Signature of Secretary

John Flaherty

---

Date

## Watsonville Prep School Title I Schoolwide Program

This document contains three sections:

### **Section A: Comprehensive Needs Assessment**

### **Section B: Title I Schoolwide Plan**

### **Section C: Description of Stakeholder Involvement in Developing Schoolwide Plan**

### **Section A: Comprehensive Needs Assessment**

#### Enrollment Count

Total	Gr. K	Gr. 1	Gr. 2
168	62	55	51

#### Key Subgroups: Percent Enrolled

% Socioeconomically Disadvantaged	% Special Ed.	% English Learner	% Black/AA	% Hispanic/Latinx
84	16	68	0	99

#### English Language Proficiency: Percent Enrolled

% EL	% EO	% IFEP	% RFEP
68	27	2	3

#### Foster / Homeless / Migrant (McKinney-Vento)

Site	Enrollment	% Foster	% Homeless	% Migrant
WPS	168	0	3.57	4.17

#### Chronic Absenteeism

% Chronic Absenteeism (YTD)
16.67

#### Average Daily Attendance (% ADA)

8/13/2019 – 11/22/2019

	Grade K	Grade 1	Grade 2	All
% ADA	93.59	93.67	95.47	94.19

#### WPS MTSS Tier Distribution (Math, ELA, Behavior)

	% Tier 1	% Tier 2	% Tier 3
Grade K	62	30	8
Grade 1	53	38	9
Grade 2	61	29	10
All	59	32	9

## MTSS: Summary of Tiers

Tier	
1	High-Quality Classroom Instruction, Screening, and Group Interventions
2	Targeted Interventions
3	Intensive Interventions and Comprehensive Evaluation

## NWEA MAP: Reading: Percentile Distribution: Fall 2019-20

Grade K	Low	Low Average	Average	High Average	High
	%ile < 21	%ile 21 - 40	%ile 41-60	%ile 61-80	%ile > 80
	23%	32%	27%	13%	5%
55% Below Average					

Grade 1	Low	Low Average	Average	High Average	High
	%ile < 21	%ile 21 - 40	%ile 41-60	%ile 61-80	%ile > 80
	46%	26%	19%	7%	2%
72% Below Average					

Grade 2	Low	Low Average	Average	High Average	High
	%ile < 21	%ile 21 - 40	%ile 41-60	%ile 61-80	%ile > 80
	54%	15%	15%	8%	8%
69% Below Average					

## NWEA MAP: Mathematics: Percentile Distribution: Fall 2019-20

Grade K	Low	Low Average	Average	High Average	High
	%ile < 21	%ile 21 - 40	%ile 41-60	%ile 61-80	%ile > 80
	37%	32%	17%	8%	5%
69% Below Average					

Grade 1	Low	Low Average	Average	High Average	High
	%ile < 21	%ile 21 - 40	%ile 41-60	%ile 61-80	%ile > 80
	33%	25%	16%	18%	8%
58% Below Average					

Grade 2	Low	Low Average	Average	High Average	High
	%ile < 21	%ile 21 - 40	%ile 41-60	%ile 61-80	%ile > 80
	33%	27%	22%	6%	12%
60% Below Average					

**Average Letter Sounds:**

	<b>August</b>	<b>October</b>
Kinder	4	17

Narrative: Overall this is much lower than our other two schools for an initial score in August

**Average Reading Fluency (Correct Words Per Minute):**

	<b>August (Goal)</b>	<b>October (Goal)</b>
1st	8 (30)	17 (37)
2nd	42 (60)	54 (67)

Narrative: Student reading fluency is much lower than goal, especially at first grade. Several second graders are reading in the high hundreds (i.e. 180) bringing the average up.

**STAR Reading**

	<b>August</b>	<b>October</b>
1st Grade Equivalency	0.0	0.4
2nd Grade Equivalency	1.6	1.8

Narrative: Student entered first grade one year behind and second grade averaged .5 year behind. The median score though was 1.1 for grade equivalency so over half the students in second grade are a year behind.

**STAR Math**

	<b>August</b>	<b>October</b>
Kinder	0.0	0.4
1st Grade Equivalency	0.6	1.3
2nd Grade Equivalency	1.4	2.1

Narrative: Students in first and second grade scored around half a year behind in mathematics in August



## WPS Surveys

*The surveys consisted of six questions assessing strengths and needs across each of three domains: WPS students, WPS as a school, and the WPS community. The participation rate was approximately, at minimum, twelve percent (12% based on student enrollment) for the survey completed by families. The participation rate for the staff version was approximately seventy-six percent (76% based on total number of staff members).*

*Answers varied, but key themes are listed in the table below.*

### *I. WPS Family Survey: December 2019*

Domain	Strengths	Needs
The students	<i>Responsibility, attitude</i>	<i>Academic support</i>
The school	<i>Caring and supportive staff</i>	<i>Recreation areas</i>
The community	<i>Supportive, hard working</i>	<i>Support for further involvement</i>

### *II. WPS Staff Survey: December 2019*

Domain	Strengths	Needs
The students	<i>Eagerness, enthusiasm</i>	<i>Social-emotional skills, play spaces</i>
The school	<i>Teamwork, commitment</i>	<i>Facilities: more spaces and space</i>
The community	<i>United, kind</i>	<i>Transportation, classes</i>

## Section B: Title I Schoolwide Plan

Watsonville Prep's Schoolwide Title I program was developed to meet the needs of students of all subgroups. The program is based on the Navigator Schools model's five compass points, with enhancements and adjustments tailored to the WPS school community. Navigator's Five Compass Points are: culture of excellence, data-driven instruction, consistent coaching for all staff, equity through multi-tiered systems of support, and effective use of technology.

