



Navigator Schools

Board Meeting

Date and Time

Tuesday October 12, 2021 at 6:00 PM PDT

Location

Zoom

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

The Board of Directors 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: **959 8449 43958**. The meeting passcode is: **908744**.

Members of the public attending online who wish to comment during the board meeting will use the online "raise hand" tool in Zoom when the chairperson elicits public comments. Members of the public planning to attend by phone are invited to confirm their intent to comment up to one hour prior to the meeting by calling (831) 217-4894.

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 meeting.

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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.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Call the Meeting to Order		Board Chair	2 m
B. Record Attendance and Guests		Board Chair	2 m
The Board Chair will initiate attendance via roll call.			
C. Adoption of Resolution for Navigator Schools Board of Directors to Meet Remotely in Accordance with AB 361	Vote	Tom Peraic	5 m
The board will consider a resolution and related findings pursuant to AB 361 to extend virtual meetings of the Navigator Schools governing bodies to reduce the spread of COVID-19.			
D. Remarks from the Board Chair		Board Chair	3 m
E. Public Comments		Board Chair	5 m
The board will receive public comments regarding non-agenda items, if any, following expectations and time limits reviewed by the chairperson.			
F. Approve Special Board Meeting Minutes (Sep 2)	Approve Minutes	Board Chair	1 m
Members will vote on the approval of minutes from the special meeting held on September 2, 2021.			
G. Approve Regular Board Meeting Minutes (Aug 24)	Approve Minutes	Board Chair	1 m
Members will vote on the approval of minutes from the regular board meeting held on August 24, 2021.			

	Purpose	Presenter	Time
H. Approve Special Board Meeting Minutes (Aug 2)	Approve Minutes	Board Chair	1 m

Members will vote on the approval of minutes from the special board meeting held on August 2, 2021.

I. Approve Regular Board Meeting Minutes (June 14)	Approve Minutes	Board Chair	1 m
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Members will vote on the approval of minutes from the regular board meeting held on June 14, 2021.

J. CEO Report		Kevin Sved	3 m
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II. Committees and Related Actions 6:24 PM

A. Governance Committee Report	FYI	John Flaherty	3 m
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The Committee Chair will provide a summary of recent committee activities.

B. Form 700 and Conflict of Interest Code	FYI	Tom Peraic	10 m
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Navigator's General Counsel will provide an update concerning recent state approval of the Navigator Schools Conflict of Interest Code. He will review next steps concerning the submission of [Form 700](#) on the part of board members and relevant staff to the California Fair Political Practices Commission.

C. Academic Success Committee Report	FYI	Ian Connell	3 m
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The Committee Chair will provide a summary of recent committee activities.

D. Finance Committee Report	FYI	JP Anderson	3 m
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A committee member will provide a summary of recent committee activities.

E. Proposed 2021-22 Budget Revisions	Vote	JP Anderson	10 m
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A committee member will present the proposed 2021-22 budget revisions. The board will consider approval of the proposed revised 2021-22 Navigator Schools budget.

F. ESSER III Plan: GPS	Vote	JP Anderson	5 m
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	Purpose	Presenter	Time	
<p>A Finance Committee member will present ESSER III (Elementary and Secondary School Emergency Relief) plans for all Navigator Schools. The board will hold separate votes considering approval of each plan, beginning with Gilroy Prep School.</p>				
G.	ESSER III Plan: HPS	Vote	JP Anderson	1 m
<p>The board will vote on the approval of the ESSER III plan for Hollister Prep School.</p>				
H.	ESSER III Plan: WPS	Vote	JP Anderson	1 m
<p>The board will vote on the approval of the ESSER III plan for Watsonville Prep School.</p>				
III.	Topical Items			7:00 PM
A.	Navigator Schools Strategic Plan	Discuss	John Flaherty	60 m
<p>The Board Chair will lead a discussion focusing on the development of an updated strategic plan for Navigator Schools, including organizational goals, timelines, and related measures.</p>				
B.	WPS Opening at 407 Main Street	Discuss	Kevin Sved	10 m
<p>K. Sved will share a review of the recent launch and opening ceremonies for Watsonville Prep School in its new facilities at 407 Main Street.</p>				
IV.	Closed Session			8:10 PM
A.	Announcement and Vote to Enter Closed Session	Vote	Board Chair	2 m
<p>The Board Chair will announce the reason for the closed session. The board will vote on approval to enter closed session via roll call.</p>				
B.	Closed Session: Real Property Negotiations for San Benito County APN# 052-090-045	Discuss	Kevin Sved	15 m
<p>K. Sved will present information concerning real property negotiations for San Benito County APN# 052-090-045.</p>				
C.	CEO Evaluation	Discuss	John Flaherty	10 m
<p>The board will discuss CEO evaluation in closed session.</p>				
V.	Return to Open Session			8:37 PM
A.	Actions Taken During Closed Session	FYI	Board Chair	1 m

	Purpose	Presenter	Time	
Upon returning to open session, the Board Chair will announce actions taken during closed session.				
B.	Approval of Consulting Services Agreement	Vote	Kevin Sved	5 m
The board will vote on the approval of a consulting services agreement with Elizabeth Sanborn Falcon, doing business as Benchmark Realty Advisors.				
VI.	Closing Items			8:43 PM
A.	Adjourn Meeting	Vote	Board Chair	2 m
Members will vote on adjournment via roll call.				

Coversheet

Adoption of Resolution for Navigator Schools Board of Directors to Meet Remotely in Accordance with AB 361

Section: I. Opening Items
Item: C. Adoption of Resolution for Navigator Schools Board of Directors to Meet Remotely in Accordance with AB 361
Purpose: Vote
Submitted by:
Related Material: BR 2021_14 Findings of AB361.pdf

BOARD RESOLUTION 2021-14

October 12, 2021

TO MEET REMOTELY IN ACCORDANCE WITH AB 361 AND MAKING FINDINGS PURSUANT TO AB 361

WHEREAS, on February 3, 2020, the Santa Clara County Public Health Officer declared a local health emergency in response to the COVID-19 pandemic; and

WHEREAS, on March 4, 2020, the Governor issued a Proclamation of State of Emergency in response to the COVID-19 pandemic and in accordance with Government Code section 8625; and

WHEREAS, on March 17, 2020, the Governor issued Executive Order N-29-20 that suspended the teleconferencing rules set forth in the Brown Act (Government Code section 54950 et seq.), provided certain requirements were met and followed, thus enabling legislative bodies to meet remotely; and

WHEREAS, on June 11, 2021, the Governor issued Executive Order N-08-21 that provided that the teleconferencing rules would remain suspended through September 30, 2021; and

WHEREAS, on September 16, 2021, the Governor signed AB 361 authorizing a legislative body subject to the Brown Act to continue to meet remotely using teleconference without compliance with the Brown Act teleconference rules if certain conditions are followed including (1) initially the existence of a proclaimed state of emergency and (2) requirements or recommended measures from state or local officials to promote social distancing; and

WHEREAS, as of the date of this Resolution, the Proclamation of State of Emergency issued by the Governor on March 4, 2020 is in place; and

WHEREAS, on September 21, 2021, the Santa Clara County Health Officer issued a recommendation, which is attached hereto and incorporated herein, that public bodies continue to meet remotely due to their unique characteristics (such as the increased mixing associated with bringing together people from across the community, the need to enable those who are immunocompromised or unvaccinated to be able to safely continue to fully participate in public governmental meetings, and the challenges with fully ascertaining and ensuring compliance with vaccination and other recommendations at such); and,

WHEREAS, Navigator Schools have an important governmental interest in protecting the public health, safety, and welfare of those who participate in meetings during COVID-19 and ensuring that all members of the public can participate safely in meetings; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Navigator Schools that:

1. The Board of Navigator Schools and its committees shall continue to only meet remotely and in accordance with Government Code section 54953(e) (AB 361) and without compliance with Government Code section 54953(b)(3).1
2. Pursuant to Government Code section 54953 (e)(3), the Board finds for itself that (1) a state of emergency continues to exist relating to COVID-19 and this necessitates that the Board and its committees continue to meet remotely, and (2) the Board and its committees continue to meet remotely to promote social distancing as one means to reduce the risk COVID-19 transmission.

This resolution shall take effect immediately upon its adoption.

This resolution was PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting held on October 12, 2021, via teleconference per COVID-19 regulations.

The Secretary of the Corporation certifies the resolution was adopted at the dated meeting of the Board of Directors.

Signature of Secretary

Date

Nora Crivello
Board Secretary
Navigator Schools, a California Nonprofit Public Benefit Corporation

County of Santa Clara

Public Health Department



Health Officer
976 Lenzen Avenue, 2nd Floor
San José, CA 95126
408.792.3798

Recommendation Regarding Continued Remote Public Meetings of Governmental Entities

Issued: September 21, 2021

In light of the continued state of emergency related to COVID-19, the County Public Health Officer continues to recommend that public bodies meet remotely to the extent possible, specifically including use of newly enacted AB 361 to maintain remote meetings under the Ralph M. Brown Act and similar laws.

Among other reasons, this recommendation is made due to the continued threat of COVID-19 to the community, the unique characteristics of public governmental meetings (such as the increased mixing associated with bringing together people from across the community, the need to enable those who are immunocompromised or unvaccinated to be able to safely continue to fully participate in public governmental meetings, and the challenges with fully ascertaining and ensuring compliance with vaccination and other safety recommendations at such meetings), and the continued increased safety protection that social distancing provides as one means by which to reduce the risk of COVID-19 transmission. This recommendation does not apply to those meetings of a quasi-judicial nature that have been already meeting in person prior to September 21, 2021, for example to allow for credibility determinations of witnesses.

The Health Officer will continue to evaluate this recommendation on an ongoing basis and will communicate when there is no longer such a recommendation with respect to meetings for public bodies.

Board of Supervisors: Mike Wasserman, Cindy Chavez, Otto Lee, Susan Ellenberg, S. Joseph Simitian
County Executive: Jeffrey V. Smith

Coversheet

Approve Special Board Meeting Minutes (Sep 2)

Section: I. Opening Items
Item: F. Approve Special Board Meeting Minutes (Sep 2)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for NS Special Board Meeting on September 2, 2021

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Navigator Schools

Minutes

NS Special Board Meeting

Date and Time

Thursday September 2, 2021 at 2:00 PM

Location

Zoom

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

The Board of Directors and employees of Navigator Schools shall meet via Zoom. 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 (669) 900-6833 or (646) 876-9923. The meeting ID is: **914 0229 62051**. The meeting passcode is: **165375**.

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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 meeting.

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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.

Directors Present

Chuck Daggs (remote), Dena Koren (remote), Fiaau Ohmann (remote), Ian Connell (remote), JP Anderson (remote), John Flaherty (remote), Shara Hegde (remote), Victor Paredes-Colonia (remote)

Directors Absent

Nora Crivello

Guests Present

Kevin Sved (remote), Sean Martin (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Thursday Sep 2, 2021 at 2:03 PM.

C. Public Comments

There were no public comments.

II. Topical Items

A. Board Resolution 2021-14: Authorization to Open Accounts

A. Ortiz explained the extent and chronology of recent fraudulent activities connected to a Navigator Schools' bank account. She shared reasons for considering a move to a new bank. She reviewed reasons for recommending the opening of new accounts at Santa Cruz County Bank. Board members asked questions and shared banking insights. F. Ohmann shared her positive experiences with the Santa Cruz County Bank and additional advantages it provides. A. Ortiz did not foresee any impact on future financial audits resulting from opening new accounts at the bank.

Dena Koren made a motion to approve Board Resolution 2021-14.

Victor Paredes-Colonia seconded the motion.

C. Daggs experienced phone difficulties and could not be recorded via Zoom, but he immediately called staff directly to confirm an aye vote in favor of approving Board Resolution 2021-14.

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

Roll Call

Ian Connell	Aye
Fiaau Ohmann	Aye
Shara Hegde	Aye
JP Anderson	Aye
Chuck Daggs	Aye
Dena Koren	Aye
Nora Crivello	Absent
Victor Paredes-Colonia	Aye
John Flaherty	Aye

III. Closing Items

A. Adjourn Meeting

A. Ortiz added a comment related to the previous agenda item: she will be utilizing a daily payment approval system to add an extra layer of security to the withdrawal of funds from Navigator Schools' current bank accounts.

J, Flaherty suggested a topic for future discussion focusing on board member insurance in light of current events concerning public health measures relating to COVID-19.

Ian Connell made a motion to adjourn the meeting.

Fiaau Ohmann seconded the motion.

C. Daggs experienced phone difficulties and could not be recorded via Zoom, but he immediately called staff directly to confirm an aye vote for adjournment of the meeting.

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

Roll Call

Shara Hegde	Aye
Nora Crivello	Absent
Fiaau Ohmann	Aye
Chuck Daggs	Aye
Dena Koren	Aye
JP Anderson	Aye
John Flaherty	Aye
Ian Connell	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 2:24 PM.

Respectfully Submitted,
Sean Martin

Coversheet

Approve Regular Board Meeting Minutes (Aug 24)

Section: I. Opening Items
Item: G. Approve Regular Board Meeting Minutes (Aug 24)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on August 24, 2021

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Navigator Schools

Minutes

Board Meeting

Date and Time

Tuesday August 24, 2021 at 6:00 PM

Location

Zoom

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

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Directors Present

Chuck Daggs (remote), Dena Koren (remote), Fiaau Ohmann (remote), Ian Connell (remote), JP Anderson (remote), John Flaherty (remote), Nora Crivello (remote), Shara Hegde (remote), Victor Paredes-Colonia (remote)

Directors Absent

None

Directors who left before the meeting adjourned

Victor Paredes-Colonia

Guests Present

Sean Martin (remote)

I. Opening Items

A. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Tuesday Aug 24, 2021 at 6:03 PM.

B. Record Attendance and Guests

C. Public Comments

There were no public comments.

D. Approve Minutes from Previous Regular Board Meeting

Nora Crivello made a motion to approve the minutes from Board Meeting on 07-06-21.

Ian Connell seconded the motion.

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

Roll Call

Nora Crivello	Aye
Shara Hegde	Aye
John Flaherty	Aye
Chuck Daggs	Aye
JP Anderson	Aye

Roll Call

Fiaau Ohmann	Aye
Victor Paredes-Colonia	Aye
Ian Connell	Aye
Dena Koren	Aye

II. Topical Items, Part 1

A. Start of School Year Update

K. Sved shared high attendance numbers for the first week of school, and he introduced K. Carr. She presented a slideshow that reported on key components of students returning to school sites, including enrollment; attendance; and COVID-19 procedures, safeguards, staff and student testing, vaccination rates, and quarantine procedures. She also shared back-to-school images from school sites. S. Waller provided a review of independent study, including enrollment data and staffing. Board members asked clarifying questions about these topics. J. Dent displayed clothing celebrating the tenth anniversary of Navigator Schools. I. Connell praised the high attendance rates.

III. Committees

A. Finance Committee Report

V. Paredes-Colonia shared a review of the committee's last meeting, mentioning budget updates, financial policies, and the committee's updated meeting schedule.

B. Financial Policies Approval

A. Ortiz provided background on the development and purpose of the policies. K. Sved highlighted key updates.

Victor Paredes-Colonia made a motion to approve the financial policies.

Nora Crivello seconded the motion.

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

Roll Call

Chuck Daggs	Aye
Fiaau Ohmann	Aye
JP Anderson	Aye
Shara Hegde	Aye
Victor Paredes-Colonia	Aye
Dena Koren	Aye
John Flaherty	Aye
Ian Connell	Aye
Nora Crivello	Aye

C. Board Committee Appointments

K. Sved and J. Flaherty clarified committee types and further defined participatory roles of board members and non-board members. T. Periac answered questions regarding committee procedures. D. Koren suggested that the Development Committee section be removed from the resolution due to the fact that it is an advisory committee.

Dena Koren made a motion to amend the resolution to remove the Development Committee from the resolution.

Fiaau Ohmann seconded the motion.

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

Roll Call

John Flaherty	Aye
JP Anderson	Aye
Fiaau Ohmann	Aye
Dena Koren	Aye
Shara Hegde	Aye
Nora Crivello	Aye
Chuck Daggs	Aye
Victor Paredes-Colonia	Aye
Ian Connell	Aye

Chuck Daggs made a motion to approve the Committee Appointments resolution as amended.

JP Anderson seconded the motion.

