



Navigator Schools

Special Board Meeting

Date and Time

Tuesday June 30, 2020 at 12:00 PM PDT

This meeting will take place via teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Navigator Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so online at <https://zoom.us/join> or via telephone by calling Zoom phone numbers: **(669) 900-6833** or **(646) 876-9923**. The meeting ID is: **912 9550 9960**. The meeting password is: **303137**.

Members of the public who wish to comment during the Board meeting will use the online "raise hand" tool in Zoom when the Board Chair elicits public comments.

Individual comments will be limited to three minutes. If an interpreter is needed, comments will be translated into English and the time limit shall be six minutes. At its discretion, the Board may limit the total time allotted to public comments and set new time limits for individual comments. The Board reserves the right to mute and remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling (831) 217-4894. All efforts will be made for reasonable accommodations. The agenda and public documents will be modified upon request as required by Section 202 of the Americans with Disabilities Act.

An archive of board meeting agendas and minutes is maintained at the Navigator Schools Support Office, 650 San Benito Street, Suite 230, Hollister CA 95023. Please telephone (831) 217-4894 for more information.

Agenda

I. Opening Items

Opening Items

- A.** Record Attendance and Guests
- B.** Call the Meeting to Order
- C.** Public Comments

The Board will receive public comments regarding non-agenda items, if any, following expectations and time limits outlined by the Board Chair (listed under Notice at the top of this agenda).

II. Topical Items

A. CEO Updates

K. Sved will provide updates on various topics including: parent and staff surveys, the state budget of California, state and local guidance regarding COVID-19, and long-term facilities for Watsonville Prep School at 407 Main Street.

B. 2020-21 Hybrid Model Adoption

K. Sved will review the latest plan for the adoption of a hybrid model for Navigator Schools. After discussion, the Board will vote on the approval of this model for the 2020-21 school year.

C. 2020-21 Enrollment Plan Approval

Potential legislation limiting school growth funding would impact Navigator Schools. K. Sved will review implications of the legislation and present a 2020-21 enrollment plan for Board approval.

D. Elementary and Secondary School Emergency Relief Fund Application

A. Ortiz will explain Navigator's application for Elementary and Secondary School Emergency Relief (ESSER) funding and the Board will vote on the approval of the application.

E. CA State Teachers' Retirement System Agreement, Santa Cruz County

A. Ortiz will review the the Direct Funded Charter School Retirement Reporting Agreement with the Santa Cruz County Office of Education for the 2020-21 fiscal year. The Board will vote on the approval of the agreement.

III. Closing Items

- A.** Adjourn Meeting

Board members will vote to adjourn the meeting.

Coversheet

2020-21 Hybrid Model Adoption

Section:	II. Topical Items
Item:	B. 2020-21 Hybrid Model Adoption
Purpose:	Vote
Submitted by:	
Related Material:	2020-21 Hybrid Model Adoption.pdf



Date: June 26, 2020
To: Navigator Schools Board
From: Kevin Sved, CEO
Subject: Proposed 2020-21 Hybrid Model

The COVID-19 crisis is having and will continue to have a major impact on public schools. Navigator Schools created a task force to plan for operating in 2020-21 based on the best information we have available to us at this time. [This guidance](#) from the California Department of Education (CDE) was released on June 8, 2020 and is still under review. Our commitment is to provide the best education possible under the difficult circumstances while adhering to state and county health department requirements to reduce the spread of COVID-19. We will keep our students, staff, and school communities as safe as possible.

We are planning to operate with the following scenarios:

- 1) We will continue with distance learning. This may be required if it is not deemed safe to reopen, if we have confirmed cases that necessitate closing after reopening, or if families choose to keep children in a distance learning program.
- 2) We will operate a hybrid model with social distancing in place, with 12-16 students in a classroom at a time. This would require staggered scheduling on school sites with an AM group and a PM group, with distance learning for the remainder of the student's schedule.

It is important to note that information and guidance related to COVID-19 can change quickly. Additionally, we must also be able to adapt to changing situations in the local context.

Task force work was distributed among the following committees: Academics, Fiscal Impact, Stakeholder Engagement, Human Resources, and Operations. The result from the Fiscal Impact Committee was the development of the proposed 2020-21 budget that incorporates a 10% reduction in Local Control Funding Formula (LCFF) per-pupil funding and additional expenses related to COVID-19 such as personal protective equipment. The Operations Committee developed a draft [manual](#) to operate schools in the fall, and it is now focused on implementing that plan. Reports from the Academics, Stakeholder Engagement, and Human Resources Committees were provided in the June 16, 2020 board packet.