**Compass Point #1:** Learning best occurs when the school has a strong **culture of excellence** that includes staff, students, and the parent community.

**Compass Point #2:** Learning best occurs when the instructional model is **data driven**.

**Compass Point #3:** Learning best occurs when leaders and instructional staff are continually developed through **coaching**.

**Compass Point #4:** Learning best occurs when the instructional model is personalized through a Multi-Tiered System of Supports (MTSS) to ensure **equity for all students**.

**Compass Point #5:** Learning best occurs when **technology** is leveraged for student success.

**Goals and Activities:** WPS's Schoolwide Title I program has defined five goals that align with Navigator's five compass points described above. Each year, WPS's Principal will lead a stakeholder engagement process to collect input on the school's progress and areas of need, including resource allocations, as part of the Title I Schoolwide Program progress monitoring process. Key activities that will be undertaken to support the achievement of these goals are described below each goal and have been designed to meet the needs of all student subgroups served by Watsonville Prep School.

*Goal 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.* WPS will implement the following activities to achieve this goal:

1. Staff with a leadership team including Principal and Vice Principal to lead development and maintenance of positive school culture.
2. Implement positive behavior program, including interventions and supports to promote positive behavior.
3. Provide a clean and safe environment, with facilities maintained and in good repair
4. Operate a school office with bilingual staff who provide a welcoming environment and support positive and proactive communication with the school community.
5. The school leadership will hold regular monthly meetings with parents so that parents have input into school decisions.

6. The school staff will translate flyers, provide translation during meetings to encourage participation in school programs.
7. Teacher parent conferences will be held at least two times a year

*Goal 2: All students will receive high-quality data-driven instruction in Common Core State Standards to support strong academic achievement.* WPS will implement the following activities to achieve this goal:

1. Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.
2. Teachers in Training will support teacher release time for coaching and professional development and serve as substitute teachers to maintain instructional continuity and help prevent lost learning time.
3. Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.
4. Modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards
5. Administration and teachers will plan curriculum and assessments based on Common Core State Standards and utilize daily check for understandings, weekly assessments, midyear interim and annual summative assessments to drive instruction.

*Goal 3: Provide high-quality weekly coaching and feedback to all WPS instructional staff to support continuous improvement for teaching and student learning.* WPS will implement the following activities to achieve this goal:

1. Site leadership will provide weekly coaching to all teachers and small group instructors, and principal will provide weekly coaching to Vice Principal.
2. Support Office personnel will provide weekly coaching to site staff: CAO will coach Principal, IT Manager will coach Site Technology Assistant, Director of Student Services will coach Resource Teacher.
3. Teachers, Small Group Instructors, and leadership team spends 30-60 minutes in a coaching session at least 20 weeks of the year.

*Goal 4: Ensure equitable access to curriculum, programs, and pathways for student success by providing an effective multi-tiered system of supports (MTSS).* WPS will implement the following activities to achieve this goal:

1. Provide an inclusive instructional setting for all students with appropriate "push-in" support provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.
2. Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, and assessment.
3. Provide Counseling services to provide individual and small group support to students and families on a targeted needs basis.
4. Provide regular intervention support for students who are not achieving at grade level.

*Goal 5: Effective use of cutting-edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.* WPS will implement the following activities to achieve this goal:

1. Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.
2. Effectively utilize Illuminate for student assessment and reporting.
3. Maintain a 1:1 I-Pad ratio for all students.
4. Maintain high speed internet wireless network with sufficient bandwidth.

### **Title I Schoolwide Program Core Design Element**

At the core of the design of Watsonville Prep's Title I Schoolwide Program are center rotations that meet the individual needs of all students. Center rotations are at the heart of the WPS instructional program. Instruction will be divided between whole class instruction and daily center rotations. Centers will allow WPS to reduce the student-teacher ratio by optimizing its deployment of two educators in every classroom: teacher and Small Group Instructor (SGI). Centers will include direct instruction led by the teacher, guided practice led by the SGI, and blended learning (utilizing 1:1 technology). Center rotations are implemented in both English Language Arts and Math and are organized as follows.

#### **English Language Arts:**

*Guided Reading Center* - Guided reading will be the focus of the teacher-led center in grades K-5. During guided reading, the teacher will meet daily with a small homogeneous group of students where students read from the same text and participate in collaborative, teacher-guided skill development.

*Phonics Center* - At the phonics center, students will receive additional, personalized attention with an SGI. In grades K-3, this will be a systematic, scripted phonics program such as *Corrective Reading* or *Horizons*. When homogeneous groups reach the targeted lexile level, the focus of this center will change from the direct instruction of phonics to guided practice with reading comprehension and language conventions.