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

Roll Call

Fiaau Ohmann	Aye
Nora Crivello	Aye
Chuck Daggs	Aye
JP Anderson	Aye
Shara Hegde	Aye
Victor Paredes-Colonia	Aye
Dena Koren	Aye
Ian Connell	Aye
John Flaherty	Aye

IV. Topical Items, Part 2

A. 407 Main Street Update, WPS Academic Calendar

K. Sved shared photos of 407 Main Street, including views of the classrooms, the library, the multipurpose room, the meal-serving space, and the atrium. He explained special features and advantages of the site. He answered board members' questions regarding the project's budget and calendar. Board members expressed excitement regarding project progress. K. Sved explained the necessity of approving modification of the Watsonville Prep School (WPS) calendar at board level.

Chuck Daggs made a motion to approve the modification of the WPS Academic Calendar.

Fiaau Ohmann seconded the motion.

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

Roll Call

John Flaherty	Aye
Fiaau Ohmann	Aye
Ian Connell	Aye
Nora Crivello	Aye
Chuck Daggs	Aye
Dena Koren	Aye
Shara Hegde	Aye
Victor Paredes-Colonia	Aye
JP Anderson	Aye

B. General Counsel Agreement

J. Flaherty reviewed the professional skills, background, and expertise of T. Peraic. He explained the advantages of (and his support for) shifting the role of T. Peraic to general counsel from that of legal counsel provided on retainer. K. Sved provided additional details relating to the agreement, and D. Koren asked clarifying questions.

JP Anderson made a motion to approve the agreement.

Nora Crivello seconded the motion.

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

Roll Call

John Flaherty	Aye
Shara Hegde	Aye
Victor Paredes-Colonia	Aye
Dena Koren	Aye
Fiaau Ohmann	Aye
Ian Connell	Aye
Nora Crivello	Aye
JP Anderson	Aye
Chuck Daggs	Aye

C. Strategic Plan and Pathways for Growth

Victor Paredes-Colonia left at 7:30 PM.

Board members and staff discussed optimal formats and timelines for meeting to consider and develop the strategic plan for Navigator Schools. Members discussed potential topics and principles related to the plan, including growth and acquisition, sustainability, partnerships, staff roles, financial model, model dissemination, regional contexts, and effective results. Members and staff discussed key characteristics of the emergent document and strategies to articulate a common narrative, including research and the potential formation (and composition) of an ad-hoc committee to address the topic.

D.

Consent Agenda

K. Sved described minor changes to the Independent Study Policy for Navigator Schools.

Ian Connell made a motion to approve the Consent Agenda.

JP Anderson seconded the motion.

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

Roll Call

Dena Koren	Aye
Victor Paredes-Colonia	Absent
John Flaherty	Aye
Nora Crivello	Aye
Shara Hegde	Aye
Fiaau Ohmann	Aye
Ian Connell	Aye
Chuck Daggs	Aye
JP Anderson	Aye

V. Closed Session

A. Announcement and Vote to Enter Closed Session

J. Flaherty announced the reason for the closed session as listed on the agenda.

Dena Koren made a motion to enter closed session.

Ian Connell seconded the motion.

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

Roll Call

Victor Paredes-Colonia	Absent
JP Anderson	Aye
John Flaherty	Aye
Shara Hegde	Aye
Dena Koren	Aye
Fiaau Ohmann	Aye
Chuck Daggs	Aye
Nora Crivello	Aye
Ian Connell	Aye

B. Closed Session: CEO Evaluation

C. Actions Taken During Closed Session

J. Flaherty reported that no actions were taken during the closed session.

VI. Topical Items, Part 3

A. Cost of Living Adjustment: CEO Salary

M. Alatorre Alnas explained the purpose and chronology of board approval of a cost of living adjustment to the salary of the Chief Executive Officer. The board asked questions and made suggestions relating to the topic, mainly focused on calendaring and related steps for consideration. J. Flaherty praised K. Sved for his leadership during the challenges of COVID-19 in concert with the successful development of 407 Main Street. John Flaherty made a motion to approve the 3% COLA for the CEO salary. JP Anderson seconded the motion. The board **VOTED** unanimously to approve the motion.

Roll Call

Dena Koren	Aye
Shara Hegde	Aye
John Flaherty	Aye
Nora Crivello	Aye
Chuck Daggs	Aye
JP Anderson	Aye
Fiaau Ohmann	Aye
Ian Connell	Aye
Victor Paredes-Colonia	Absent

VII. Closing Items

A. Adjourn Meeting

JP Anderson made a motion to adjourn the meeting. Shara Hegde seconded the motion. The board **VOTED** unanimously to approve the motion.

Roll Call

Ian Connell	Aye
Victor Paredes-Colonia	Absent
JP Anderson	Aye
John Flaherty	Aye
Dena Koren	Aye
Fiaau Ohmann	Aye
Chuck Daggs	Aye
Shara Hegde	Aye
Nora Crivello	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:04 PM.

Respectfully Submitted,
Sean Martin

Documents used during the meeting

- 2021_08_13 Finance Committee Minutes.pdf
- NS Financial Policies 2021 FC.pdf
- BR 2021_09 Resolution Committee Appointments v.3.pdf
- 407 Update Memo.pdf
- General Counsel Memo and Docs.pdf
- NS TK Memo and Policy 2021.pdf
- NS Long-Term IS Revision Memo and Policy.pdf
- CEO COLA Memo.pdf

Coversheet

Approve Special Board Meeting Minutes (Aug 2)

Section: I. Opening Items
Item: H. Approve Special Board Meeting Minutes (Aug 2)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for NS Special Board Meeting on August 2, 2021

APPROVED



Navigator Schools

Minutes

NS Special Board Meeting

Date and Time

Monday August 2, 2021 at 6:00 PM

Location

Zoom

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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.

Directors Present

Chuck Daggs, Dena Koren, Fiaau Ohmann, Ian Connell, JP Anderson, John Flaherty, Nora Crivello, Shara Hegde, Victor Paredes-Colonia

Directors Absent

None

Guests Present

Sean Martin

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Monday Aug 2, 2021 at 6:01 PM.

C. Public Comments

There were no public comments.

D. Chairperson's Remarks

J. Flaherty summarized the agenda and shared background information about the items to provide a context for board deliberation. He highlighted recent COVID-19 news, including vaccinations, variants, and public sentiment. K. Sved thanked board members for attending and provided additional details about IS legislation. K. Sved and K. Carr supplied recent parent survey results regarding in-person instruction in the fall. C. Daggs and D. Koren asked clarifying questions relating to health protocols; enrollment numbers and related fiscal calculations; feedback from local districts; and parent opinions.

II. Topical Items

A. Approval of Short-Term Independent Study Policy

Board members posed questions for the staff focusing on short-term Independent Study (IS), including past iterations of the program and related procedures. Members discussed the potential impact of IS efforts on the teaching staff. J. Dent added further insights concerning the return of teachers and related training activities. He explained differences between distance learning and IS.

JP Anderson made a motion to approve the adoption of the Short-Term IS Policy.
 Chuck Daggs seconded the motion.
 The board **VOTED** unanimously to approve the motion.

Roll Call

Victor Paredes-Colonia	Aye
Shara Hegde	Aye
JP Anderson	Aye
Dena Koren	Aye
Nora Crivello	Aye
Fiaau Ohmann	Aye
Ian Connell	Aye
Chuck Daggs	Aye
John Flaherty	Aye

B. Approval of Long-Term Independent Study Policy

S. Waller introduced the policy and elicited questions from the board. Board members discussed if, when, and how students might move from short-term IS to long-term IS. Staff clarified elements of the policy and related procedures for staff and families. A. Ortiz and K. Sved explained health protocols, resources, personnel, and budgets at sites relating to state legislation and COVID-19. The board and staff reviewed definitions and the required frequency of live interaction and synchronous learning activities.

Board members thanked principals and staff for their efforts and willingness to develop and implement the program. Board member J.P. Anderson, as a parent, praised Navigator leaders and staff members for the high level of service that students and families consistently receive. J. Flaherty shared that he will be crafting a letter with K. Sved to be sent home to families regarding challenges and concerns accompanying COVID-19. Board members expressed appreciation for the quality of the IS policies and related documents.

Chuck Daggs made a motion to approve the adoption of the Long-Term IS Policy.
 Victor Paredes-Colonia seconded the motion.
 The board **VOTED** unanimously to approve the motion.

Roll Call

JP Anderson	Aye
Ian Connell	Aye
Victor Paredes-Colonia	Aye
Dena Koren	Aye
Shara Hegde	Aye
Chuck Daggs	Aye
John Flaherty	Aye
Nora Crivello	Aye
Fiaau Ohmann	Aye

III. Closing Items

A. Adjourn Meeting

Chuck Daggs made a motion to adjourn.

Victor Paredes-Colonia seconded the motion.

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

Roll Call

Nora Crivello	Aye
Chuck Daggs	Aye
Fiaau Ohmann	Aye
John Flaherty	Aye
Shara Hegde	Aye
JP Anderson	Aye
Dena Koren	Aye
Victor Paredes-Colonia	Aye
Ian Connell	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:01 PM.

Respectfully Submitted,
Sean Martin

Documents used during the meeting

- NS Short-Term IS Policy 2021-22.pdf
- Board Memo for Independent Study Policies.pdf
- NS Components of Independent Study 2021_2.pdf
- NS Long-Term IS Policy 2021-22.pdf

Coversheet

Approve Regular Board Meeting Minutes (June 14)

Section: I. Opening Items
Item: I. Approve Regular Board Meeting Minutes (June 14)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for NS Board Meeting on June 14, 2021

APPROVED



Navigator Schools

Minutes

NS Board Meeting

Date and Time

Monday June 14, 2021 at 6:00 PM

Location

Zoom

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

The Board of Directors 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: **986 3414 4999**. The meeting password is: **988012**.

Members of the public attending online who wish to comment during the board meeting will use the "raise hand" tool in Zoom when the chairperson elicits public comments. Members of the public planning to attend by phone are invited to confirm their intent to comment up to one hour prior to the meeting by calling (831) 217-4894.

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 meeting.

Requests for disability-related modifications or accommodations to participate in this public meeting should be made twenty-four 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.

Directors Present

Chuck Daggs, Dena Koren, Fiaau Ohmann, Ian Connell, JP Anderson, John Flaherty, Nora Crivello, Shara Hegde, Victor Paredes-Colonia

Directors Absent

None

Directors who arrived after the meeting opened

Victor Paredes-Colonia

Guests Present

Sean Martin

I. Opening Items

A. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Monday Jun 14, 2021 at 6:03 PM.

B. Record Attendance and Guests

C. Public Comments

There were no public comments.

D. Approve Minutes from Special Board Meeting

Chuck Daggs made a motion to approve the minutes from NS Special Board Meeting on 05-27-21.

JP Anderson seconded the motion.

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

Roll Call

JP Anderson	Aye
Ian Connell	Aye
Dena Koren	Aye
John Flaherty	Aye
Shara Hegde	Aye

Roll Call

Chuck Daggs Aye
 Nora Crivello Aye
 Fiaau Ohmann Aye
 Victor Paredes-Colonia Aye

E. Approve Minutes from Previous Regular Board Meeting

Victor Paredes-Colonia arrived at 6:06 PM.

Chuck Daggs made a motion to approve the minutes from NS Board Meeting on 04-20-21.

Nora Crivello seconded the motion.

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

Roll Call

Fiaau Ohmann Aye
 Shara Hegde Aye
 Dena Koren Aye
 John Flaherty Aye
 Chuck Daggs Aye
 JP Anderson Aye
 Nora Crivello Aye
 Ian Connell Aye
 Victor Paredes-Colonia Aye

II. Academics

A. Academic Success Committee Report

I. Connell reviewed annual data presented at the latest committee meeting, including NWEA MAP assessment results and Panorama survey results.

B. 2021-22 Plans for Navigator Schools

K. Sved provided an update on long-term facilities for WPS and answered related questions posed by board members. He reviewed summer school plans, including curriculum, communications, and enrollment.

C. 2021-22 Local Indicator Reports

K. Sved explained the purpose of the report and the reason for its required inclusion on the agenda.

III. Finance

A. Finance Committee Report

V. Parades-Colonia summarized the latest meeting of the committee, including the introduction of the new Finance Analyst at the Support Office. He expressed an interest

in the committee exploring the development of the budget in alignment with broader organizational goals.

B. Proposed 2021-22 LCAP

J. Flaherty introduced the topic and its main presenter, V. Paredes-Colonia. V. Paredes-Colonia provided an overview of the Local Control and Accountability Plans for school sites.

C. 2021-22 LCAP: Gilroy Prep

Victor Paredes-Colonia made a motion to approve the 2021-22 LCAP for Gilroy Prep School.

Nora Crivello seconded the motion.

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

Roll Call

Chuck Daggs	Aye
Nora Crivello	Aye
Dena Koren	Aye
John Flaherty	Aye
Shara Hegde	Aye
JP Anderson	Aye
Fiaau Ohmann	Aye
Ian Connell	Aye
Victor Paredes-Colonia	Aye

D. 2021-22 LCAP: Hollister Prep

Victor Paredes-Colonia made a motion to approve the 2021-22 LCAP for Hollister Prep School.

JP Anderson seconded the motion.

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

Roll Call

John Flaherty	Aye
Ian Connell	Aye
Chuck Daggs	Aye
Nora Crivello	Aye
Shara Hegde	Aye
JP Anderson	Aye
Victor Paredes-Colonia	Aye
Dena Koren	Aye
Fiaau Ohmann	Aye

E. 2021-22 LCAP: Watsonville Prep

JP Anderson made a motion to approve the 2021-22 LCAP for Watsonville Prep School. Victor Paredes-Colonia seconded the motion.

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

Roll Call

JP Anderson	Aye
John Flaherty	Aye
Victor Paredes-Colonia	Aye
Chuck Daggs	Aye
Ian Connell	Aye
Shara Hegde	Aye
Fiaau Ohmann	Aye
Nora Crivello	Aye
Dena Koren	Aye

F. Proposed 2021-22 Navigator Schools Budget

A. Ortiz shared a PowerPoint presentation that highlighted the chronology of the budget process, resources for preparation, and budget assumptions. Board members and staff discussed socio-economic aspects of enrollment, regional salary comparisons, salary schedules, retention of educational staff, and educational technology. Members praised the Business and Finance Department staff for their work on the budget.

Dena Koren made a motion to approve the 2021-22 Navigator Schools budget.

Victor Paredes-Colonia seconded the motion.

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

Roll Call

Nora Crivello	Aye
John Flaherty	Aye
Fiaau Ohmann	Aye
Chuck Daggs	Aye
Ian Connell	Aye
JP Anderson	Aye
Victor Paredes-Colonia	Aye
Shara Hegde	Aye
Dena Koren	Aye

IV. Governance

A. Governance Committee Report

J.Flaherty expressed interest moving the discussion of committee assignments to the the next meeting of the board.

B. Brown Act Training

K. Sved introduced Tomislav Peraic. T. Peraic shared his professional background and experience. He provided a board training focusing on the Brown Act. The presentation covered definitions of meetings, committee types, board communications (including social

media), temporary COVID-19 regulations, meeting locations, and teleconferencing. J. Flaherty thanked T. Peraic for the providing the presentation.

C. Resolution to Create an Advisory Development Committee

K. Sved explained the purpose and benefits of establishing an Advisory Development Committee. J. Flaherty highlighted the need for such a committee. Chuck Daggs made a motion to approve the resolution creating an Advisory Development Committee. Ian Connell seconded the motion. The board **VOTED** unanimously to approve the motion.

Roll Call

Nora Crivello	Aye
Dena Koren	Aye
JP Anderson	Aye
John Flaherty	Aye
Fiaau Ohmann	Aye
Ian Connell	Aye
Victor Paredes-Colonia	Aye
Shara Hegde	Aye
Chuck Daggs	Aye

D. Resolution for Designation of Directors to the Navigator Schools Support Corporation

K. Sved reviewed the names of the Directors of the Navigator Schools Support Corporation Board and their respective terms. J. Flaherty provided additional details regarding their potential attendance and participation during future Navigator Schools Board of Directors meetings. JP Anderson made a motion to approve the resolution designating directors to the Navigator Schools Support Corporation. Nora Crivello seconded the motion. The board **VOTED** unanimously to approve the motion.

Roll Call

Chuck Daggs	Aye
John Flaherty	Aye
Fiaau Ohmann	Aye
Dena Koren	Aye
Shara Hegde	Aye
JP Anderson	Aye
Ian Connell	Aye
Nora Crivello	Aye
Victor Paredes-Colonia	Aye

E. Resolution to Elect NS Board Officers

Three directors agreed to serve as board officers: John Flaherty (chairperson), Nora Crivello (secretary), Victor Paredes-Colonia (treasurer).
 Ian Connell made a motion to approve the resolution to elect board officers.
 Fiaau Ohmann seconded the motion.
 The board **VOTED** unanimously to approve the motion.