These are the key elements of the proposed hybrid model that staff recommends for Board adoption:

- 1) Hybrid schedule with on-site AM and PM sessions four days a week, with a full distance learning option for parents
- 2) Continued use of team-teaching for core subjects
- 3) Formal Board review of the hybrid model no later than October 6, 2020

These recommendations are further discussed below.

Four-day Hybrid Schedule with AM and PM Sessions

Staff have considered a variety of options for providing instruction with social distancing guidelines that limit the number of students per classroom to 12-16. Ultimately, the model we are recommending is a half-day model so that we can engage students in person as many days as possible with the highest leverage face-to-face instruction taking place four days per week. Full-day models with two days of instruction each week are easier for logistics, including transportation and cleaning, but this format would not be as effective instructionally.

In the half-day model, students in each grade will be divided into four groups (usually we have two classes per grade level). Two groups would attend class in the morning and the two other groups would attend in the afternoon. An example is provided in Table 1 below.

Table 1. Sample Half-day Schedule

	2nd Grade Group 1	2nd Grade Group 2	2nd Grade Group 3	2nd Grade Group 4
8:15-11:30	Face-to-Face on Campus	Face-to-Face on Campus	Distance Learning	Distance Learning
11:30-12:30	AM groups: pick up Classrooms: CLEANING and DISINFECTING PM groups drop off			
12:30-3:30	Distance Learning	Distance Learning	Face-to-Face on Campus	Face-to-Face on Campus

In this scenario, school sites would be closed to students and most staff one day per week so that deep cleaning can take place. On the day that the school site is closed, students will be engaged in distance learning. Professional development, coaching, and planning time for teachers would also be scheduled on this day of the week. Wednesday, the traditional day for professional development at Navigator, is the preference of Support Office leadership, as it also allows staff to make mid-week adjustments. However, preliminary feedback from parents after a virtual town hall meeting on June 17, 2020, indicates that arranging childcare for Fridays may be less difficult than Wednesdays. A survey has been sent to parents and staff to help guide the final on-site instructional schedule of M, T, TH, F or M-Th.

The aforementioned parent survey will also provide parents with an opportunity to request an AM or PM preference and to indicate whether they are a first responder or essential worker. In the event that there are more requests for either AM or PM than can be accommodated, staff recommends a random lottery system be implemented, with the following priorities provided: (1.) Students with IEPs (2.) Children of staff members, and (3.) Children of first responders or essential workers (subject to verification).

Continued Use of Team-Teaching for Core Subjects

We currently have two teachers at each grade level, dividing curriculum into two core areas. One teaches math and science as part of STEM. The other teaches reading, writing, and social studies as part of humanities. By dividing the curriculum up this way, we decrease the amount of intellectual prep time required from the teachers. Teachers deliver curriculum more effectively when they are able to focus their preparation on fewer subjects.

This model has been a key part of the success of Navigator students. However, in the COVID-19 environment, it is necessary to consider a self-contained model as a way to reduce the risk of spreading the virus. While the core subject model requires teachers to interact with up to 60 students each day, a self-contained class will reduce that number by half. Guidelines regarding cohorts recommend that teachers and students be limited to “the extent practicable.” We believe that changing our subject-based model is not practicable, particularly when considering the new curriculum that is being added to adjust to the distance learning and hybrid environment. We will minimize the risk of infection by having our students stay in cohorts and in the same room, with teachers moving from class to class as described in Table 2.

Table 2. Teacher Rotation

	2nd Grade Group 1, Room A	2nd Grade Group 2, Room B
8:15-9:45	STEM Teacher	Humanities Teacher
9:45-9:55	Break	
9:55-11:15	Humanities Teacher	STEM Teacher

In the COVID-19 environment, most middle and high schools will continue to have single-subject teachers teaching multiple groups of students (often as many as 180). Most of these schools will also be minimizing spread by keeping student cohorts together and keeping students in the same classroom while teachers change rooms throughout the day. Table 3 shows a more detailed sample schedule.