*Blended Learning Center ELA* – To meet each student at his/her individual learning level, WPS will use the adaptive reading software *Lexia* (K-3) and *Reading Plus* (3-8). Both of these programs have specific, standards-aligned programs for ELs, supporting their attainment of English fluency as they master CCSS. Leveraging technology will allow for meaningful personalized learning during rotations. Every student will have a weekly program goal, and teachers will review performance data daily to ensure that students are on track to meet weekly and year-end goals. This software will also provide the teacher with an additional data point to help personalize instruction and intervention.

**Math:**

*Small Group Math Instruction* – Teachers will lead small groups with focused math instruction. Using standards based quizzes, teachers will use data to guide instruction and create personalized lessons backwards-planned from the intended learning outcomes. Daily checks for understanding data will allow teachers to pivot quickly and address misconceptions with minimal lag time.

*Blended Learning Center Math* - In math rotations, WPS students will use ST Math as the primary learning software. As with ELA/ELD, every student will have weekly and year-end goals, which teachers will track based on real-time data.

**Community and Parent Involvement**

Parents play a critical role at WPS and were involved in the development of the Schoolwide Plan and will be involved in the monitoring of the plan. Parent leadership is at the heart of WPS, as WPS was founded as the result of a dedicated group of Founding Parents from Watsonville, working with our Founding Principal and Navigator staff. All stakeholders in the school community will play a very active and important role in the daily life of WPS. WPS parent will be engaged in decision-making through the School Site Council (SSC). Parents are invited to attend Board meetings and meetings of the SSC. Meeting times and locations will be planned to be convenient for parents and community members to attend. Notification will be posted at the school site and through Parent Square, the school's parent communication portal. Parents also will be invited to attend monthly bilingual parent coffees, attend parent/teacher conferences, volunteer in the classroom (though it will be clear that volunteering is never required), and attend morning assemblies. WPS will honor, encourage, and respect the voice of stakeholders to ensure WPS continuously serves the needs of the community.

**2019-20 Title I Funding Allocation**

In 2019-20, WPS expects to receive approximately \$85,000 in Title I funds. It is recommended that these funds go towards supporting the salaries and benefits of two Teachers in Training because these two staff positions are vital for the success of the educational program as they:

- Provide stability for students to implement model by substituting for absent teachers.
- Provide release time for teachers for coaching and professional development.
- Provide intervention and support to high needs students

The Schoolwide Plan was approved by the WPS School Site Council on December 4, 2019.

The Navigator Schools Board of Directors will consider approving the Schoolwide Plan on December 10, 2019.

### **Section C: Description of Stakeholder Involvement in Developing Schoolwide Plan**

WPS's Schoolwide plan was developed with the involvement of parents and other members of the community and individuals who will carry out the plan, including teachers, school leaders, paraprofessionals present in the school, and leaders of the local educational agency (Navigator Schools Support office).

Parent and community feedback on school needs and priorities were included in the comprehensive needs assessment and the development of the Schoolwide plan according to the calendar below:

- WPS Parent Meeting, September 17, 2019
- WPS Parent Meeting, October 7, 2019
- Navigator Schools Board Meeting, October 8, 2019
- WPS School Site Council Meeting, November 18, 2019
- WPS Parent Surveys, December 2-4, 2019
- WPS Staff Surveys, December 4, 2019
- WPS School Site Council Meeting, December 4, 2019

The Schoolwide Plan was approved by the WPS School Site Council on December 4, 2019.

The Navigator Schools Board of Directors will consider approving the Schoolwide Plan on December 10, 2019.

## Coversheet

### Delegated Authority to CEO for 407 Main Pre-construction Expenditures: Resolution 2019-17

**Section:** II. Topical Items  
**Item:** F. Delegated Authority to CEO for 407 Main Pre-construction  
Expenditures: Resolution 2019-17  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** BR 2019\_17 407 Main Expenses Memo and Resolution.pdf



Date: December 6, 2019

To: Board of Directors

From: Kevin Sved, CEO

Subject: 407 Main Project and Authorization for Additional Preconstruction Expenses

### **Overview**

On November 5, 2019 the Board approved a number of items in order to continue the development of the 407 Main Street project. This included authorizing execution of a letter of intent with the owner for a long-term lease and approximately \$150,000 of preconstruction expenses, including architectural and project management services. Since this time, staff has executed the letter of intent and submitted an application for a special use permit to the City of Watsonville. The Board also approved a \$250,000 loan from Pacific Charter School Development (PCSD) to help pay for preconstruction expenses which are projected to total approximately \$350,000. These expenses include architectural services; plan development for civil, mechanical, plumbing, and electrical; permit fees; and traffic studies. In order to continue moving the 407 project forward, additional expenditures up to approximately \$150,000 (for a total of \$300,000) will be necessary by the February 4, 2020 Board Meeting. A detailed breakdown of these expenses is attached.

### **Analysis**

Increasing the investment by an additional \$150,000 is needed to allow the 407 project to move forward. The proceeds from the PCSD loan would be utilized to pay these expenses. The loan, provided at an interest rate of 1.5%, only requires interest payments for the next five years. The interest only payment on the full \$250,000 would be approximately \$3,750 annually, making the associated debt service on this investment affordable. Time is of the essence and therefore it is important to approve expenditures needed until the subsequent Board meeting. Furthermore, it is necessary for staff to be able to execute the service contracts in a timely manner.