Roll Call

John Flaherty	Aye
Fiaau Ohmann	Aye
Shara Hegde	Aye
JP Anderson	Aye
Nora Crivello	Aye
Ian Connell	Aye
Victor Paredes-Colonia	Aye
Chuck Daggs	Aye
Dena Koren	Aye

F. Resolution Confirming NS Board Committee Assignments

J. Flaherty suggested that this agenda item be moved to the agenda for the next board meeting. He initiated a non-roll call vote. The board unanimously agreed to move this item to the next board meeting.

V. Consent Agenda

A. Consent Agenda Approval

The board discussed the removal of the Board Calendar from the Consent Agenda in order to accomodate modifications to the Board Calendar.
 Nora Crivello made a motion to approve the Academic Calendar and the Administrative Calendar as presented in the Consent Agenda.
 John Flaherty seconded the motion.
 The board **VOTED** unanimously to approve the motion.

Roll Call

John Flaherty	Aye
Fiaau Ohmann	Aye
Chuck Daggs	Aye
Ian Connell	Aye
Nora Crivello	Aye
Shara Hegde	Aye
JP Anderson	Aye
Victor Paredes-Colonia	Aye
Dena Koren	Aye

J. Flaherty explained the necessity of modifying the proposed Board Calendar presented in the Consent Agenda. K. Sved proposed a date for a new meeting on July 6, 2021 and

elicited board feedback. He also suggested that the meeting originally calendared for April 19, 2022, be moved to April 26, 2022. The directors confirmed availability. John Flaherty made a motion to amend the Board Calendar to include a regular meeting on July 6, 2021, and to move the April 19, 2022 meeting to April 26, 2022.

Dena Koren seconded the motion.

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

Roll Call

John Flaherty	Aye
Victor Paredes-Colonia	Aye
Nora Crivello	Aye
Chuck Daggs	Aye
Shara Hegde	Aye
JP Anderson	Aye
Ian Connell	Aye
Fiaau Ohmann	Aye
Dena Koren	Aye

John Flaherty made a motion to approve the amended Board Calendar.

Nora Crivello seconded the motion.

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

Roll Call

Nora Crivello	Aye
Chuck Daggs	Aye
JP Anderson	Aye
Ian Connell	Aye
Shara Hegde	Aye
Fiaau Ohmann	Aye
Victor Paredes-Colonia	Aye
Dena Koren	Aye
John Flaherty	Aye

VI. Closed Session

A. Announcement of Reasons for Closed Session

The chairperson announced the reason for the closed session: anticipated litigation.

B. Vote to Enter Closed Session

Nora Crivello made a motion to enter closed session.

JP Anderson seconded the motion.

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

Roll Call

Victor Paredes-Colonia	Aye
Fiaau Ohmann	Aye
Ian Connell	Aye

Roll Call

Shara Hegde	Aye
Dena Koren	Aye
Chuck Daggs	Aye
JP Anderson	Aye
Nora Crivello	Aye
John Flaherty	Aye

C. Closed Session

D. Return to Open Session: Announcement of Actions Taken During Closed Session

J. Flaherty announced that board members approved the dissolution of the ad hoc committee formed on Sept 17, 2020, to address the topic of anticipated litigation discussed during closed session.

VII. Topical Items

A. Review of Navigator Schools Strategic Plan

The chairperson suggested that this agenda item be moved to next board meeting due to time limitations and the importance of the strategic plan as a topic of discussion.

John Flaherty made a motion to delay discussion of this item and to include it on the agenda of a future board meeting at the earliest opportunity.

Shara Hegde seconded the motion.

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

Roll Call

Chuck Daggs	Aye
Shara Hegde	Aye
Nora Crivello	Aye
John Flaherty	Aye
Victor Paredes-Colonia	Aye
JP Anderson	Aye
Fiaau Ohmann	Aye
Dena Koren	Aye
Ian Connell	Aye

VIII. Closing Items

A. Adjourn Meeting

Ian Connell made a motion to adjourn the meeting.

Nora Crivello seconded the motion.

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

Roll Call

John Flaherty	Aye
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Roll Call

Ian Connell	Aye
Shara Hegde	Aye
Fiaau Ohmann	Aye
Nora Crivello	Aye
Dena Koren	Aye
JP Anderson	Aye
Victor Paredes-Colonia	Aye
Chuck Daggs	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:32 PM.

Respectfully Submitted,
Sean Martin

Documents used during the meeting

- 2021_06_09 Academic Comm Minutes.pdf
- 1. 2021-22 Planning Memo.pdf
- 2. Model-Providing Update.pdf
- 2021-22 Local Indicators Memo Reports.pdf
- 2021_06_07 Fin Comm Minutes.pdf
- GPS Proposed 2021-22 LCAP.pdf
- HPS Proposed 2021-22 LCAP.pdf
- WPS Proposed 2021-22 LCAP.pdf
- 2021-22 Proposed Budget.pdf
- NS 3-Yr Budget Projections.pdf
- 2021_06_08 Gov Comm Minutes.pdf
- BR 2021_10 Advisory Dev Comm Memo and Resolution.pdf
- BR 2021_12 Designation Directors SC Memo and Resolution.pdf
- BR 2021_08 Board Officers.pdf
- BR 2021_09 Committee Assignments.pdf
- 2021-22 Academic and Admin Calendars.pdf
- 2021-22 Board Calendar.pdf

Coversheet

CEO Report

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



Date: October 9, 2021

To: Board of Directors

From: Kevin Sved, CEO

Subject: CEO Update

The COVID-19 pandemic continues to impact Navigator Schools in significant ways. While classroom observations indicate high-quality instruction and high levels of student engagement, instructional staff are also tasked with addressing behavioral challenges and learning loss associated with a year and half of virtual learning. The academic team launched after school intervention programs by the start of the third week of school, which is a great accomplishment by the academic team in efforts to mitigate learning loss.

Navigator has not had any serious outbreaks of COVID-19. Mitigation strategies including face coverings, social distancing when eating, disinfecting, improved ventilation systems, COVID-19 testing, and contact tracing have all contributed to these positive outcomes. Additionally, Navigator's diligent efforts in March and April to provide access to vaccines for staff while those were scarce was an important factor in the low case rate as indicated in the attached tables. Nonetheless, the testing requirements and extensive contact tracing protocols have required significant investment of time from staff, impacting workloads that were already full with regular duties. This includes our site leaders, particularly our Vice Principals of Culture and Operations; school office staff; as well as support office personnel Ami Ortiz and Kirsten Carr who are continually monitoring the latest guidelines, administering on-site rapid COVID-19 testing, and providing extensive guidance and support to school site staff. Notifying families of possible exposure and explaining the requirements for quarantine (or modified quarantine) as well as the various testing options are all elements of the added new demands on our systems. Providing families support who chose independent study--both long-term and short-term--has also added to the time demands on our administrative team members. To help provide the necessary added support and help prevent major staff burnout, we are seeking to add a Site Operations Manager to both GPS and HPS, which is one component of the proposed revision to the 2021-22 Budget that the Board will consider on October 12, 2021.

The attached enrollment report provides a comprehensive overview of student demographics, including a distribution of students in independent study across schools and grades. One item to note is the current low percentage of students qualifying for free and reduced lunch. This is a snapshot in time of the data collection process which runs through the end of October. Submission of needed forms has been hampered by the pandemic with no parents allowed on campus. This challenge is coupled with the state providing access to free meals programs for all students regardless of income, making completion of the forms less meaningful to families. Staff are working diligently to educate parents on the importance of submitting these forms and we are confident the numbers will get much closer to our norms.

School	Students (positive results)	Students (exposed & tested *)	Staff (positive results)	Staff quarantined until tested
GPS	0	60	1	1
HPS	0	0	0	0
WPS	0	0	0	0

COVID-19 Positive Case Report w/close contacts quarantined (September 25-October 8)

*Students can stay in school if both parties were masked

School	Students (positive results)	Students quarantined until tested	Staff (positive results)	Staff quarantined until tested
GPS	0	0	0	0
HPS	0	0	0	0
WPS	0	0	0	0

COVID-19 Positive Case Report w/close contacts quarantined (September 11-24)

School	Students (positive results)	Students quarantined until tested	Staff (positive results)	Staff quarantined until tested
GPS	2	19	0	6
HPS	1	14	0	4
WPS	0	0	0	0

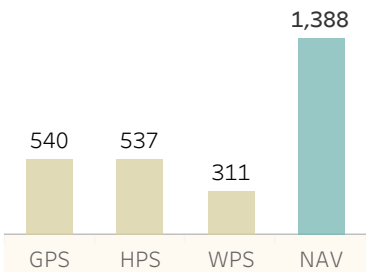
COVID-19 Positive Case Report w/close contacts quarantined (September 2-10)

School	Students (positive results)	Students quarantined until tested	Staff (positive results)	Staff quarantined until tested
GPS	9	28	0	2
HPS	2	12	1	6
WPS	1	18	0	0

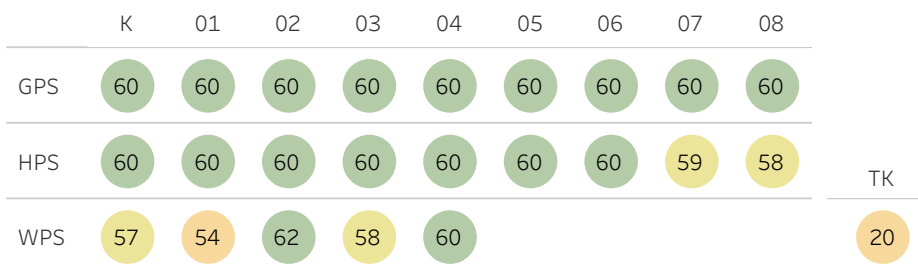
COVID-19 Positive Case Report w/close contacts quarantined (August 17-September 1)

ENROLLMENT Previous Weeks: <https://bit.ly/2X9hoX7>

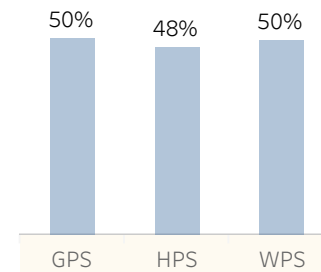
1. School **FILTER**



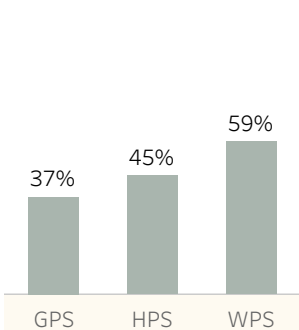
2. Grade Level



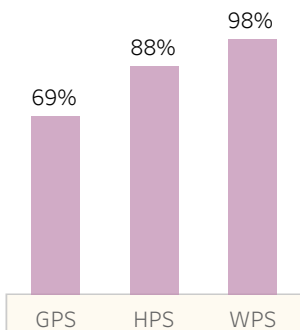
3. % Female



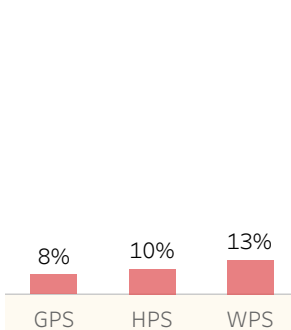
4. % Free/Reduced Lunch



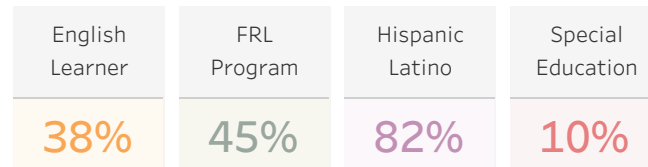
5. % Hispanic or Latino



6. % Special Education



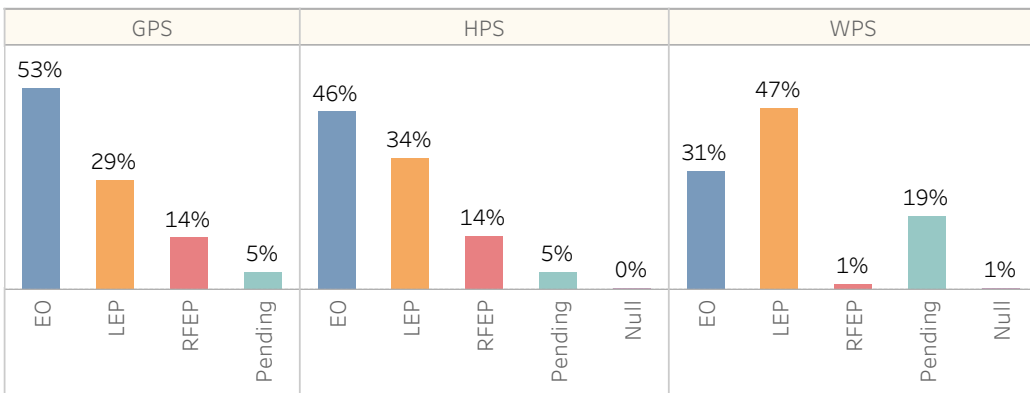
8. Student Groups **FILTER**



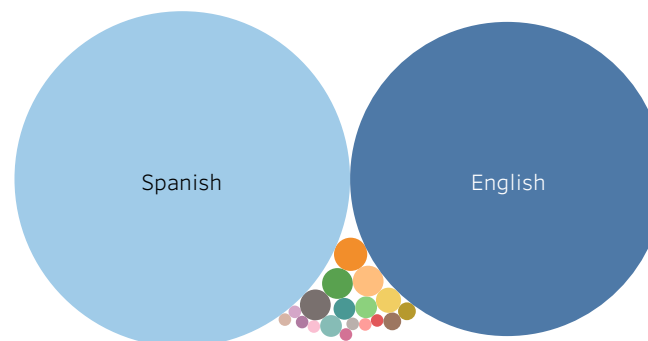
9. % Race/Ethnicity **FILTER**

HL	W	A	2+	AA/B	AI AN	HI PI
82.4%	10.0%	5.0%	1.2%	0.9%	0.2%	0.1%

7. % EL Program Code



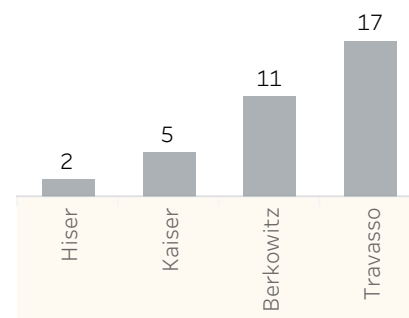
10. Primary Language



11. Long Term: Current Student Count

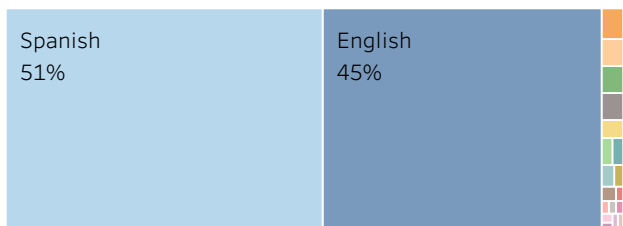
	TK	K	01	02	03	04	05	06	07	08	Total
GPS		2	2	2	4	5	1	2	1	2	21
HPS		2	3	2	1	1	2	0	0	2	13
WPS	0	0	1	0	0	0					1
NAV	0	4	6	4	5	6	3	2	1	4	35

12. LT: Students per Teacher



13. Comparison of Primary Language Percentages

All Students



Long Term IS



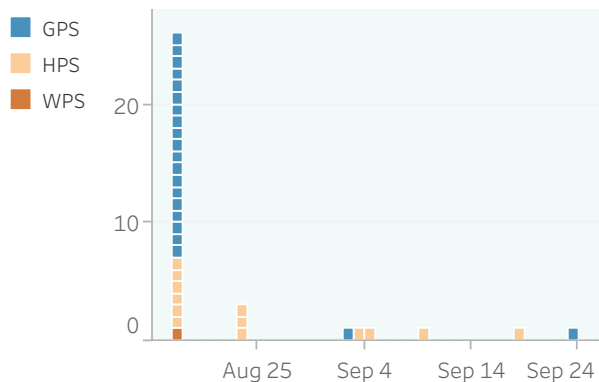
14. FRL Percentages

All Students	Long Term IS
45%	14%

15. EL Percentages

All Students	Long Term IS
38%	9%

16. Long Term: Count of Students by Start Date



17. Short Term: Current Student Count

	TK	K	01	02	03	04	05	06	07	08	Total
GPS		0	1	2	0	1	2	0	0	0	6
HPS		0	0	1	0	0	0	0	0	0	1
WPS	1	3	3	2	5	2					16
NAV	1	3	4	5	5	3	2	0	0	0	23

Coversheet

Governance Committee Report

Section: II. Committees and Related Actions
Item: A. Governance Committee Report
Purpose: FYI
Submitted by:
Related Material: 2021_10_07_Governance_Committee_Minutes.pdf

DRAFT



Navigator Schools

Minutes

Governance Committee

Date and Time

Thursday October 7, 2021 at 3:30 PM

Location

Zoom (see Google Calendar invitation)

This meeting will be held in compliance with modified Brown Act requirements as outlined in Executive Order [N-25-20](#).