Table 3. Detailed Sample Schedule

	Face to Face Instruction	
	Distance Learning	

	Monday, Tuesday, Thursday, Friday		Wednesday
AM Group (8:15-11:15)	Community Meeting	Community Meeting	<ul style="list-style-type: none">Teacher PlanningDistance LearningClubs
	Group A1 ELA	Group A2 STEM	
	Group A1 STEM	Group A2 ELA	
	Cleaning/ Staff Lunch	Cleaning/ Staff Lunch	
PM Group (12:15 -3:15)	Community Meeting	Community Meeting	
	Group B1 ELA	Group B2 STEM	
	Group B1 STEM	Group B2 ELA	
	Cleaning		
	Home Study (Blended and Reading Primarily)		Cleaning

Board Review of the Hybrid Model

During the Board Meeting on June 16, 2020, it was suggested that a formal review of the proposed academic and operational plans be reviewed and evaluated, so that adjustments can be made if necessary. It is proposed that an evaluation be discussed at the October 6 Board meeting (or earlier if deemed necessary).

Recommendation

It is recommended that the Board approve the proposed operating plans for 2020-21, including the following:

- 1) Hybrid schedule with on-site AM and PM sessions four days a week, with a full distance learning option for parents
- 2) The selection of one non-site day per week of either Wednesday or Friday delegated to the CEO
- 3) The use of a lottery to determine AM or PM placements in the event that parent requests cannot be accommodated, with priorities given to students with IEPs, children of staff members, and children of first responders or essential workers (subject to verification).
- 4) Continued use of team-teaching model for core subjects
- 5) Formal review of hybrid model no later than October 6, 2020 NS Board Meeting

Coversheet

2020-21 Enrollment Plan Approval

Section:	II. Topical Items
Item:	C. 2020-21 Enrollment Plan Approval
Purpose:	Vote
Submitted by:	
Related Material:	Proposed 2020-21 Enrollment Plan 062620.pdf



Date: June 26, 2020
 To: Navigator Schools Board
 From: Kevin Sved, CEO
 Subject: Proposed 2020-21 Enrollment Plan

Background

On June 16, 2020 the Board approved a 2020-21 budget that was based on enrollment assumptions as outlined in Table 1 below.

Table 1: Planned student enrollment

	2019-20	2020-21 Budgeted	Projected Increase
GPS (K-8)	539	568	29
HPS (K-8)	541	568	27
WPS (K-2 in 2019-20, K-3 2020-21)	168	228	60
Total	1,248	1,364	116

As of June 26, 2020, budget trailer bill AB 77 is being considered for approval by the state legislature. If approved in the current form, Local Control Funding Formula (LCFF) allocations for 2020-21 will be based on enrollment from 2019-20. This is intended as a “hold harmless” related to 2020-21 enrollment and student attendance rates, allowing public schools to maintain stability despite the challenges posed by COVID-19. At this time, the AB 77 does not have a provision to allow for public schools that are growing in 2020-21 to receive additional LCFF revenue based on the enrollment and attendance of new students. The charter school communities and several school districts that are anticipating increased enrollment are encouraging the governor and legislators to address this matter before the budget is required to be signed by the governor on June 30, 2020.

A related state budget change is eliminating the planned -10% COLA from the Governor’s May Revise, and instead increasing the amount of the revenue deferrals planned for 2020-21.

Analysis

If there is not a provision to address public school growth in the proposed 2020-21 state budget, the fiscal impact for WPS would be a reduction of approximately \$465k in projected LCFF funding. This estimate incorporates the favorable adjustment of the eliminated -10% COLA

from the Governor's May Revise. The options for WPS to plan for a scenario in which this budget issue is not addressed in the approved state budget are

1. Cancel plans for enrollment growth next year and reduce operating costs by not adding staff and other expenses related to serving more students, with significant disruption to plans in 2020-21 and beyond.
2. Maintain current enrollment plans and determine other means to make up the projected revenue shortfall.

Delaying an increase in enrollment will disrupt long-term growth plans and cause irreparable disruption to WPS, as new students have already been enrolled for 2020-21 and new staff have already been hired. While an approximate \$465k negative impact will be a significant hardship, the expected forgiveness of the Paycheck Protection Program loan will be a source that will help offset this hardship, with a resulting 2020-21 deficit of approximately \$75k as outlined in Table 2 below. Additionally, due to the strong pressure to be applied by the charter school community, there is reason to believe that the cap on enrollment growth will be lifted prior to the state budget being adopted, or in August 2020 when the state budget is expected to be revised. However, in planning for the worst case in which the cap on enrollment growth is not adjusted, staff is seeking Board support in maintaining the current enrollment growth plan for Watsonville Prep, with additional budget details to be addressed in a future budget revision. A general plan to address this potential shortfall is outlined in Table 2 below.