### **Recommendation**

It is recommended that the Board increase authorized preconstruction expenses from \$150,000 to \$300,000. Additionally, it is recommended that the Board authorize the CEO to approve execute preconstruction service contracts up to \$35,000.

Attachments:

- Preconstruction Expenses
- Resolution



**407 Main Street Project,  
Preconstruction Expenses September 2019 to February 2020  
December 6, 2019**

Security Deposit Associated with Letter of Intent	25,000
Legal Expenses	6,000
Preconstruction contracts with General Contractor and Mechanical, Electrical, and Plumbing design fees	30,000
Due Diligence: ALTA/Topographic	5,000
Architecture & Engineering (ARTIK)	110,000
Entitlements: Land Use/Planning Consultant	5,000
Entitlements: Filing Fees (City of Watsonville)	10,000
Environmental: Lead & Asbestos (ACM/LBP) Report	7,925
Environmental: Phase I Site Assessment	2,700
Environmental: Traffic Study/Assessment	20,000
Local Fees: Buildig Permits, Plan Check	11,000
Local Fees: Potential Impact Fees	10,000
Financing Costs for Lender to Begin Underwriting	15,000
Contingency - Hard and Soft Costs	20,000
Contingency - Financing Costs	20,000
<b>Total Preconstruction Expenses Through February 2020</b>	<b>\$ 297,625</b>

## BOARD RESOLUTION 2019-17

*December 10, 2019*

### Authority of CEO to Execute Project Loan Agreement

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools authorizing expenditures of up to \$300,000 on preconstruction expenses for the 407 Main Street Project:

WHEREAS Watsonville Prep School (WPS) has a need for long-term facilities;

WHEREAS 407 Main Street in Watsonville has been identified as a viable site for a future WPS;

WHEREAS developing the 407 Main Street project for bid-ready construction drawings and city-approved plans requires a capital investment;

WHEREAS PCSD's loan to Navigator Schools at a 1.5% interest loan of up to \$250,000 will support the costs of preconstruction expenses;

WHEREAS preconstruction expenses for 407 Main Street include architectural services, project management services, permitting fees, and potentially other studies required by the City of Watsonville for consideration, including traffic and environmental impact studies;

WHEREAS time is of the essence and preconstruction service contracts may be as high as \$35,000;

RESOLVED, CEO of Navigator Schools is authorized to expend up to \$300,000 in preconstruction costs and has the authority to execute preconstruction service contracts up to \$35,000.

This resolution shall take effect immediately upon its adoption.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting held on December 10, 2019 at Gilroy California.

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Signature of Board Chair

Caitrin Wright

Navigator Schools, a California Nonprofit Public Benefit Corporation

The Secretary of the Corporation certifies that the above is true and copy of the resolution that was duly adopted at the dated meeting of the board of directors.

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Signature of Secretary

John Flaherty

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Date

# Coversheet

## Board Dashboard Review

<b>Section:</b>	II. Topical Items
<b>Item:</b>	H. Board Dashboard Review
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Dashboard Memo and Survey Viz 2019_12.pdf Board Dashboard 2019_12_10b.pdf



Date: December 10, 2019

To: Navigator Schools Board of Directors

From: Sean Martin

Subject: Board Dashboard (2nd Edition)

During the previous regular NS Board Meeting on October 8, members of the Board suggested corrections and modifications to the first edition of the Board Dashboard. The corrections have been made and, when possible, modifications were incorporated into the second edition of the dashboard to be presented on December 10, 2019. In addition to the corrections and modifications, heretofore pending data points have since been entered into the dashboard, and new information has been added due to recent release of state testing results (SBAC), autumn student survey results, and English Learner Progress as calculated in the California School Dashboard.

### **Fresh Data**

Major data updates are indicated on the dashboard by the word “new” in red. The most important of these new updates, as mentioned above, are the SBAC results for English Language Arts and mathematics for the 2018-19 school year. Please note that the target of two growth points listed in the dashboard for key subgroups is strictly a target set (by Navigator) in our Local Control and Accountability Plan (LPAC). These targets are not to be confused with performance expectations prescribed by the California School Dashboard. The Board will receive training on the California Dashboard as an accountability system at a future meeting.

A new round of student surveys was completed in October. The results are included in the dashboard. To support analysis, an additional visualization of this data has been included in the dashboard packet. The visuals feature line charts capturing changes in participation and student satisfaction rates over time.

Multi-tiered System of Supports (MTSS) tier percentages were not included for Watsonville Prep School (WPS) in the previous edition of the dashboard. This information is now present. Tier distribution for all sites has been updated.

### **Modifications and Next Steps**

Members requested that cash-on-hand be disaggregated by school site. Staff is still determining the most efficacious manner by which to obtain this information within the context of newly-adopted accounting software. Research is ongoing; until a resolution has been reached, we will continue to feature a Navi-wide figure.