Individuals in need of a disability-related accommodation, modification, or auxiliary aid/service, should direct requests to Sean Martin, Executive Assistant to the CEO. Contact: (831) 217-4894 smartin@navigatorschools.org

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

Committee Members Present

J. Flaherty (remote), N. Crivello (remote)

Committee Members Absent

I. Connell

Guests Present

K. Sved (remote), S. Martin (remote), T. Peraic (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

J. Flaherty called a meeting of the Governance Committee of Navigator Schools to order on Thursday Oct 7, 2021 at 3:39 PM.

C. Approval of Minutes from Previous Committee Meeting

N. Crivello made a motion to approve the minutes from Governance Committee Meeting on 06-08-21.

J. Flaherty seconded the motion.

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

Roll Call

N. Crivello Abstain

I. Connell Absent

J. Flaherty Aye

II. Topical Items

A. Board Goals for 2021-22

K. Sved introduced the goal-setting process and the current status of related Navigator projects. Members discussed the recent resignation of board member D. Koren and how she might continue to partner with Navigator in various capacities, including a relationship involving EdTech. The committee considered steps and timelines for pursuing the goal-setting process, as well as the alignment of board goals and organizational goals. Members shared key questions as well as broader, strategic themes that they would like to have explored as goals are identified. These included dissemination, expansion, and board development.

B. CEO Evaluation Process

The committee discussed options for launching and facilitating the CEO evaluation process utilizing the online Board On Track platform. J. Flaherty and S. Martin will consider next steps during a meeting to be held on Monday, October 11, 2021. Further plans will be shared during the next board meeting on October 12, 2021.

C. Member Recruitment

This item was addressed in a brief discussion focusing on future considerations regarding the addition of a new board member to replace a recently departed board member, thereby returning the board composition to a total of nine members.

D. Board Policies

The committee confirmed that a request for the potential development of a travel reimbursement policy for board members be considered. T Peraic led a discussion focusing on recent regulations and recommendations concerning virtual and in-person board meetings. Members posed clarifying questions, specifically relating to the status of (and expectations for) various staff roles when staff members attend meetings.

E. Form 700 and Conflict of Interest Code

T. Peraic reviewed the recent approval of the Conflict of Interest Code by the state. He reviewed previous cycles of Form 700 collection and submission, and suggested next steps for complying with current regulations, including the submission of a new set of forms by October 26, 2021.

III. Closing Items

A. Adjourn Meeting

J. Flaherty made a motion to adjourn.

N. Crivello seconded the motion.

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

Roll Call

J. Flaherty Aye

I. Connell Absent

N. Crivello Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:42 PM.

Respectfully Submitted,
S. Martin

Documents used during the meeting

- NS Conflict of Interest 2020.pdf

Coversheet

Form 700 and Conflict of Interest Code

Section: II. Committees and Related Actions
Item: B. Form 700 and Conflict of Interest Code
Purpose: FYI
Submitted by:
Related Material: NS_Conflict_of_Interest_2020.pdf

NAVIGATOR SCHOOLS CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for the **Navigator Schools**.

Individuals holding designated positions shall file statements of economic interests with **Navigator Schools** which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by **Navigator Schools**.

**APPENDIX A
DESIGNATED POSITIONS**

<u>Designated Positions</u>	<u>Disclosure Category</u>
Corporate Officers (e.g., President, CFO/Treasurer, Secretary)	1, 2
Chief Executive Officer	1, 2
Chief Academic Officer	2
Principal	1, 2
Director of Human Resources	2
Director of Engagement and Partnerships	2
Director of Information Technology and Operations	3
Director of Student Services	3
Manager of Information Technology	2
Director of Business and Finance	3
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The CEO or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The CEO or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

Officials Who Manage Public Investments

It has been determined that the position(s) listed below manage public investments and will file a statement of economic interests pursuant to Government Code Section 87200.

- Members of the Governing Board

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe that their position has been incorrectly categorized. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code Section 87200.

APPENDIX B
DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
 - of any school district that has authorized a **Navigator Schools** charter school, or
 - of any facility utilized by **Navigator Schools**' charter schools, or
 - of a proposed site for a **Navigator Schools** facility.

- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by **Navigator Schools**.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Coversheet

Academic Success Committee Report

Section: II. Committees and Related Actions
Item: C. Academic Success Committee Report
Purpose: FYI
Submitted by:
Related Material: 2021_09_27_Academic_Success_Committee_Minutes.pdf

DRAFT



Navigator Schools

Minutes

Academic Success Committee

Date and Time

Monday September 27, 2021 at 3:00 PM

Location

Zoom (see Google Calendar invitation)

This meeting will be held in compliance with modified Brown Act requirements as outlined in Executive Order [N-25-20](#).

Committee Members Present

C. Daggs (remote), I. Connell (remote), J. Anderson (remote), S. Hegde (remote)

Committee Members Absent

None

Guests Present

J. Dent (remote), M. Alatorre Alnas (remote), S. Martin (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

I. Connell called a meeting of the Academic Success Committee of Navigator Schools to order on Monday Sep 27, 2021 at 3:02 PM.

C. Approve Minutes from Prior Meeting

C. Daggs made a motion to approve the minutes from Academic Success Committee Meeting on 06-09-21.

I. Connell seconded the motion.

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

Roll Call

- J. Anderson Aye
- S. Hegde Aye
- I. Connell Aye
- C. Daggs Aye

II. Academic Topics

A. Purpose of the Academic Excellence Committee

The committee engaged in a five-minute reflection activity. Individual members shared their views regarding the main purposes and objectives of the committee.

B. Student Data

J. Dent compared Navigator SBAC to the averages of other schools and the state. He focused on learning results as impacted by COVID-19 conditions. He explained additional and expanded resources applied to support student learning and learning recovery. Committee members discussed MAP and achievement trends as analyzed in their respective roles and organizations. The committee considered potential measures and targets to monitor student achievement, specifically focusing on STAR interim assessments and selecting achievement growth as the most important and relevant data upon which to focus at the committee level.

C. School Launch

J. Dent shared videos of students engaged in classroom activities. He reviewed blended learning applications utilized at Navigator Schools. The committee discussed the coaching of instructional staff, differentiation of instruction, the development of student leadership, and teacher retention rates.

III. Closing Items

A. Schedule Remaining Meeting(s)

The committee decided that its remaining meetings for the year will be held (approximately) two weeks prior to every regularly scheduled board meeting. The default meeting time will be on Monday from 3:00 PM to 4:00 PM.

B. Adjourn Meeting

J. Anderson made a motion to adjourn.
 S. Hegde seconded the motion.
 The committee **VOTED** unanimously to approve the motion.

Roll Call

- I. Connell Aye
- C. Daggs Aye
- S. Hegde Aye
- J. Anderson Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:58 PM.

Respectfully Submitted,
 S. Martin

Documents used during the meeting

- STAR Fall 2021.pdf

Coversheet

Finance Committee Report

Section: II. Committees and Related Actions
Item: D. Finance Committee Report
Purpose: FYI
Submitted by:
Related Material: 2021_10_06_Finance_Committee_Minutes.pdf
August 31 2021 Financials - 2021-22 Budget vs Actual.pdf

DRAFT



Navigator Schools

Minutes

Finance Committee

Date and Time

Wednesday October 6, 2021 at 1:00 PM

Location

Zoom (see Google Calendar)

This meeting will be held in compliance with modified Brown Act requirements as outlined in Executive Order [N-25-20](#). An archive of board meeting minutes is available for public view at the Navigator Schools, 650 San Benito Street, Suite 230, Hollister CA 95023.

Individuals in need of a disability-related accommodation, modification, or auxiliary aid/service, should direct requests to Sean Martin, Executive Assistant to the CEO. Contact: (831) 217-4894 smartin@navigatorschools.org

Committee Members Present

J. Anderson (remote), V. Paredes-Colonia (remote)

Committee Members Absent

None

Guests Present

A. Ortiz (remote), E. Villagomez (remote), K. Sved (remote), S. Martin (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

V. Paredes-Colonia called a meeting of the Finance Committee of Navigator Schools to order on Wednesday Oct 6, 2021 at 1:05 PM.

C. Approve Minutes from Previous Meeting

V. Paredes-Colonia made a motion to approve the minutes from Finance Committee on 08-13-21.

J. Anderson seconded the motion.

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

II. Business and Finance

A. Financials

A. Ortiz presented the financials and explained changes to the format of reports. She answered questions concerning variances, particularly relating to Hollister Prep School. She incorporated elements of the latest Budget Revise (see next agenda item) in her explanations. Expanded staffing and additional materials relating to the support of student learning as impacted by COVID-19 were highlighted. Expenses connected to Independent Study, special education, and food services were also discussed.

B. Proposed 2021-22 Budget Revise

A. Ortiz reviewed allocations of ESSER funds as distributed during specific years of the program. She compared and contrasted levels and purposes of expenses based on the unique needs and circumstances of school sites, including those associated with the recent opening of Watsonville Prep School at its new facilities. Extra supports for students and school services to mitigate challenges presented by COVID-19 were discussed in-depth.

C. ESSR III Expenditure Plan

A. Ortiz pointed out that the correct acronym for the topic is ESSER (not ESSR). This mistake will be corrected in future materials. She explained the purpose of ESSER plans and reviewed the major components of the plans. She answered member questions and confirmed next steps for board approval of the plans.

D. Hollister Prep Long-Term Facilities

K. Sved provided an update regarding long-term facilities for Hollister Prep School. He reviewed previous efforts to identify and acquire vacant land upon which construct new school facilities. Reasons for pursuing additional property were listed and explained. He highlighted differences between facility priorities at Hollister Prep School and at Gilroy Prep School. Upcoming plans for real property negotiations were introduced, including next steps for the board. Plans include the potential approval of a Letter of Agreement with charter school property expert Elizabeth Sanborn. He explained key elements of the process, including deposits, durations of agreements, contract amounts, procedures, and related budgetary issues. Members discussed potential land use and facility modifications at Gilroy Prep School.

III. Closing Items

A. Adjourn Meeting

V. Paredes-Colonia made a motion to adjourn the meeting.

J. Anderson seconded the motion.

The committee **VOTED** 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 1:56 PM.

Respectfully Submitted,

S. Martin



2021-22 Proposed Budget Revise Narrative
October 2021

2021-22 Net Income (GAAP)

	BOD Approved Budget Net Income (GAAP)	Proposed Budget Revise Net Income (GAAP)
Charter Management Organization (CMO)	172k	156k
Gilroy Prep School (GPS)	138k	239K
Hollister Prep School (HPS)	186k	3K
Watsonville Prep School (WPS)	224k	205k
Total	720k	604k

- Charter Management Organization (CMO)
 - \$9k unfavorable variance in salaries and benefits due to increased responsibilities in some positions which warranted an increase
 - \$6k unfavorable variance in services due to a decrease in rent, budgeted an entire year for SO2 and moved out in September, and an increase in technology software and licensing

- Gilroy Prep School
 - \$250k favorable variance in Federal funding (ESSERII/III) due to moving more of the funding to this year and next and not funding year 3
 - \$112k unfavorable variance in salaries and benefits due to adding additional staff to mitigate learning loss and covid support at sites
 - 1 additional special education paraprofessional
 - 1 Covid designee office support
 - 1 additional crossing guard/yard duty
 - 1 shared staff member to oversee long term independent study
 - Expanded summer school staff
 - \$9k unfavorable variance in services due to additional technology software and licensing needed to mitigate learning loss

- Hollister Prep School
 - \$30k favorable variance in Federal funding (ESSERII/III) due to moving more of the funding to this year and next and not funding year 3



- \$141k unfavorable variance in salaries and benefits due to adding additional staff to mitigate learning loss and covid support at sites
 - 2 additional special education paraprofessional
 - 1 Covid designee office support
 - 1 shared staff member to oversee long term independent study
 - Expanded summer school staff
- \$40k unfavorable variance in services due to special education contract coming in much higher than budgeted for
- \$6k unfavorable variance in books and supplies due to new special education equipment needed

- Watsonville Prep School
 - \$200k favorable variance in Federal funding (ESSERII/III) due to moving more of the funding to this year and next and not funding year 3
 - \$122k unfavorable variance in salaries and benefits due to adding additional staff to mitigate learning loss and covid support at sites
 - 2 additional special education paraprofessional
 - 1 additional yard duty
 - 1 PE Coach
 - 1 shared staff member to oversee long term independent study
 - Expanded summer school staff
 - \$133 unfavorable variance in books and supplies due to additional technology needed (\$65k), classroom and non classroom furniture needed (\$58k), and Instructional material (\$9k)