Table 2, Proposed Strategy to Address Potential Shortfall for Watsonville Prep

June 16, 2020 Approved Budget Net Income	\$ 163,000
<i>Adjustment if State Budget school growth revenue is not fixed</i>	<i>\$ (465,000)</i>
Paycheck Protection Program, WPS Allocation	\$ 227,139
Revised Net Income	\$ (74,861)
Strategies to address the ~-\$75k deficit include:	
1) Increase fundraising	
2) Loan from the CMO	
3) Continued lobbying of the state to pay for enrollment growth	

The modest projected enrollment growth for GPS and HPS will be completely offset by the favorable LCFF adjustment in the state budget, thereby eliminating the need for increased enrollment.

Recommendation

It is recommended that the Board approve the following enrollment plan for Navigator Schools for 2020-21: Gilroy Prep, 540 students; Hollister Prep, 540 students; and Watsonville Prep, 228 students.

Coversheet

Elementary and Secondary School Emergency Relief Fund Application

Section:	II. Topical Items
Item:	D. Elementary and Secondary School Emergency Relief Fund Application
Purpose:	Vote
Submitted by:	
Related Material:	ESSER Fund Application Memo.pdf



Date: June 30, 2020

To: Navigator Schools Board

From: Ami Ortiz, Director of Business & Finance

Subject: Elementary and Secondary School Emergency Relief (ESSER) Fund

Background

Congress set aside approximately \$13.2 billion of the \$30.75 billion allotted to the Education Stabilization Fund through the CARES Act for the ESSER Fund. This funding provides LEAs with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the nation.

An LEA may use funds for any activity authorized by the ESEA, the Individuals with Disabilities Education Act, the Adult Education and Family Literacy Act, Perkins Career and Technical Education, Title VII-B of the McKinney-Vento Homeless Education Act, and for other purposes related to response coordination, professional development, purchasing technology, buying sanitization supplies, and other activities.

The preliminary allocation for the CARES Act ESSER Funds for each site are listed below:

Gilroy Prep School - \$75,852

Hollister Prep School - \$78,957

Watsonville Prep School - \$45,914

Recommendation

It is my recommendation that the Board approve Navigator Schools to apply for the ESSER Funds for Gilroy Prep, Hollister Prep, and Watsonville Prep.

Coversheet

CA State Teachers' Retirement System Agreement, Santa Cruz County

Section:	II. Topical Items
Item:	E. CA State Teachers' Retirement System Agreement, Santa Cruz
County	
Purpose:	Vote
Submitted by:	
Related Material:	2020-21 SCCOE STRS Agreement .pdf



Date: June 30, 2020

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: 2020-21 Santa Cruz County Office of Education (SCCOE) CalSTRS Agreement

Recommendation

It is recommended that the Board approve the Direct Funded Charter School Retirement Reporting Agreement for Fiscal Year 2020-21.

Background

This agreement and the fee of \$3,000 are required for all Direct Funded Charter Schools who offer retirement benefits to their employees through the California Teachers Retirement System (CalSTRS) and use the services of the Santa Cruz County Office of Education (SCCOE) to process monthly CalSTRS retirement reports. This agreement between the SCCOE and Navigator Schools, Watsonville Prep is a yearly requirement.

Summary

Staff recommends the Board to approve the Direct Funded Charter School Retirement Reporting Agreement for Fiscal Year 2020-21.



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Dr. Faris Sabbah, Superintendent • 400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • www.santacruzcoe.org

Date: June 24, 2020

To: Watsonville Prep Charter/Navigator School - Ami Ortiz, Director of Business Services

From: Rebecca Olker, Interim Deputy Superintendent, Business Services

Re: Direct Funded Charter School Retirement Reporting Agreement
for Fiscal Year 2020/2021

The purpose of this memo is to provide all Direct Funded Charter Schools with the submission and payment instructions regarding the attached agreement for Charter School Retirement Reporting Services. Please sign the agreement, and mail it along with the annual fees of \$3,000.00 for fiscal year 2020/2021 to:

Santa Cruz County Office of Education
Attn: Retirement/Payroll Manager
400 Encinal Street
Santa Cruz, CA 95060

The agreement and the fees are required for all Direct Funded Charter Schools who offer retirement benefits to their employees through the California State Teachers Retirement System (CalSTRS) and use the services of the SCCOE to process monthly CalSTRS retirement reports.