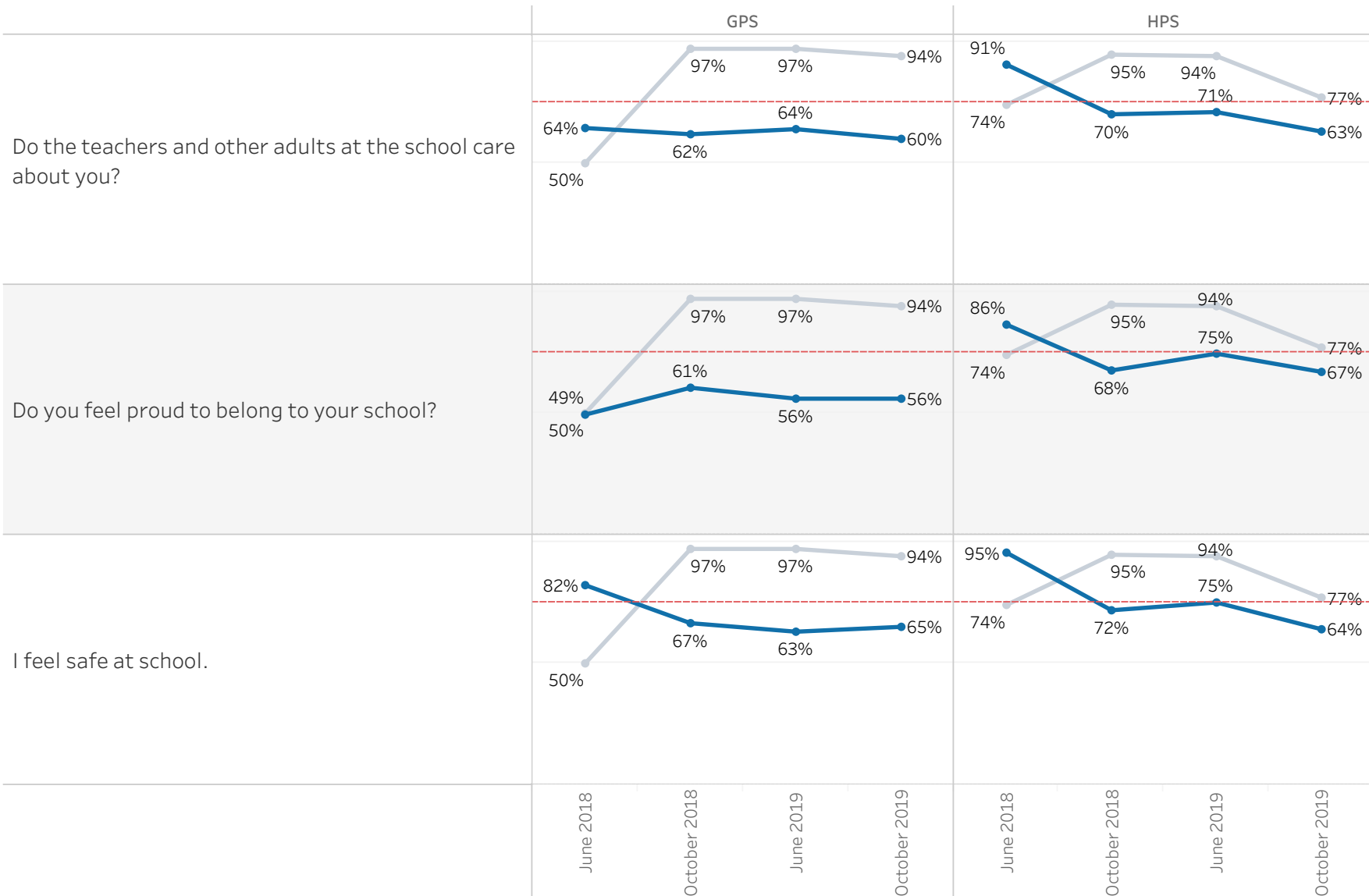
We are developing a more accurate formula to determine the retention rate for educational staff. The current calculation compares the number of staff members at the start of the year with the current number of staff members. However, we have added new positions since the start of the year, thereby expanding the presence of certain roles. These new additions to the Navi family, in theory, might obscure numbers of staff who have left during the year. We are researching more sophisticated ways of reporting retention accurately while expanding the total number of staff positions.

Staff is reviewing and refining the procedures by which suspensions are recorded and reported. As a result, the suspension rates reported in the Board Dashboard are based on formulae utilized by the California School Dashboard. Our intent is to replicate the same results calculated by the state during its annual, end-of-year reporting period. An important point to remember is that the state focuses on unduplicated data (the unduplicated count of students suspended one or more times rather than the total number of suspensions).

Thank you for taking time to review the dashboard. Feedback from the Board is valuable and appreciated. Staff will continue to develop the dashboard with every new edition to optimize accuracy, communication, and understanding.