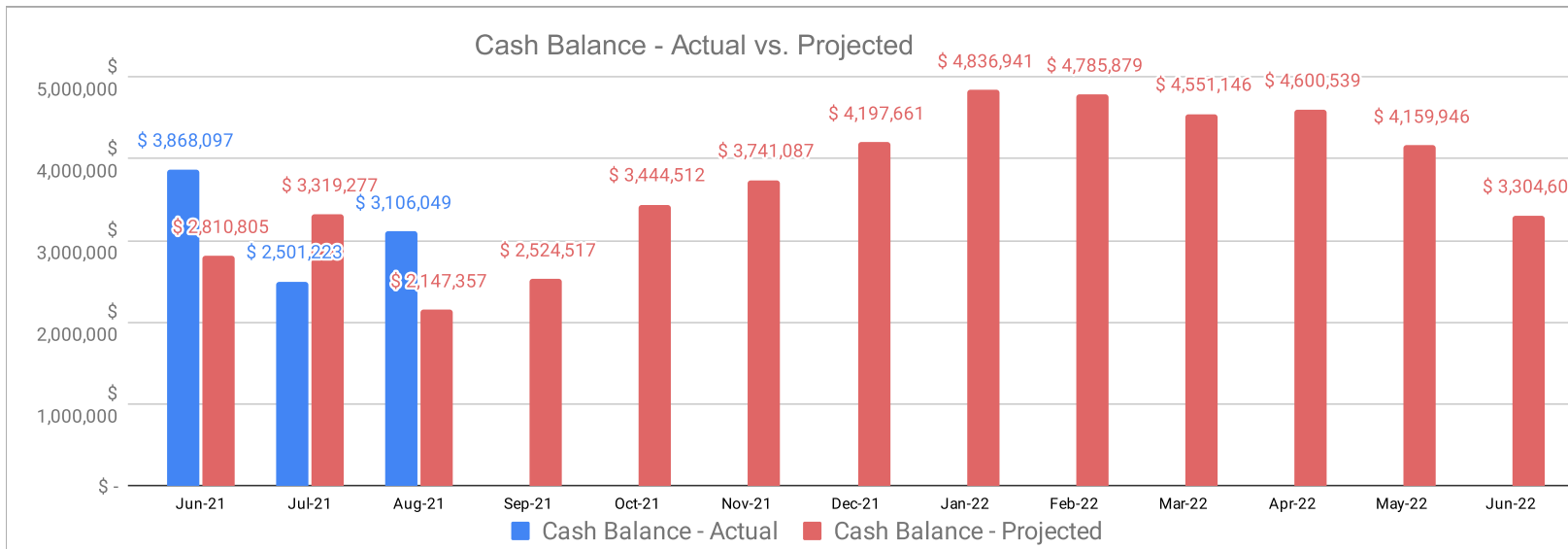
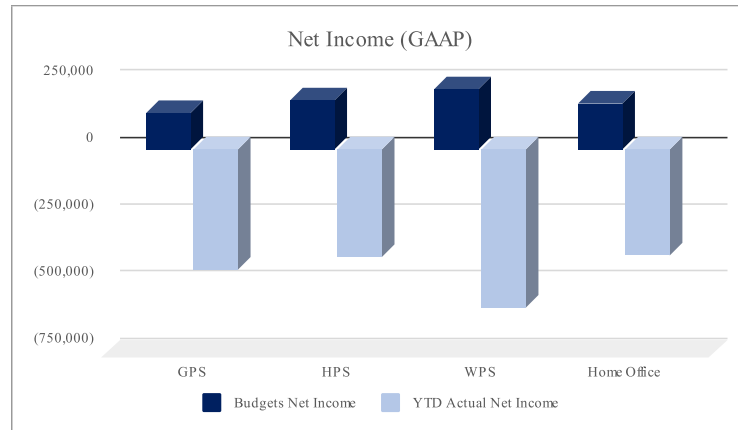
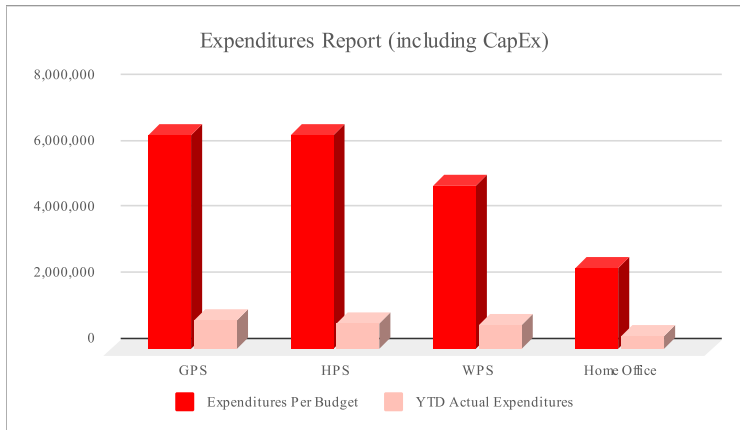
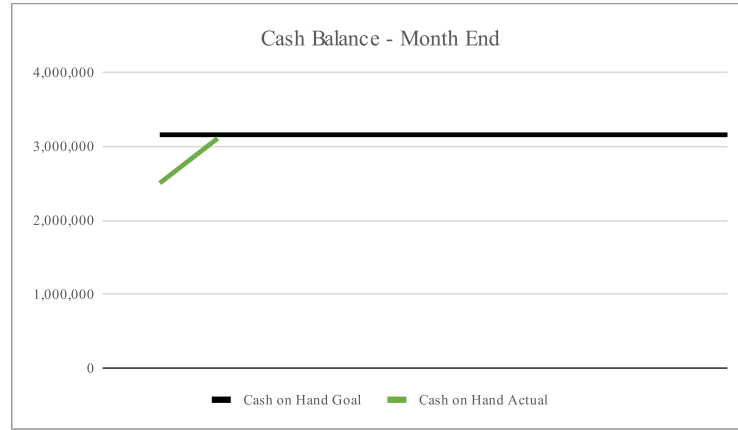
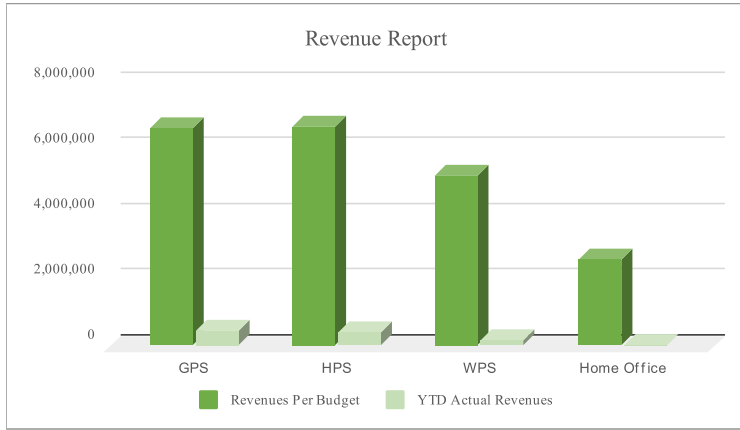
Navigator Schools
 Consolidated Balance Sheet Comparison
 August 31, 2021

	8/31/21
	<u>Navigator</u>
Cash	3,106,050
Accounts Receivable	3,046,715
Prepaid Expense	180,061
Fixed Assets, net of depreciation	736,149
Other Assets	4,763
Total Assets	7,073,737
Accrued Liabilities	675,256
Loans Payable	428,704
Total Liabilities	1,103,959
Beginning Fund Balance	7,738,136
Net Income	-1,768,359
Ending Fund Balance	5,969,777
Total Liabilities & Fund Balance	7,073,737

1

****Loans Payable**

Watsonville Prep School	\$197,915	California Department of Education
Watsonville Prep School	\$230,789	Pacific Charter School Development



Navigator Schools - Board Meeting - Agenda - Tuesday October 12, 2021 at 6:00 PM

Navigator Schools - 2021-22 Budget vs. Projection

	August 31, 2021				GPS				HPS				WPS				CMO			
	Total	TOTAL	Total	Total	GPS	GPS	GPS	GPS	HPS	HPS	HPS	HPS	WPS	WPS	WPS	WPS	CMO	CMO	CMO	CMO
	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
	BOD Approved				BOD Approved				BOD Approved				BOD Approved				BOD Approved			
	Budget	Actuals	Projection	Projection	Budget	Actuals	Projection	Projection	Budget	Actuals	Projection	Projection	Budget	Actuals	Projection	Projection	Budget	Actuals	Projection	Projection
	Enrollment	1405	1390	1080	540	540	540		540	540	540		325	310	320					
REVENUE:																				
LCFF Revenue	13,469,729	799,078	13,469,729	0	4,940,034	370,350	4,940,034	0	5,012,919	305,747	5,012,919	0	3,516,776	122,980	3,516,776	0	0	0	0	0
Federal Revenue	1,960,415	102,490	2,440,415	480,000	670,334	50,217	920,334	250,000	680,481	52,273	710,481	30,000	609,600	0	809,600	200,000	0	0	0	0
Other State Revenue	2,761,254	43,127	2,761,254	0	968,992	17,914	968,992	0	964,555	17,965	964,555	0	827,707	7,248	827,707	0	0	0	0	0
Donations & Grants	756,729	0	715,500	0	7,500	0	7,500	0	7,500	0	7,500	0	200,500	0	200,500	0	500,000	0	500,000	0
Other Revenue	110,929	34	110,929	0	48,729	0	48,729	0	20,000	0	20,000	0	15,200	34	15,200	0	27,000	0	27,000	0
CMO Management Fees	2,072,137	787	2,072,137	0													2,072,137	787	2,072,137	0
REVENUE	21,089,964	945,516	21,569,964	480,000	6,635,589	438,481	6,885,589	250,000	6,685,455	375,985	6,715,455	30,000	5,169,783	130,262	5,369,783	200,000	2,599,137	787	2,599,137	0
EXPENDITURES:																				
Salaries	10,932,834	1,097,598	11,286,335	353,501	3,500,463	321,785	3,605,210	104,747	3,532,404	313,882	3,668,855	136,451	2,390,528	207,642	2,495,389	104,861	1,509,439	254,290	1,516,881	7,442
Benefits & Taxes	2,809,085	379,111	2,905,213	96,128	854,713	122,334	886,550	31,837	844,437	120,592	874,290	29,853	651,695	75,602	684,281	32,586	458,240	60,583	460,092	1,852
Books & Supplies	1,243,740	644,095	1,385,754	142,014	554,750	230,629	557,104	2,354	382,850	145,119	389,350	6,500	227,740	248,828	360,900	133,160	78,400	19,520	78,400	0
Services & Other Operating Expense	3,245,328	597,909	3,249,199	3,871	780,212	178,886	789,212	9,000	939,918	182,772	979,919	40,001	1,144,152	172,219	1,092,651	(51,501)	381,046	64,031	387,417	6,371
CMO Management Fees	2,072,138	0	2,072,138	0	772,605	0	772,605	0	782,809	0	782,809	0	516,724	0	516,724	0				0
Capital Outlay	0	(4,840)	0	0	0	0	0	0	0	0	0	0	0	(4,840)	0	0	0	0	0	0
EXPENDITURES	20,303,125	2,713,874	20,898,639	595,514	6,462,743	853,634	6,610,681	147,938	6,482,418	762,365	6,695,223	212,805	4,930,839	699,451	5,149,945	219,106	2,427,125	398,424	2,442,790	15,665
REVENUE LESS EXPENDITURES	786,839	(1,768,359)	671,325	(115,514)	172,846	(415,153)	274,908	102,062	203,037	(386,380)	20,232	(182,805)	238,944	(569,189)	219,838	(19,106)	172,012	(397,637)	156,347	(15,665)
GAAP Adjustments:																				
Revenue Less Expenditures	786,839	(1,768,359)	671,325	(115,514)	172,846	(415,153)	274,908	102,062	203,037	(386,380)	20,232	(182,805)	238,944	(569,189)	219,838	(19,106)	172,012	(397,637)	156,347	(15,665)
Add back Capita Outlay to Net income	0	(4,840)	0	0	0	0	0	0	0	0	0	0	0	(4,840)	0	0	0	0	0	0
Subtract Depreciation Expense	(67,000)	(67,000)	(69,000)	0	(35,000)	(35,000)	(35,000)	0	(17,000)	(17,000)	(17,000)	0	(15,000)	(15,000)	(15,000.00)	0	0	0	0	0
Net income - GAAP Basis 2020-21	719,839	(1,840,198)	604,325	(115,514)	137,846	(450,153)	239,908	102,062	186,037	(403,380)	3,232	(182,805)	223,944	(589,029)	204,838	(19,106)	172,012	(397,637)	156,347	(15,665)
Beginning Net Assets @ 6/30/20	6,170,317	6,170,317	6,170,317		2,442,089	2,442,089	2,442,089		2,476,603	2,476,603	2,476,603		420,594	420,594	420,594		831,031	831,031	831,031	
Net income - GAAP Basis 2020-21	719,839	(1,840,198)	604,325		137,846	(450,153)	239,908		186,037	(403,380)	3,232		223,944	(589,029)	204,838		172,012	(397,637)	156,347	
Ending Net Assets @ 6/30/21	6,890,156	4,330,119	6,774,642		2,579,935	1,991,936	2,681,997		2,662,640	2,073,223	2,479,835		644,538	(168,435)	625,432		1,003,043	433,394	987,378	

Coversheet

Proposed 2021-22 Budget Revisions

Section: II. Committees and Related Actions
Item: E. Proposed 2021-22 Budget Revisions
Purpose: Vote
Submitted by:
Related Material: Proposed_Budget_Revise_2021-22 (1).pdf
Three Year Projections.pdf



2021-22 Proposed Budget Revise Narrative
October 2021

2021-22 Net Income (GAAP)

	BOD Approved Budget Net Income (GAAP)	Proposed Budget Revise Net Income (GAAP)
Charter Management Organization (CMO)	172k	156k
Gilroy Prep School (GPS)	138k	293K
Hollister Prep School (HPS)	186k	86K
Watsonville Prep School (WPS)	224k	165k
Total	720k	701k

- Charter Management Organization (CMO)
 - \$9k unfavorable variance in salaries and benefits due to increased responsibilities in some positions which warranted an increase
 - \$6k unfavorable variance in services due to a decrease in rent, budgeted an entire year for SO2 and moved out in September, and an increase in technology software and licensing

- Gilroy Prep School
 - \$250k favorable variance in Federal funding (ESSERII/III) due to moving more of the funding to this year and next and not funding year 3
 - \$136k unfavorable variance in salaries and benefits due to adding additional staff to mitigate learning loss and covid support at sites
 - 1 additional special education paraprofessional
 - 1 Covid designee office support
 - 1 additional crossing guard/yard duty
 - 1 shared staff member to oversee long term independent study
 - Expanded summer school staff
 - \$36k favorable variance in services due to technology software & licensing coming in lower than original budget

- Hollister Prep School
 - \$30k favorable variance in Federal funding (ESSERII/III) due to moving more of the funding to this year and next and not funding year 3



- \$166k unfavorable variance in salaries and benefits due to adding additional staff to mitigate learning loss and covid support at sites
 - 2 additional special education paraprofessional
 - 1 Covid designee office support
 - 1 shared staff member to oversee long term independent study
 - Expanded summer school staff
- \$40k unfavorable variance in services due to special education contract coming in much higher than budgeted for
- \$65k favorable variance in services due to technology software & licensing coming in lower than original budget

- Watsonville Prep School
 - \$200k favorable variance in Federal funding (ESSERII/III) due to moving more of the funding to this year and next and not funding year 3
 - \$205k unfavorable variance in salaries and benefits due to adding additional staff to mitigate learning loss and covid support at sites
 - 2 additional special education paraprofessional
 - 2 additional yard duty
 - 1 PE Coach
 - 1 shared staff member to oversee long term independent study
 - Expanded summer school staff
 - \$133 unfavorable variance in books and supplies due to additional technology needed (\$65k), classroom and non classroom furniture needed (\$58k), and Instructional material (\$9k)
 - \$79k favorable variance in services due to technology software & licensing coming in lower than originally budgeted (\$28k), special education contractors coming in lower than originally budgeted (\$30k) and operations R&M coming in lower than originally budgeted (\$25k)

Navigator Schools - 2021-22 Proposed Budget															
				GPS			HPS			WPS			CMO		
	Total 2021-22	Board Approved	% Change	Proposed	Board Approved	% Change	Proposed	Board Approved	% Change	Proposed	Board Approved	% Change	Proposed	Board Approved	% Change
	Proposed Budget	Budget	from	Budget	Budget	from	Budget	Budget	from	Budget	Budget	from	Budget	Budget	from
	2021-22	2020-21	2020-21	2021-22	2020-21	2020-21	2021-22	2020-21	2020-21	2021-22	2020-21	2018-19	2021-22	2020-21	2020-21
<i>Enrollment Projection</i>	1405	1301	7.99%	540	540	0.00%	540	540	0.00%	325	221				
REVENUE:															
LCFF Revenue	13,469,729	13,149,575	2.43%	4,940,034	4,725,123	4.55%	5,012,919	4,907,676	2.14%	3,516,776	2,361,341	48.93%	0	0	
Federal Revenue	1,960,415	2,038,470	-3.83%	670,334	1,124,870	-40.41%	680,481	913,600	-25.52%	609,600	1,079,844	-43.55%	0	0	
Other State Revenue	2,761,254	1,150,707	139.96%	968,992	642,538	50.81%	964,555	508,169	89.81%	827,707	218,112	279.49%	0	0	
Donations & Grants	715,500	913,802	-21.70%	7,500	8,802	-14.79%	7,500	5,000	50.00%	200,500	350,000	-42.71%	500,000	900,000	-44.44%
Other Revenue	110,929	60,000	84.88%	48,729	10,000	387.29%	20,000	7,000	185.71%	15,200	0	100.00%	27,000	43,000	-37.21%
CMO Management Fees	2,072,137	1,679,180	23.40%										2,072,137	1,679,180	23.40%
REVENUE	21,089,964	18,991,734	11.05%	6,635,589	6,511,333	1.91%	6,685,455	6,341,445	5.42%	5,169,783	4,009,297	28.94%	2,599,137	2,622,180	-0.88%
EXPENDITURES:															
Salaries	10,932,834	7,828,746	39.65%	3,500,463	3,126,997	11.94%	3,532,404	3,128,756	12.90%	2,390,528	1,732,355	37.99%	1,509,439	1,572,993	-4.04%
Benefits & Taxes	2,809,085	1,977,178	42.08%	854,713	767,965	11.30%	844,437	771,502	9.45%	651,695	443,967	46.79%	458,240	437,711	4.69%
Books & Supplies	1,243,740	1,209,717	2.81%	554,750	750,816	-26.11%	382,850	425,001	-9.92%	227,740	659,012	-65.44%	78,400	33,900	131.27%
Services & Other Operating Expens	3,245,329	1,782,539	82.06%	780,212	616,434	26.57%	939,919	812,673	15.66%	1,144,152	490,704	133.17%	381,046	353,432	7.81%
CMO Management Fees	2,072,137	1,348,592	53.65%	772,605	661,517	16.79%	782,809	687,075	13.93%	516,724	330,588	56.30%	0	0	0.00%
Capital Outlay	0	13,820	-100.00%	0	13,820	-100.00%	0	0	0.00%	0	329,652	-100.00%	0	0	0.00%
EXPENDITURES	20,303,125	14,160,592	43.38%	6,462,743	5,937,549	8.85%	6,482,418	5,825,007	11.29%	4,930,839	3,986,278	23.70%	2,427,124	2,398,036	1.21%
REVENUE LESS EXPENDITURES	786,839	4,831,142	-83.71%	172,846	573,784	-69.88%	203,037	516,438	-60.69%	238,944	23,019	938.03%	172,013	224,144	-23.26%
GAAP Adjustments:															
Revenue Less Expenditures	786,839			172,846			203,037			238,944			172,013		
Add back Capita Outlay to Net inc	0			0			0			0			0		
Subtract Depreciation Expense	-67,000			-35,000			-17,000			-15,000			0		
Net Income - GAAP Basis 2019-20	719,839			137,846			186,037			223,944			172,013		
Projected Fund Balance at 6/30/21	6,169,302			2,442,089			2,476,603			420,594			830,016		
Projected Fund Balance at 6/30/22	6,956,141			2,614,935			2,679,640			659,538			1,002,029		