To participate in the CalSTRS retirement programs, charter schools must meet the following criteria:

- Be recognized as a public charter school by the California Department of Education
- Elect to participate in CalSTRS and enroll eligible employees as CalSTRS members
- Provide documentation to CalSTRS via a School District or County Office of Education. In accordance with Education Code 47611.3, the School District or County Office of Education may charge the Charter School for the cost of providing reporting services.

If a charter school elects to participate in CalSTRS, the charter school is required to inform all applicants for positions within the charter school of the retirement system options offered to the employees of the Charter school. If a charter school chooses to make the CalSTRS Retirement Plan available, all employees of the charter school who perform creditable service shall be entitled to have that service covered under that plan. Additionally, once a charter school elects to participate in CalSTRS, all parts of the Teacher's Retirement Law shall apply (Education Code 47611)

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

This agreement is entered into on July 1 2020; by and between the Santa Cruz County Office of Education (SCCOE) and Ceiba College Preparatory Academy Charter School.

The SCCOE is required to submit to California State Teachers Retirement System (CalSTRS), a uniform retirement data file for all School Districts and Charters within the County.

The Charter School has determined that there is a need to enter into this Agreement with the SCCOE for the services described herein:

It is mutually agreed by the parties as follows:

Services to be provided by the SCCOE

1. The SCCOE agrees to process CalSTRS reporting for the Charter.
2. The SCCOE will serve as the contact agency in working with CalSTRS in resolving problems and answering questions related to reporting and processing of retirement information.
3. The SCCOE will notify the Charter of retirement exceptions and recommendations of possible resolutions.
4. The Charter staff may participate in all workshops offered to School Districts (within Santa Cruz County) for ongoing training and other informational meetings related to CalSTRS retirement. CalSTRS offers a monthly CalSTRS Charter Schools Webinar; Santa Cruz County recommends that Direct Funded Charters attend the webinars.
5. The SCCOE will assist the Charter payroll representative in preparing appropriate entries to correct past reporting periods when necessary.

Responsibilities of the Charter (see attached for payroll/retirement details)

1. The Charter agrees to provide the required retirement and payroll information necessary for timely completion and transmittal of CalSTRS information.
2. The Charter agrees to provide all payroll/retirement reporting data files and reports by the due dates established by the SCCOE to meet the retirement reporting schedules established by CalSTRS.
3. The Charter shall maintain all payroll records for its employees and make them available for audit; the Charter shall furnish the SCCOE a copy upon request.
4. The Charter will designate one of its employees to serve as the contact person between the Charter and the SCCOE for matters related to regular reporting and processing of retirement information. If the contact person changes during the agreement the Charter must provide SCCOE with the new contact person's name and contact information.
5. The Charter shall submit to the SCCOE the full amount of the retirement contributions that include both the employer and employee amounts within two business days after the close of each month.

SCCOE's Fee and Payment Thereof

1. The Charter agrees to pay the SCCOE for the services described under this Agreement as follows:
 - \$3,000.00 per year to be paid upon signing and submission of this Agreement (On or before July 31st of every year).
 - A fee of \$350.00 for each day the funds are not submitted by the second working day after the end of each month. These fees shall be assessed monthly and are payable upon demand.
2. The Charter agrees to reimburse the SCCOE for any penalties and/or other levies assessed by CalSTRS that were caused by acts of the Charter. SCCOE will invoice the Charter for CalSTRS Penalty and Interest Charges annually.

Duration of Agreement

The Agreement begins on 7/1/2020 and is automatically renewed each fiscal year beginning July 1 and ending June 30, unless notified by the SCCOE of a change in the Agreement or by the Charter with 60 days notice.

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

**SANTA CRUZ COUNTY
OFFICE OF EDUCATION**

DocuSigned by:

Signature: _____
4A98B6793C07440

Name: Rebecca Olker

Title: Interim Deputy Superintendent,
Business Services

**WATSONVILLE PREP
CHARTER/NAVIGATOR SCHOOL**

Signature: _____

Name: _____

Title: _____

Approved by the Charter Governing Board on

Date

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

Name: _____

Title: _____

E-Mail: _____

Phone: _____