# Local Indicators: Surveys Target (75%) indicated in red for % Who Agree or Strongly Agree.

## 1. Student Survey (Grades 3-8)



■ Percent Who Agree or Strongly Agree  
■ Survey Participation Rate

BOARD DATA: December 2019 Green: met target | Orange: did not meet target

Component	Topic	Cycle	Span	#	Subtopic	Unit	Target	GPS	HPS	WPS	NS
Alumni Engagement	Alumni	Annual	9+	1	Alumni Cohort Contact Rate	%	TBD	—	—	—	—
			12	2	Alumni Cohort HS Graduation Rate	%	TBD	NA	NA	NA	NA
Business and Finance	Budget	Monthly	K-8	3	Navigator Schools Cash on Hand	Months	2				3.5
Human Resources	Retention	YTD	K-8	4	Instructional Staff Retention Rate	%	75				104.9
Coaching	Coaching Sessions Year-to-Date	Monthly	K-8	5	Staff On-track for 20 Sessions	%	80	100.0	94.0	100.0	98.0
Local Indicators	Parent Survey Spring 2019	Annual	K-8	6	Survey Participation Rate	%	70	44.0	38.0	NA	41.0
				7	Satisfied with Academic Results	%	75	92.0	92.0	NA	92.0
				8	Child is Safe and Supported	%	75	82.0	86.0	NA	84.0
	Staff Survey Spring 2019	Biannual	K-8	9	Survey Participation Rate	%	75	45.0	55.0	NA	50.0
				10	Pride in Place of Work	%	75	100.0	97.0	NA	98.5
				11	Recommend to a Friend	%	75	68.0	82.0	NA	75.0
	Student Survey Fall 2019 New	Triannual	3-8	12	Survey Participation Rate	%	95	94.0	77.0	NA	85.5
				13	Caring Adults	%	75	60.0	63.0	NA	61.5
				14	Proud to Belong	%	75	56.0	67.0	NA	61.5
				15	I Feel Safe at School	%	90	65.0	64.0	NA	64.5
Student Achievement	English Learner Progress (ELPAC) New	Annual	K-8	16	English Learner Progress Rate	%	50	34.5	50.6	NA	42.6
				17	2014 Cohort	%	100	65.4	46.7	NA	56.1
	6-Year Redesignation Rate	Annual	6	18	2013 Cohort	%	100	83.3	NA	NA	83.0
				19	2012 Cohort	%	100	100.0	NA	NA	100.0
	NWEA MAP: Reading Fall 2018 to Spring 2019	Biannual	K-2	20	K: Growth ([observed] - [projected])	Points	>=0	2.6	4.0	NA	3.3
				21	1: Growth ([observed] - [projected])	Points	>=0	1.7	1.1	NA	1.4
				22	2: Growth ([observed] - [projected])	Points	>=0	0.6	-5.6	NA	-2.5
	NWEA MAP: Math Fall 2018 to Spring 2019	Biannual	K-2	23	K: Growth ([observed] - [projected])	Points	>=0	6.8	6.8	NA	6.8
				24	1: Growth ([observed] - [projected])	Points	>=0	3.8	0.4	NA	2.1
				25	2: Growth ([observed] - [projected])	Points	>=0	8.9	14.1	NA	11.5
	CAASPP (SBAC): ELA 2018-19 New	Annual	3-8	26	Achievement Level 3-4: All Students	%	70	80.6	87.2	NA	83.9
				27	DFS Growth: All Students	Points	2	-9.8	2.1	NA	-3.9
				28	DFS Growth: English Learner	Points	2	-1.2	2	NA	0.4
				29	DFS Growth: Hispanic	Points	2	-11.2	1.3	NA	-5.0
				30	DFS Growth: Socioeconomic	Points	2	-8.8	1.4	NA	-3.7
	CAASPP (SBAC): Math 2018-19 New	Annual	3-8	31	Achievement Level 3-4: All Students	%	70	69.4	72.4	NA	70.9
				32	DFS Growth: All Students	Points	2	1.5	1.7	NA	1.6
				33	DFS Growth: English Learner	Points	2	-6.7	0.3	NA	-3.2
				34	DFS Growth: Hispanic	Points	2	-2.4	-0.4	NA	-1.4
				35	DFS Growth: Socioeconomic	Points	2	-2.8	-1.1	NA	-2.0
Student Engagement	Attendance and Enrollment	Other	K-8	36	Average Daily Attendance (ADA) P1 YTD	%	96	96.9	96.7	94.0	95.9
				37	Percent Enrolled Current	%	100	100.0	100.1	92.2	97.4
	CA School Dashboard	YTD	K-8	38	Chronic Absenteeism	%	5	6.7	4.4	18.3	9.8
				39	Expulsions	%	0	0.0	0.0	0.0	0.0
				40	Suspensions	%	1.5	0.4	1.3	2.5	1.4
		Annual	3-8	41	Special Ed SBAC Particip. Rate 2018-19	%	95	96.6	96.6	NA	96.6
Student Services	Multi-tiered Systems of Support (MTSS)	Monthly	K-8	42	Percent of Students in Tier 1	%	80-90	77.0	80.0	76.0	78.5
				43	Percent of Students in Tier 2	%	5-10	18.0	14.0	21.0	16.0
				44	Percent of Students in Tier 3	%	3-5	5.0	6.0	3.0	5.5