EXPENSES:				
Total 1000 - 2999 Salaries	1,509,439	1,516,881	1,554,722	1,601,364
3101 · State Teacher Retirement System	143,951	144,440	165,544	190,375
3300 · OASDIA-Medicare-Alternative	62,724	63,114	63,978	65,258
3400 · Health & Welfare Benefits	230,346	230,346	248,774	268,676
3500 · Unemployment Insurance	6,398	6,592	6,526	6,656
3600 · Workers Comp Insurance	14,821	15,600	15,117	15,420
3900 · 403(b) Matching Contributions	0	0	0	0
Total 3000 - 3999 Taxes & benefits	458,240	460,092	499,939	546,385
4000 · 4999 Books & Supplies				
4100 · Textbooks	0	0	0	0
4200 Books & Other Ref. Materials	900	900	900	0
4325 Instructional Materials/Supply	0	0	0	0
4326 Art & Music Supplies	0	0	0	0
4327 · Science Supplies	0	0	0	0
4330 Office Supplies	5,500	5,500	5,610	5,722
4335 PE Supplies	0	0	0	0
4346 Teacher/Paras Supplies	0	0	0	0
4350 Spirit Wear Expense	1,000	1,000	1,020	1,040
4410 Classroom Furn/Equip/Supplies	0	0	0	0
4430 Non-classroom Furn/Equip/Suppli	7,500	7,500	7,650	7,803
4501 Tech Supplies	48,500	48,500	6,000	6,120
4502 Operations-Supplies	7,500	7,500	7,650	7,803
4710 Student Food Services	0	0	0	0
4720 Other Food - parent meetings	7,500	7,500	7,650	7,803
Total 4000 · 4999 Books & Supplies	78,400	78,400	36,480	36,292
5000 · 5999 Services & Other Oper. Exp				
5205 Professional Development	2,000	5,600	5,000	5,000
5215 Travel - Mileage	20,000	20,000	23,000	26,000
5220 Travel & Lodging	0	0	0	
5225 Travel Meals & Entertainment	0	0	0	
5305 Dues & Membership Professiona;	21,302	21,302	21,728	22,163
5450 Insurance - Other	7,483	7,483	7,633	7,785
5520 Security	700	700	714	728
5535 · Utilities - All Utilies	4,800	4,800	4,896	4,994
5610 Rent/Lease	0	7,500	0	0
5611 Rent - Facilities	49,800	35,900	31,992	32,632
5701 Tech-Software, R&M, SIS, Intern	16,000	22,000	16,320	16,646
5702 Ops- Services, R&M	1,000	1,000	1,020	1,040
5804 · SO Allocation	0	0	0	0
5804-1 SO Allocation for health and safety management	0	0	0	0
5809 Banking/Penalty Fees	1,000	1,000	1,020	1,040
5815 · Consultants - Instructional	0	0	0	0
5821 · Consultant - Non Instructional	155,000	155,000	120,000	120,000
5824 · District Oversight Fees	0	0	0	0
5830 Field Trip Expenses	0	0	0	0

5845 · Legal Fees	65,000	65,000	66,300	67,626
5846 · Loan & Financing Fees	0	0	0	0
5848 · Licenses and Other Fees	1,329	4,500	1,356	1,383
5851 · Marketing & Student Recruiting	0	0	0	0
5857 Payroll Fees	3,252	3,252	3,317	3,383
5860 · Printing and Reproduction	6,380	6,380	6,508	6,638
5861 · Prior Yr Expenses (Not Accrued)	0	0	0	0
5869 Special Ed Contract Instructors	0	0	0	0
5874 · Athletics	0	0	0	0
5875 · Staff Recruiting	0	0	0	0
5878 · Student Assessment	0	0	0	0
5880 Student Health Services	0	0	0	0
5905 Communications - Cell/VoiPhones	7,000	7,000	7,140	7,283
5910 Communications - Internet	17,000	17,000	17,340	17,687
5915 Postage and Delivery	2,000	2,000	2,040	2,081
Total 5000 · 5999 Services & Other Oper. Exp	381,046	387,417	337,323	344,109
TOTAL EXPENSES	2,427,125	2,442,790	2,428,464	2,528,150
NET REVENUE	172,012	156,347	109,358	163,813
Beginning of Year Fund Balance	830,016	830,016	986,363	1,095,721
End of Year Fund Balance	1,002,028	986,363	1,095,721	1,259,534

GPS				
	BOD Approved	Proposed		
	2021-22	REVISED 2021-22	2022-23	2023-24
REVENUE:				
8000 · Gnl Purpose Entitlement LCFF				
8011 · Charter Schools General Purpose	2,190,439	2,190,439	2,305,214	2,467,485
8012 · Education Protection Account	103,898	103,898	103,898	103,898
8096 · Charter Schools in Lieu of Prop	2,645,697	2,645,697	2,645,697	2,645,697
Total 8000 · Gnl Purpose Entitlement LCFF	4,940,034	4,940,034	5,054,809	5,217,080
8100 · 8299 Federal Revenue				
8181 · Special Education - Entitlement	67,750	67,750	69,105	70,487
8220 · Child Nutrition Programs	144,000	144,000	146,880	149,818
8291 · Title I	167,696	167,696	171,050	174,471
8292 · Title II	10,110	10,110	10,312	10,518
8293 · Title III	20,778	20,778	21,194	21,617
Title IV	10,000	10,000	10,000	10,000
8298 · Implementation Grant (PCSGP)	0	0	0	0
ESSER III & ESSER II	250,000	500,000	500,000	
Total 8100 · 8299 Federal Revenue	670,334	920,334	928,541	436,911
8300 · 8599 State Revenues				
8381 · Special Ed Entitlement (state)	337,511	337,511	344,261	351,146
8311 MH SPED	21,900	21,900	22,338	22,785
8520 · Child Nutrition-State	9,000	9,000	9,180	9,364
8550 · Mandated Cost Reimbursements	0	0	0	0
8560 · State Lottery	103,281	103,281	103,281	103,281
SB 740 Revenue	0	0	0	0
8590 · Other State Revenue	8,400	8,400	9,155	9,441
AB86	488,900	488,900	0	0
Total 8300 · 8599 State Revenues	968,992	968,992	488,215	496,016
8600 · 8699 Other Local Revenue				
8634 · Food Service Sales	24,927	24,927	25,426	25,934
8636 · Spirit Wear	0	0	0	0
8660 · Interest	0	0	0	0
8681 · Fees & Contracts - One World	3,802	3,802	3,878	3,956
8693 · Field Trips	15,000	15,000	15,000	15,000
8699 · All Other Local Revenue	5,000	5,000	5,000	5,000
8701 CMO Allocation	0	0	0	0
Total 8600 · 8699 Other Local Revenue	48,729	48,729	49,304	49,890
8800-89 · Donations/Fundraising				
8801 · Donations - Parents	2,500	2,500	2,500	2,500
8802 · Donations - Private	0	0	0	0
8803 · Fundraising	5,000	5,000	5,000	5,000
Total 8800-89 · Donations/Fundraising	7,500	7,500	7,500	7,500
Total Revenue	6,635,589	6,885,589	6,528,369	6,207,398
EXPENSES:				

Total 1000 - 2999 Salaries	3,500,463	3,605,210	3,713,366	3,399,216
3101 · State Teacher Retirement System	346,384	349,043	383,947	357,547
3300 · OASDIA-Medicare-Alternative	133,912	139,016	141,796	136,590
3400 · Health & Welfare Benefits	320,427	340,427	350,640	346,061
3500 · Unemployment Insurance	23,376	26,530	27,061	23,844
3600 · Workers Comp Insurance	30,614	31,534	32,165	31,226
3900 · 403(b) Matching Contributions	0	0	0	0
Total 3000 - 3999 Taxes & benefits	854,713	886,550	935,609	895,269
4000 · 4999 Books & Supplies				
4100 · Textbooks	2,000	4,334	4,421	4,509
4200 Books & Other Ref. Materials	32,500	32,500	33,150	33,813
4325 Instructional Materials/Supply	12,000	12,000	12,240	12,485
4326 Art & Music Supplies	1,000	1,000	1,020	1,040
4327 · Science Supplies	1,250	1,250	1,275	1,301
4330 Office Supplies	15,000	15,000	15,300	15,606
4335 PE Supplies	500	500	510	520
4346 Teacher/Paras Supplies	9,000	9,000	9,180	9,364
4350 Spirit Wear Expense	0	20	20	21
4410 Classroom Furn/Equip/Supplies	2,500	2,500	2,550	2,601
4430 Non-classroom Furn/Equip/Suppli	18,000	18,000	18,360	18,727
4501 Tech Supplies	243,000	235,000	35,000	35,700
4502 Operations-Supplies	32,000	32,000	32,640	33,293
4710 Student Food Services	180,000	180,000	183,600	187,272
4720 Other Food - parent meetings	6,000	6,000	6,120	6,242
Total 4000 · 4999 Books & Supplies	554,750	549,104	355,386	362,494
5000 · 5999 Services & Other Oper. Exp				
5205 Professional Development	13,500	13,500	13,770	14,045
5215 Travel - Mileage	4,000	4,000	4,080	4,162
5220 Travel & lodging	0	0	0	0
5225 Travel Meals & Entertainment	0	0	0	0
5305 Dues & Membership Professiona;	12,332	12,332	12,579	12,830
5450 Insurance - Other	20,871	20,871	21,288	21,714
5520 Security	9,298	9,298	9,484	9,674
5535 · Utilities - All Utilies	57,000	57,000	58,140	59,303
5610 Rent/Lease	25,210	25,210	25,714	26,228
5611 Rent - Facilities	0	0	0	0
5701 Tech-Software, R&M, SIS, Intern	237,000	200,000	145,000	147,900
5702 Ops- Services, R&M	51,350	51,350	52,377	53,425
5804 · SO Allocation	691,605	691,605	707,673	730,391
5804-1 SO Allocation for health and safety management	81,000	81,000	0	0
5809 Banking/Penalty Fees	0	0	0	0
5815 · Consultants - Instructional	0	0	0	0
5821 · Consultant - Non Instructional	0	0	0	0
5824 · District Oversight Fees	148,201	148,201	151,644	156,512
5830 Field Trip Expenses	30,000	30,000	30,600	31,212
5845 · Legal Fees	0	0	0	0
5846 · Loan & Financing Fees	0	0	0	0

5848 · Licenses and Other Fees	4,325	4,325	4,412	4,500
5851 · Marketing & Student Recruiting	0	0	0	0
5857 Payroll Fees	11,814	11,814	12,050	12,291
5860 · Printing and Reproduction	9,195	9,195	9,379	9,566
5861 · Prior Yr Expenses (Not Accrued)	0	0	0	0
5869 Special Ed Contract Instructors	55,000	56,000	57,120	58,262
5874 · Athletics	18,000	18,000	18,360	18,727
5875 · Staff Recruiting	750	750	765	750
5878 · Student Assessment	0	0	0	0
5880 Student Health Services	1,605	1,605	1,637	1,670
5905 Communications - Cell/VoiPhones	7,200	7,200	7,344	6,600
5910 Communications - Internet	63,000	63,000	26,000	26,520
5915 Postage and Delivery	561	561	572	584
Total 5000 · 5999 Services & Other Oper. Exp	1,552,817	1,516,817	1,369,989	1,406,867
6000 · Capital Outlay	0		0	0
6200 · Building & Improvement				
6400 Equipment	0		0	0
Total 6000 · Capital Outlay	0		0	0
TOTAL EXPENSES	6,462,743	6,557,681	6,374,350	6,063,846
NET REVENUE	172,846	327,908	154,019	143,552
Add back capital outlay	0			0
Total Net Revenue GAAP	172,846	327,908	154,019	143,552
Beginning of Year Fund Balance	2,442,089	2,442,089	2,769,997	2,924,016
End of Year Fund Balance	2,614,935	2,769,997	2,924,016	3,067,568

HPS	2021-22	Proposed Revis 2021-22	2022-23	2023-24
REVENUE:				
8000 · Gnl Purpose Entitlement LCFF				
8011 · Charter Schools General Purpose	3,599,398	3,599,398	3,667,945	3,826,143
8012 · Education Protection Account	104,196	104,196	104,196	104,196
8096 · Charter Schools in Lieu of Prop	1,309,325	1,309,325	1,309,325	1,309,325
Total 8000 · Gnl Purpose Entitlement LCFF	5,012,919	5,012,919	5,081,466	5,239,664
8100 · 8299 Federal Revenue				
8181 · Special Education - Entitlement	67,750	67,750	69,105	70,487
8220 · Child Nutrition Programs	0	0	0	0
8291 · Title I	172,021	172,021	175,461	178,971
8292 · Title II	10,110	10,110	10,312	10,518
8293 · Title III	30,600	30,600	31,212	31,836
Title IV	10,000	10,000	10,000	10,000
8298 · Implementation Grant (PCSGP)	0	0	0	0
ESSER III & ESSER II	390,000	420,000	630,000	
Total 8100 · 8299 Federal Revenue	680,481	710,481	926,091	301,812
8300 · 8599 State Revenues				
8381 · Special Ed Entitlement (state	337,510	337,510	344,260	351,145
8311 MH SPED	14,832	14,832	15,129	15,431
8520 · Child Nutrition-State	0	0	0	0
8550 · Mandated Cost Reimbursements	0	0	0	0
8560 · State Lottery	103,281	103,281	103,281	103,281
SB 740 Revenue	0	0	0	0
8590 · Other State Revenue	8,932	8,932	9,111	9,293
AB86	500,000	500,000	0	0
Total 8300 · 8599 State Revenues	964,555	964,555	471,780	479,150
8600 · 8699 Other Local Revenue				
8634 · Food Service Sales	0	0	0	0
8636 · Spirit Wear	0	0	0	0
8660 · Interest	0	0	0	0
8681 · Fees & Contracts - One World	0	0	0	0
8693 · Field Trips	15,000	15,000	15,000	15,000
8699 · All Other Local Revenue	5,000	5,000	5,000	5,000
8701 CMO Allocation	0	0	0	0
Total 8600 · 8699 Other Local Revenue	20,000	20,000	20,000	20,000
8800-89 · Donations/Fundraising				
8801 · Donations - Parents	2,500	2,500	2,500	2,500
8802 · Donations - Private	0	0	0	0
8803 · Fundraising	5,000	5,000	5,000	5,000
Total 8800-89 · Donations/Fundraising	7,500	7,500	7,500	7,500
Total Revenue	6,685,455	6,715,455	6,506,837	6,048,127
EXPENSES:				

Total 1000 - 2999 Salaries	3,532,404	3,668,875	3,778,941	3,464,791
3101 · State Teacher Retirement System	344,236	354,981	358,531	351,121
3300 · OASDIA-Medicare-Alternative	135,998	130,786	133,402	137,358
3400 · Health & Welfare Benefits	303,963	318,963	344,480	328,280
3500 · Unemployment Insurance	29,880	33,200	33,864	30,478
3600 · Workers Comp Insurance	30,360	36,360	37,087	30,967
3900 · 403(b) Matching Contributions	0	0	0	0
Total 3000 - 3999 Taxes & benefits	844,437	874,290	907,364	878,204
4000 · 4999 Books & Supplies				
4100 · Textbooks	2,000	10,500	2,040	2,081
4200 Books & Other Ref. Materials	32,500	20,500	20,910	21,328
4325 Instructional Materials/Supply	12,000	19,500	19,890	20,288
4326 Art & Music Supplies	1,000	3,500	3,570	3,641
4327 · Science Supplies	1,250	1,250	1,275	1,301
4330 Office Supplies	15,000	15,000	15,300	15,606
4335 PE Supplies	500	500	510	520
4346 Teacher/Paras Supplies	9,000	9,000	9,180	9,364
4350 Spirit Wear Expense	0	0	0	0
4410 Classroom Furn/Equip/Supplies	1,500	1,500	1,530	1,561
4430 Non-classroom Furn/Equip/Suppli	18,000	18,000	5,000	5,100
4501 Tech Supplies	169,100	150,000	35,000	35,700
4502 Operations-Supplies	32,000	32,000	20,000	20,400
4710 Student Food Services	83,000	83,000	84,660	86,353
4720 Other Food - parent meetings	6,000	6,000	6,120	6,242
Total 4000 · 4999 Books & Supplies	382,850	370,250	224,985	229,485
5000 · 5999 Services & Other Oper. Exp				
5205 Professional Development	13,500	13,500	13,770	14,045
5215 Travel - Mileage	4,000	4,000	4,080	4,162
5220 Travel & Lodging	0	0	0	0
5225 Travel Meals & Entertainment	0	0	0	0
5305 Dues & Membership Professiona;	9,134	9,134	9,317	9,503
5450 Insurance - Other	26,729	26,729	27,264	27,809
5520 Security	15,106	15,106	15,408	15,716
5535 · Utilities - All Utilies	95,000	95,000	96,900	98,838
5610 Rent/Lease	25,995	25,995	26,515	27,045
5611 Rent - Facilities	0	0	0	0
5701 Tech-Software, R&M, SIS, Intern	239,000	175,000	132,170	134,813
5702 Ops- Services, R&M	30,350	30,350	30,957	31,576
5804 · SO Allocation	701,809	701,809	711,405	733,553
5804-1 SO Allocation for health and safety management	81,000	81,000	0	0
5809 Banking/Penalty Fees	0	0	0	0
5815 · Consultants - Instructional	0	0	0	0
5821 · Consultant - Non Instructional	0	0	0	0
5824 · District Oversight Fees	150,388	150,388	152,444	157,190
5830 Field Trip Expenses	30,000	30,000	30,600	31,212
5845 · Legal Fees	0	0	0	0

5846 · Loan & Financing Fees	0	0	0	0
5848 · Licenses and Other Fees	3,575	3,575	3,647	3,719
5851 · Marketing & Student Recruiting	0	0	0	0
5857 Payroll Fees	10,892	10,892	11,110	11,332
5860 · Printing and Reproduction	7,323	7,323	7,469	7,619
5861 · Prior Yr Expenses (Not Accrued)	0	0	0	0
5869 Special Ed Contract Instructors	190,000	230,000	234,600	239,292
5874 · Athletics	18,000	18,000	18,360	18,727
5875 · Staff Recruiting	750	750	765	750
5878 · Student Assessment	0	0	0	0
5880 Student Health Services	2,302	2,302	2,348	2,395
5905 Communications - Cell/VoiPhones	7,200	7,200	7,344	7,491
5910 Communications - Internet	60,500	60,500	15,000	15,300
5915 Postage and Delivery	175	175	179	182
Total 5000 · 5999 Services & Other Oper. Exp	1,722,727	1,698,727	1,551,651	1,592,270
6000 · Capital Outlay	0		0	
6200 · Building & Improvement				
6400 Equipment	0	0	0	0
Total 6000 · Capital Outlay	0	0	0	0
TOTAL EXPENSES	6,482,418	6,612,142	6,462,941	6,164,750
NET REVENUE	203,037	103,313	43,896	-116,623
Add back capital outlay			0	
Total Net Revenue GAAP	203,037	103,313	43,896	-116,623
Beginning of Year Fund Balance	2,476,603	2,476,603	2,579,916	2,623,812
End of Year Fund Balance	2,679,640	2,579,916	2,623,812	2,507,189

WPS	PROPOSED REVISE			
	2021-22	2021-22	2022-23	2023-24
REVENUE:				
8000 · Gnl Purpose Entitlement LCFF				
8011 · Charter Schools General Purpose	3,455,676	3,455,676	4,150,506	4,915,822
8012 · Education Protection Account	61,100	61,100	72,380	83,660
8096 · Charter Schools in Lieu of Prop	0	0	0	0
Total 8000 · Gnl Purpose Entitlement LCFF	3,516,776	3,516,776	4,222,886	4,999,482
8100 · 8299 Federal Revenue				
8181 · Special Education - Entitlement	39,650	39,650	40,443	41,252
8220 · Child Nutrition Programs	60,000	60,000	85,000	106,250
8291 · Title I	161,650	161,650	164,883	168,181
8292 · Title II	6,100	6,100	6,222	6,346
8293 · Title III	12,200	12,200	12,444	12,693
Title IV	10,000	10,000	10,000	10,000
8298 · Implementation Grant (PCSGP)	0	0	0	0
ESSER III & ESSER II	320,000	520,000	200,000	0
Total 8100 · 8299 Federal Revenue	609,600	809,600	518,992	344,722
8300 · 8599 State Revenues				
8381 · Special Ed Entitlement (state)	198,669	198,669	235,300	271,700
8311 MH SPED	6,300	6,300	6,426	6,555
8520 · Child Nutrition-State	3,750	3,750	5,000	6,250
8550 · Mandated Cost Reimbursements	0	0	0	0
8560 · State Lottery	60,795	60,795	72,038	83,381
SB 740 Revenue	307,135	307,135	364,071	420,809
8590 · Other State Revenue	5,258	5,258	5,363	5,470
AB86	245,800	245,800		
Total 8300 · 8599 State Revenues	827,707	827,707	688,198	794,165
8600 · 8699 Other Local Revenue				
8634 · Food Service Sales	9,200	9,200	11,400	13,200
8636 · Spirit Wear	0	0	0	0
8660 · Interest	0	0	0	0
8681 · Fees & Contracts - One World	0	0	0	0
8693 · Field Trips	3,500	3,500	4,800	5,600
8699 · All Other Local Revenue	2,500	2,500	2,500	2,500
8701 CMO Allocation	0	0	0	0
Total 8600 · 8699 Other Local Revenue	15,200	15,200	18,700	21,300
8800-89 · Donations/Fundraising				
8801 · Donations - Parents	500	500	1,000	1,500
8802 · Donations - Private	0	0	0	0
8803 · Fundraising	200,000	200,000	156,700	159,225
Total 8800-89 · Donations/Fundraising	200,500	200,500	157,700	160,725
Total Revenue	5,169,783	5,369,783	5,606,476	6,320,394
EXPENSES:				
Total 1000 - 2999 Salaries	2,390,528	2,562,689	2,743,032	3,009,512

3101 · State Teacher Retirement System	222,789	225,793	286,200	316,555
3300 · OASDIA-Medicare-Alternative	95,575	101,617	106,041	120,651
3400 · Health & Welfare Benefits	297,850	317,850	337,248	394,594
3500 · Unemployment Insurance	9,758	9,960	11,186	12,376
3600 · Workers Comp Insurance	25,723	29,520	30,395	34,609
3900 · 403(b) Matching Contributions	0	0	0	0
Total 3000 - 3999 Taxes & benefits	651,695	684,740	771,070	878,785
4000 · 4999 Books & Supplies				
4100 · Textbooks	3,000	3,400	4,500	6,000
4200 Books & Other Ref. Materials	10,000	10,000	13,500	16,000
4325 Instructional Materials/Supply	10,000	18,500	10,000	10,000
4326 Art & Music Supplies	500	1,000	500	500
4327 · Science Supplies	700	1,000	700	700
4330 Office Supplies	10,000	10,000	11,500	13,000
4335 PE Supplies	1,000	1,000	1,500	2,500
4346 Teacher/Paras Supplies	6,000	6,000	7,500	9,500
4350 Spirit Wear Expense	0	0	0	0
4410 Classroom Furn/Equip/Supplies	18,540	40,000	12,500	16,000
4430 Non-classroom Furn/Equip/Suppli	15,000	52,000	16,500	18,000
4501 Tech Supplies	60,000	125,000	55,000	65,000
4502 Operations-Supplies	14,500	14,500	16,000	17,500
4710 Student Food Services	75,000	75,000	100,000	125,000
4720 Other Food - parent meetings	3,500	3,500	4,000	4,500
Total 4000 · 4999 Books & Supplies	227,740	360,900	253,700	304,200
5000 · 5999 Services & Other Oper. Exp				
5205 Professional Development	7,000	7,000	8,500	10,000
5215 Travel - Mileage	4,000	4,000	5,000	6,000
5220 Travel & lodging	0	0	0	0
5225 Travel Meals & Entertainment	0	0	0	0
5305 Dues & Membership Professiona;	5,406	5,406	6,500	7,700
5450 Insurance - Other	12,873	12,873	13,131	13,394
5520 Security	13,960	13,960	14,239	14,524
5535 · Utilities - All Utilities	28,152	28,152	28,715	29,289
5610 Rent/Lease	13,709	13,709	13,983	14,263
5611 Rent - Facilities	620,485	620,485	695,673	798,234
5701 Tech-Software, R&M, SIS, Intern	188,000	160,000	94,448	107,182
5702 Ops- Services, R&M	46,500	21,000	47,430	48,379
5804 · SO Allocation	492,349	492,349	591,204	699,927
5804-1 SO Allocation for health and safety management	24,375	24,375	0	0
5809 Banking/Penalty Fees	0	0	0	0
5815 · Consultants - Instructional	0	0	0	0
5821 · Consultant - Non Instructional	0	4,000	0	0
5824 · District Oversight Fees	35,168	35,168	42,229	49,995
5830 Field Trip Expenses	15,000	15,000	15,000	15,000
5845 · Legal Fees	0	0	0	0
5846 · Loan & Financing Fees	0	0	0	0

5848 · Licenses and Other Fees	2,650	2,650	2,703	2,757
5851 · Marketing & Student Recruiting	4,896	4,896	4,994	5,094
5857 Payroll Fees	6,767	6,767	6,902	7,040
5860 · Printing and Reproduction	734	734	749	764
5861 · Prior Yr Expenses (Not Accrued)	0	0	0	0
5869 Special Ed Contract Instructors	90,000	60,000	61,200	62,424
5874 · Athletics	0	0	0	0
5875 · Staff Recruiting	750	750	750	750
5878 · Student Assessment	0	0	0	0
5880 Student Health Services	1,102	1,102	1,124	1,147
5905 Communications - Cell/VoiPhones	5,000	5,000	5,100	5,202
5910 Communications - Internet	40,000	40,000	20,000	20,000
5915 Postage and Delivery	2,000	2,000	2,040	2,081
Total 5000 · 5999 Services & Other Oper. Exp	1,660,876	1,581,375	1,681,614	1,921,145
6000 · Capital Outlay	0			
6200 · Building & Improvement				
6400 Equipment	0			
Total 6000 · Capital Outlay	0			
TOTAL EXPENSES	4,930,839	5,189,704	5,449,416	6,113,642
NET REVENUE	238,944	180,079	157,060	206,751
Add back capital outlay	0			
Total Net Revenue GAAP	238,944	180,079	157,060	206,751
Beginning of Year Fund Balance	420,594	420,594	600,673	757,732
End of Year Fund Balance	659,538	600,673	757,732	964,484

Coversheet

ESSER III Plan: GPS

Section:	II. Committees and Related Actions
Item:	F. ESSER III Plan: GPS
Purpose:	Vote
Submitted by:	
Related Material:	ESSER_III_2021-22_Memo.pdf ESSER III GPS Expenditure Plan.pdf



Date: October 1, 2021

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: Recommendation to approve the 2021-22 ESSER III Expenditure Plan for Gilroy Prep School, Hollister Prep School and Watsonville Prep School

Background

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

Recommendation

Staff recommends the Board to approve the 2021-22 ESSER III Expenditure Plan for Gilroy Prep School, Hollister Prep School and Watsonville Prep School

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gilroy Prep School	Ami Ortiz, Director of Business & Finance	ami.ortiz@navigatorschools.org 831-217-4881

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	On the organization website www.navigatorschools.org and navigate to Gilroy Prep School

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$628,000

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	65,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	563,000
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

628,000

Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Stakeholder engagement has been a primary focus throughout the pandemic period with town halls for both families and staff (via Zoom), multiple surveys, ParentSquare messages, home visits, and website pages. The family meetings were down in both English and Spanish and conducted during evening hours to ensure most families were able to participate. Additionally, stakeholders were given information on the learning loss activities in place plus those which would be implemented throughout the summer and fall. As well as families and staff, plans were shared with our authorizers via email and during monthly phone calls with CDE liaison. Families who were unable to attend meetings or whose students were not attending school (via hybrid or Zoom) were provided with social distanced home visits to talk about ways to reach their children and/or provide additional services as needed.

A description of how the development of the plan was influenced by community input.

As our families expressed sincere interest in coming back to campus, Navigator worked on schedules and plans which would both meet their needs while also providing a safe environment for staff, students, and families. Navigator opted for half days daily for

students with morning and afternoon sessions while also still providing a distance learning option. Navigator also increased summer school hours to address the learning loss being experienced by students. In working with the various host districts, Navigator also instituted testing opportunities for staff and students.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

65,000			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Covid Designee Staff	Hire a full time covid designee at site to support staff with all covid related issues, such as testing of staff and students, training all new and updated mandates for schools, reporting of cases and close contacts, training staff on procedures and protocols, etc	65,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

563,000			
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Student learning loss will be addressed using academic instructional strategies that promote rigorous learning. These strategies include ensuring all students have access to grade level content and standards presented by highly effective, well-prepared teachers. Data-informed instruction guided by the use of frequent common assessments will allow teachers to individualize interventions and support for students. Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics.

Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.

In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally, Navigator hired learning loss para-professionals, which will allow for an even lower student to instructor ratio, thus providing more targeted support for our most struggling learners. The additional staff hired will also support students in the extended day program.

Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.

A description of the LEA's plan to provide supplemental instruction and support.

In addition to the learning loss mitigation strategies being implemented to meet the needs of all students, Navigator will continue to provide additional support for our most vulnerable students including foster youth, English learners and low-income students. These services include:

Strategy 1:

- Expanded summer options will be offered
- After school programs will be provided next school year at least four days a week

Strategy 2:

- purchase of supplemental software and reading materials
- ten days of professional development for instructional staff
- increased live coaching in classrooms by leadership team

Strategy 3:

- hiring additional student services paraprofessionals
- hiring an additional counselor

- hiring Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities
- Strategy 4
- ensuring access to 1:1 technology at school and at home including personal hotspots for families
 - visits to student homes will be continued for students experiencing engagement challenges
 - parents will be provided comprehensive information about community resources available to help them through the Navigator website, phone calls and text messages.
 - weekly student surveys have been used to help the staff identify those students who are most at risk and in need of immediate assistance
- Strategy 5:
- expanded summer options will be offered
 - afterschool programs will be provided next school year at least four days a week
- Strategy 6
- use of new progress monitoring software that assesses, reading, math and SEL
 - use of new diagnostic tools to measure reading fluency and gaps in mathematics
- Strategy 7
- staff will receive regular trauma informed trainings
 - staff will implement SEL curriculum daily

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 3	Additional instruction	<p>Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics. Additionally:</p> <ul style="list-style-type: none"> • Expanded summer options will be offered • After school programs will be provided next school year at least four days a week 	65,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 6 and Goal 2, Action 8	Additional staffing and coaching	<p>In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally, Navigator hired learning loss para-professionals, which will allow for an even lower student to instructor ratio, thus providing more targeted support for our most struggling learners. The additional staff hired will also support students in the extended day program.</p> <p>Additionally</p> <ul style="list-style-type: none"> • hiring additional student services paraprofessionals • hiring an additional counselor • hiring Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities • purchase of supplemental software and reading materials • ten days of professional development for instructional staff <p>increased live coaching in classrooms by leadership team</p>	498,000
N/A	Additional Assessment	<p>Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.</p>	0
N/A	Additional Curriculum Options	<p>Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.</p> <p>Additionally:</p>	0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> • use of new progress monitoring software that assesses, reading, math and SEL • use of new diagnostic tools to measure reading fluency and gaps in mathematics 	

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

N/A

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	N/A

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Learning Loss Paraprofessional (LLP) intervention support	Vice Principal of Academics (VPA) and Instructional Support Coordinator (ISC) will collaborate to assign LLPs to individual and small group intervention (in	Weekly: VPA and ISC will review quizzes and other data and inform the next week’s intervention

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Reading and Math) based on current student academic performance	
After School Intervention	Teachers will assign students to after school intervention based on current student academic performance in ELA and Math	Weekly: Teachers and VPA will review in class student work and weekly quizzes
SEL Survey	Site MTSS teams will review weekly student SEL surveys to determine	Weekly during MTSS meetings
Counseling support	Based on weekly student SEL surveys, students will be assigned to counseling support (individual or group)	Weekly during MTSS meetings
Small Group Instructor (SGI) support K-3	Based on interrupted learning results during Distance Learning, SGIs have been hired and assigned full day to classrooms to support	Daily collaboration with classroom teacher, weekly coaching with ISC
Additional Paraprofessional support	Based on interrupted learning results during Distance Learning, additional Paraprofessionals have been hired and assigned to support students with special needs (IEP, 504, SEL, Tier 3)	Daily collaboration with classroom teacher and coach, weekly coaching with coach

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Coversheet

ESSER III Plan: HPS

Section: II. Committees and Related Actions
Item: G. ESSER III Plan: HPS
Purpose: Vote
Submitted by:
Related Material: ESSER III HPS Expenditure Plan.pdf

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hollister Prep School	Ami Ortiz, Director of Business & Finance	ami.ortiz@navigatorschools.org 831-217-4881

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	On the organization website www.navigatorschools.org and navigate to Hollister Prep School

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$653,916

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	65,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	588,916
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

653,916

Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Stakeholder engagement has been a primary focus throughout the pandemic period with town halls for both families and staff (via Zoom), multiple surveys, ParentSquare messages, home visits, and website pages. The family meetings were down in both English and Spanish and conducted during evening hours to ensure most families were able to participate. Additionally, stakeholders were given information on the learning loss activities in place plus those which would be implemented throughout the summer and fall. As well as families and staff, plans were shared with our authorizers via email and during monthly phone calls with CDE liaison. Families who were unable to attend meetings or whose students were not attending school (via hybrid or Zoom) were provided with social distanced home visits to talk about ways to reach their children and/or provide additional services as needed.