## NOTES FOR TARGETS

Component	#	Subtopic	Target	Note
Alumni Engagement	1	Alumni Cohort Contact Rate	TBD	Percent of alumni successfully engaged per year by cohort (annual); pending
	2	Alumni Cohort HS Graduation Rate	TBD	Percent of alumni who graduate from high school by cohort (annual); NA at this time
Business and Finance	3	Cash on Hand	2	Number of months of cash on hand (as of October 31, 2019)
Human Resources	4	Instructional Staff Retention Rate	75%	Percent of insytructional staff retained (YTD)
Coaching	5	Staff On-track for 20 Sessions	80%	Percent of staff on-track to complete 20 sessions (YTD)
Local Indicators	6	Survey Participation Rate	70%	Percent of parents who participated in the survey
	9	Staff Participation Rate	75%	Percent of staff who participated in the survey
	12	Student Participation Rate	95%	Percent of students who participated in the survey
	7-8, 10-11, 13-15	Survey Questions	75%	Percent of respondents who agree or strongly agree
Student Acheivement	16	English Learner Level Progress Rate	50	Percent of English Learners who maintain level 4 or who rise one level; CA Dash.
	17-19	6-Year Redesignation Rate	100%	Percent of students redesignated Fluent English Proficient in six years (K cohorts)
	MAP	MAP Growth by Grade Level, K-2	>=0	Observed growth meets or exceeds projected growth (biannual)
	SBAC	Achievement Level 3-4: All Students	70%	Percent of students who met or exceeded standard (annual)
	27, 32	DFS Growth: All Students	2	Distance in points from "met standard"; LCAP target is +2 points over previous year
	28, 33	DFS Growth: English Learner	2	"
	29, 34	DFS Growth: Hispanic	2	"
	30, 33	DFS Growth: Socioeconomic	2	"
Student Engagement	36	Average Daily Attendance (ADA)	96%	Percent based on total site enrollment (recorded monthly; reported twice per year)
	37	Percent Enrolled	100%	Count of currently enrolled students divided by target enrollment (weekly)
	38	Chronic Absenteeism	0.5%	Not to exceed .5%
	39	Expulsions	0%	Not to exceed 0%
	40	Suspensions	1.5%	Not to exceed 1.5%
Student Services	41	Special Ed SBAC Participation Rate	95%	95% of Special Ed students are expected to complete testing per CA Dashboard
	42	Percent of Students in Tier I	80-90%	80-90% of students are expected to be designated Tier I
	43	Percent of Students in Tier II	5-10%	5-10% of students are expected to be designated Tier II
	44	Percent of Students in Tier III	3-5%	3-5% of students are expected to be designated Tier III



# Coversheet

## Protect and Grow Organizational Priority Update

<b>Section:</b>	II. Topical Items
<b>Item:</b>	I. Protect and Grow Organizational Priority Update
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Protect and Grow Memo 2019_12.pdf



Date: December 2, 2019

To: Board of Directors

Submitted by: Kirsten Carr

Subject: Strategic Impact Growth Priority

### **Background**

One of the three organizational impact statements for the 2019-2020 school year is:

**Establish a viable pathway for continued growth in the changing political climate, while preserving current charters.**

For the last several months the Engagement Team has been focused on ensuring all three sites continue to provide top-quality education for all students with a strong focus on organizational health. As shared at the last few board meetings, staff is using a variety of metrics to ensure we are protecting the fidelity of Navigator before pursuing opportunities to grow. Illustrated below is the current status of all three sites as measured against the criteria for success with action steps outlined for areas of concern. Additionally, included is a brief summary of activities related to next steps for growth.

### **Strong Start at Watsonville Prep School**

Watsonville Prep School continues to show growth in all areas, with anecdotal and empirical evidence to illustrate the progress. WPS received a formal letter of approval from the State Board of Education after its inaugural formal visit with a complimentary preview email from Craig Heimbichner, the consultant assigned to WPS. Below is an excerpt from Mr. Heimbichner's email:

*"I wish to congratulate WPS in uniformly implementing data tracking that involves the students in their own goal-setting and success. Professional development is well-planned and is being implemented successfully. Moreover, follow-up coaching for each teacher is extensive, the results of which were already evident in the classroom. The use of excellent instructional strategies, differentiation of instruction, and the resulting high student engagement was consistent. The high ratio of adult to student support was noteworthy as well, and integrated and designated English Language Development was evident. A push-in model of Special Education was smoothly evident in the classrooms.*

*The before-school messaging time, held with the entire staff, the students, and parents, was also noteworthy in fostering good behavior, clear expectations, and schoolwide communication with the students and parents. Parent support and communication is high, much appreciated by the parents interviewed. Social and Emotional Learning best practices were also in evidence. Standards and objectives were posted in student-centered language in the classrooms, easily visible from the back of the room. Central office leadership and site leadership is clear and consistent, and the governing board is involved, knowledgeable, and supportive.*

*Although the school was only in its sixth week of operation during the visit, the level of implementation of the educational measures noted above was exemplary.”*

This level of confidence shared by the SBE is the result of, in large part, the full team approach to ensuring students at WPS are making gains, both academically and socially. Students who started the year with few letter sounds are now reading and, in many cases, reading at grade level. Data will be shared after the first of the year to show results based on STAR and Measures of Academic Progress (MAP) testing. Additionally, school culture is continuing to make positive progress with daily walkthroughs showing high levels of student engagement and structured routines.

WPS has experienced positive tours with Jennifer Holm and Daniel Dodge, Jr., both members of the Pajaro Valley Unified School District, and Lupe Sanchez, member of the Monterey County Office of Education. The School Site Council has also been established and was instrumental in the Title I funding process.

### **Strengthening Organizational Health at Current Sites**

A second, equally important focus for the Engagement Team is ensuring both Gilroy and Hollister Prep Schools maintain their status among the top-performing schools in California through strong school cultures and solid relationships with both authorizing districts. As shared at the October board meeting, the Support Office (SO) is partnering with the sites to strengthen both staff and student cultures through a variety of activities. The SO has started sharing monthly newsletters which include 2-3 question surveys regarding areas of glows and grows regarding site culture and then discussing these areas of improvement with site leaders. The directors are also going to attend the Site Leadership Team meetings every other month to provide opportunities for organizational dialogue and problem solving.

Family support of the sites is crucial to the long-term success of the organization and the Engagement Team is working in conjunction with the sites to ensure parent voices are heard often. School Site Councils have begun meeting with a focus on the LCAP and facilities. In

addition, family resource nights have been held at all three sites to provide valuable requested information to our families.

### **Next Steps: Student Culture**

As illustrated in the Local Control Accountability Plans (LCAP) for each site, the social/emotional health of students is crucial to the success of the schools and the organization. Through quarterly Panorama surveys students in grades 3-8 are asked a full range of questions designed to gauge their social awareness and comfort. The three questions included in the LCAP are included below with the results from the latest student survey. Also highlighted below are the proposed next steps discussed by the sites and the SO to address the concerns illuminated by these results. Goal for each question is a 75% satisfactory response.

#### *Gilroy Prep School*

- Do the teachers and other adults at school care about you? 60%
- Do you feel proud to belong to your school? 56%
- I feel safe at school. 65%

#### *Hollister Prep School*

- Do the teachers and other adults at school care about you? 63%
- Do you feel proud to belong to your school? 67%
- I feel safe at school. 64%

Proposed action steps either currently being implemented or to be implemented shortly include: Integrated SEL to ensure fidelity in classrooms, Increased frequency of community meetings while also paying close attention to topics, ask survey questions more often and explain why these questions are important, include social/emotional language in Morning message, school wide community pride activities during enrichment & electives, restorative SEL for middle school - HPS (current) GPS (future), instituting a Cadre of Care to ensure all Tier 3 students have at least one adult who is checking in with them, Check In/Check Out system for Tier 3 intervention, and reviewing all systems of discipline with a focus on the restorative impacts of each action.

### **Protection Activities Impact on Growth**

Although protecting current sites is the primary focus of the Engagement Team right now, initial work has begun on the research for school four. To strengthen Navigator Schools relationship with Monterey County, an Office of Education board member toured WPS in early December after touring HPS in late April. Staff will be following up with her to identify key parent groups and leaders to include in the engagement listening tour. Also included in these conversations will be members of the correctional staff at Soledad State Prison who have expressed an interest in creating a strong educational foundation in their communities. Staff will begin this listening tour this month with a significant push in the start of the new year.

# Coversheet

## Federal Grant Application: Resolution 2019-19.

<b>Section:</b>	II. Topical Items
<b>Item:</b>	J. Federal Grant Application: Resolution 2019-19.
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	BR 2019_19 Federal Grant Memo and Resolution.pdf



Date: December 7, 2019

To: Board of Directors

From: Kevin Sved, CEO

Subject: Authorization to Apply for Federal Grant and Engage Consultant

### **Overview**

The federal government, through the Department of Education, provides grants to support expansion of organizations like Navigator Schools in order to provide more high-quality seats to students. This is an excerpt from the Department's announcement of this grant opportunity:

*"Through charter management organizations (CMOs) grants, the Department provides funds to CMOs on a competitive basis to enable them to replicate or expand one or more high-quality charter schools. Grant funds may be used to expand the enrollment of one or more existing high-quality charter schools, or to replicate one or more new charter schools based on an existing high-quality charter school model."*

The grant provides up to \$1.5 million per new or expanded school. If awarded, this funding could help Navigator achieve the strategic plan goal of operating five schools.

### **Analysis**

In order to be competitive for the grant, proposing to open school 4 in 2021-22 would be an important criteria. A 2021-22 opening is a tight timeline that would require the board to adjust the greenlighting timeline. If a timeline was proposed and not met, the grant timeline could be negotiated. Nonetheless, the charter approval pathways are not clear at this point. There would be a good amount of work over the next month to submit the grant by January 9, 2020, and the services of a consultant would be necessary in order to submit a viable application. The consultant fees would range between \$12,000 and \$25,000 depending on the time needed.

### **Recommendation**

It is recommended that the Board discuss the latest growth plans and consider authorizing staff to apply for the grant.

Attachments:

-Resolution

-Contract for Grant Writing Services

## BOARD RESOLUTION 2019-19

*December 10, 2019*

### Authorization to Submit High-Quality Charter School Replication Grant

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools regarding the authorization to submit a federal grant to support the replication of high-quality charter schools:

WHEREAS Navigator Schools' strategic plan calls for growing into a charter management organization that serves five schools,

WHEREAS the federal grant provides funds to support charter management organizations that operate high quality charter schools,

WHEREAS the funds from the federal grant will help expand Watsonville Prep and could provide funding to support the launch of additional Navigator Schools, and

WHEREAS submitting a competitive grant application by the deadline requires support of a consultant,

RESOLVED, the CEO is hereby authorized to submit the federal charter grant application and contract with KQ Management Incorporated to support application development.

This resolution shall take effect immediately upon its adoption.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting held on December 10, 2019 in Gilroy, California.

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Signature of Board Chair

Caitrin Wright

Navigator Schools, a California Nonprofit Public Benefit Corporation

The Secretary of the Corporation certifies that the above is true and copy of the resolution that was duly adopted at the dated meeting of the board of directors.

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Signature of Secretary

John Flaherty

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Date