A description of how the development of the plan was influenced by community input.

As our families expressed sincere interest in coming back to campus, Navigator worked on schedules and plans which would both meet their needs while also providing a safe environment for staff, students, and families. Navigator opted for half days daily for

students with morning and afternoon sessions while also still providing a distance learning option. Navigator also increased summer school hours to address the learning loss being experienced by students. In working with the various host districts, Navigator also instituted testing opportunities for staff and students.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$65,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Covid Designee Staff	Hire a full time covid designee at site to support staff with all covid related issues, such as testing of staff and students, training all new and updated mandates for schools, reporting of cases and close contacts, training staff on procedures and protocols, etc	65,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

588,916

Student learning loss will be addressed using academic instructional strategies that promote rigorous learning. These strategies include ensuring all students have access to grade level content and standards presented by highly effective, well-prepared teachers. Data-informed instruction guided by the use of frequent common assessments will allow teachers to individualize interventions and support for students. Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics.

Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.

In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally, Navigator hired learning loss para-professionals, which will allow for an even lower student to instructor ratio, thus providing more targeted support for our most struggling learners. The additional staff hired will also support students in the extended day program.

Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.

A description of the LEA's plan to provide supplemental instruction and support.

In addition to the learning loss mitigation strategies being implemented to meet the needs of all students, Navigator will continue to provide additional support for our most vulnerable students including foster youth, English learners and low-income students. These services include:

Strategy 1:

- Expanded summer options will be offered
- After school programs will be provided next school year at least four days a week

Strategy 2:

- purchase of supplemental software and reading materials
- ten days of professional development for instructional staff
- increased live coaching in classrooms by leadership team

Strategy 3:

- hiring additional student services paraprofessionals
- hiring an additional counselor
- hiring Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities

Strategy 4

- ensuring access to 1:1 technology at school and at home including personal hotspots for families

- visits to student homes will be continued for students experiencing engagement challenges
- parents will be provided comprehensive information about community resources available to help them through the Navigator website, phone calls and text messages.
- weekly student surveys have been used to help the staff identify those students who are most at risk and in need of immediate assistance

Strategy 5:

- expanded summer options will be offered
- afterschool programs will be provided next school year at least four days a week

Strategy 6

- use of new progress monitoring software that assesses, reading, math and SEL
- use of new diagnostic tools to measure reading fluency and gaps in mathematics

Strategy 7

- staff will receive regular trauma informed trainings
- staff will implement SEL curriculum daily

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 3	Additional instruction	<p>Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics. Additionally:</p> <ul style="list-style-type: none"> • Expanded summer options will be offered • After school programs will be provided next school year at least four days a week 	65,000
LCAP, Goal 4, Action 6 and Goal 2, Action 8	Additional staffing and coaching	<p>In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally, Navigator hired learning loss para-professionals, which will</p>	523,916

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>allow for an even lower student to instructor ratio, thus providing more targeted support for our most struggling learners. The additional staff hired will also support students in the extended day program.</p> <p>Additionally</p> <ul style="list-style-type: none"> • hiring additional student services paraprofessionals • hiring an additional counselor • hiring Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities • purchase of supplemental software and reading materials • ten days of professional development for instructional staff <p>increased live coaching in classrooms by leadership team</p>	
N/A	Additional Assessment	<p>Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.</p>	0
N/A	Additional Curriculum Options	<p>Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.</p> <p>Additionally:</p> <ul style="list-style-type: none"> • use of new progress monitoring software that assesses, reading, math and SEL • use of new diagnostic tools to measure reading fluency and gaps in mathematics 	0

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

N/A

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	N/A

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Learning Loss Paraprofessional (LLP) intervention support	Vice Principal of Academics (VPA) and Instructional Support Coordinator (ISC) will collaborate to assign LLPs to individual and small group intervention (in Reading and Math) based on current student academic performance	Weekly: VPA and ISC will review quizzes and other data and inform the next week’s intervention
After School Intervention	Teachers will assign students to after school intervention based on current student academic performance in ELA and Math	Weekly: Teachers and VPA will review in class student work and weekly quizzes
SEL Survey	Site MTSS teams will review weekly student SEL surveys to determine	Weekly during MTSS meetings

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Counseling support	Based on weekly student SEL surveys, students will be assigned to counseling support (individual or group)	Weekly during MTSS meetings
Small Group Instructor (SGI) support K-3	Based on interrupted learning results during Distance Learning, SGIs have been hired and assigned full day to classrooms to support	Daily collaboration with classroom teacher, weekly coaching with ISC
Additional Paraprofessional support	Based on interrupted learning results during Distance Learning, additional Paraprofessionals have been hired and assigned to support students with special needs (IEP, 504, SEL, Tier 3)	Daily collaboration with classroom teacher and coach, weekly coaching with coach

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Coversheet

ESSER III Plan: WPS

Section: II. Committees and Related Actions
Item: H. ESSER III Plan: WPS
Purpose: Vote
Submitted by:
Related Material: ESSER III WPS Expenditure Plan.pdf

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Watsonville Prep School	Ami Ortiz, Director of Business & Finance	ami.ortiz@navigatorschools.org 831-217-4881

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	On the organization website www.navigatorschools.org and navigate to Watsonville Prep School

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$492,038

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	65,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	427,038
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

492,038

Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Stakeholder engagement has been a primary focus throughout the pandemic period with town halls for both families and staff (via Zoom), multiple surveys, ParentSquare messages, home visits, and website pages. The family meetings were down in both English and Spanish and conducted during evening hours to ensure most families were able to participate. Additionally, stakeholders were given information on the learning loss activities in place plus those which would be implemented throughout the summer and fall. As well as families and staff, plans were shared with our authorizers via email and during monthly phone calls with CDE liaison. Families who were unable to attend meetings or whose students were not attending school (via hybrid or Zoom) were provided with social distanced home visits to talk about ways to reach their children and/or provide additional services as needed.

A description of how the development of the plan was influenced by community input.

As our families expressed sincere interest in coming back to campus, Navigator worked on schedules and plans which would both meet their needs while also providing a safe environment for staff, students, and families. Navigator opted for half days daily for

students with morning and afternoon sessions while also still providing a distance learning option. Navigator also increased summer school hours to address the learning loss being experienced by students. In working with the various host districts, Navigator also instituted testing opportunities for staff and students.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$65,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Covid Designee Staff	Assign a current staff member to a full time covid designee at site to support staff with all covid related issues, such as testing of staff and students, training all new and updated mandates for schools, reporting of cases and close contacts, training staff on procedures and protocols, etc	65,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

427,038

Student learning loss will be addressed using academic instructional strategies that promote rigorous learning. These strategies include ensuring all students have access to grade level content and standards presented by highly effective, well-prepared teachers. Data-informed instruction guided by the use of frequent common assessments will allow teachers to individualize interventions and support for students. Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics.

Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.

In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally, Navigator hired learning loss para-professionals, which will allow for an even lower student to instructor ratio, thus providing more targeted support for our most struggling learners. The additional staff hired will also support students in the extended day program.

Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.

A description of the LEA's plan to provide supplemental instruction and support.

In addition to the learning loss mitigation strategies being implemented to meet the needs of all students, Navigator will continue to provide additional support for our most vulnerable students including foster youth, English learners and low-income students. These services include:

Strategy 1:

- Expanded summer options will be offered
- After school programs will be provided next school year at least four days a week

Strategy 2:

- purchase of supplemental software and reading materials
- ten days of professional development for instructional staff
- increased live coaching in classrooms by leadership team

Strategy 3:

- hiring additional student services paraprofessionals
- hiring an additional counselor
- hiring Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities

Strategy 4

- ensuring access to 1:1 technology at school and at home including personal hotspots for families

- visits to student homes will be continued for students experiencing engagement challenges
- parents will be provided comprehensive information about community resources available to help them through the Navigator website, phone calls and text messages.
- weekly student surveys have been used to help the staff identify those students who are most at risk and in need of immediate assistance

Strategy 5:

- expanded summer options will be offered
- afterschool programs will be provided next school year at least four days a week

Strategy 6

- use of new progress monitoring software that assesses, reading, math and SEL
- use of new diagnostic tools to measure reading fluency and gaps in mathematics

Strategy 7

- staff will receive regular trauma informed trainings
- staff will implement SEL curriculum daily

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 3	Additional instruction	<p>Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics. Additionally:</p> <ul style="list-style-type: none"> • Expanded summer options will be offered • After school programs will be provided next school year at least four days a week 	40,000
LCAP, Goal 4, Action 6 and Goal 2, Action 8	Additional staffing and coaching	<p>In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally, Navigator hired learning loss para-professionals, which will</p>	387,038

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>allow for an even lower student to instructor ratio, thus providing more targeted support for our most struggling learners. The additional staff hired will also support students in the extended day program.</p> <p>Additionally</p> <ul style="list-style-type: none"> • hiring additional student services paraprofessionals • hiring an additional counselor • hiring Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities • purchase of supplemental software and reading materials • ten days of professional development for instructional staff <p>increased live coaching in classrooms by leadership team</p>	
N/A	Additional Assessment	<p>Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.</p>	0
N/A	Additional Curriculum Options	<p>Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.</p> <p>Additionally:</p> <ul style="list-style-type: none"> • use of new progress monitoring software that assesses, reading, math and SEL • use of new diagnostic tools to measure reading fluency and gaps in mathematics 	0

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

N/A

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	N/A

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Learning Loss Paraprofessional (LLP) intervention support	Vice Principal of Academics (VPA) and Instructional Support Coordinator (ISC) will collaborate to assign LLPs to individual and small group intervention (in Reading and Math) based on current student academic performance	Weekly: VPA and ISC will review quizzes and other data and inform the next week’s intervention
After School Intervention	Teachers will assign students to after school intervention based on current student academic performance in ELA and Math	Weekly: Teachers and VPA will review in class student work and weekly quizzes
SEL Survey	Site MTSS teams will review weekly student SEL surveys to determine	Weekly during MTSS meetings

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Counseling support	Based on weekly student SEL surveys, students will be assigned to counseling support (individual or group)	Weekly during MTSS meetings
Small Group Instructor (SGI) support K-3	Based on interrupted learning results during Distance Learning, SGIs have been hired and assigned full day to classrooms to support	Daily collaboration with classroom teacher, weekly coaching with ISC
Additional Paraprofessional support	Based on interrupted learning results during Distance Learning, additional Paraprofessionals have been hired and assigned to support students with special needs (IEP, 504, SEL, Tier 3)	Daily collaboration with classroom teacher and coach, weekly coaching with coach

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Coversheet

Navigator Schools Strategic Plan

Section: III. Topical Items
Item: A. Navigator Schools Strategic Plan
Purpose: Discuss
Submitted by:
Related Material: Strategic Planning.pdf

Strategic Plan

Refresh October 2021



Agenda

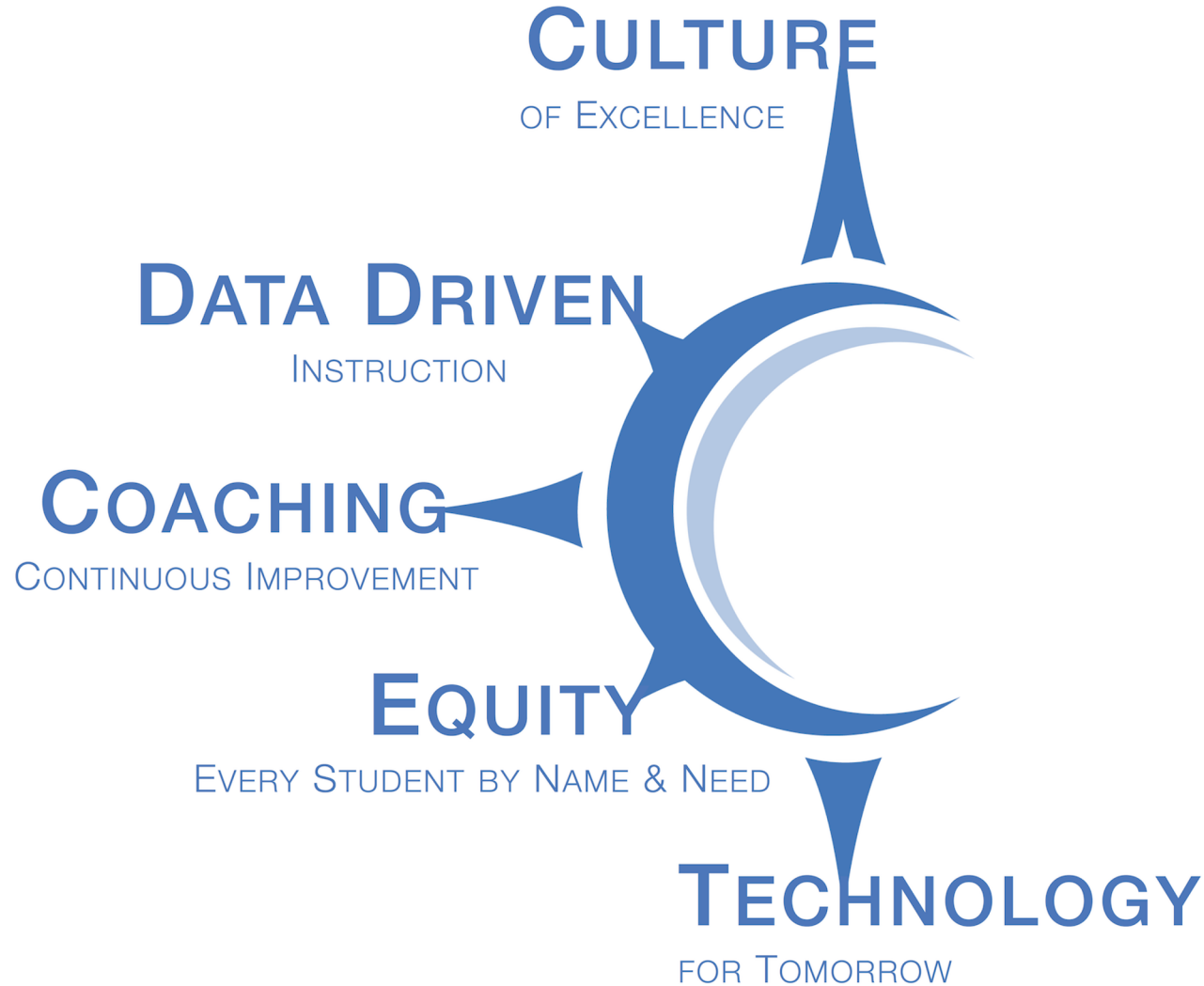
- ✓ Review Mission Statement and Academic Model
- ✓ Growth Strategy Presentation
- ✓ Model Providing Presentation
- ✓ Questions and Discussion



Our Mission

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

Essential Components of Academic Model



NAVIGATOR GRADUATE AIMS



To navigate an unknown and complex future, Navigator Learner and Leaders are:



Creative Problem-Solvers

Are solutions-oriented and tackle problems with a range of analysis and synthesis strategies and resources to create optimal solutions.



Courageous Change-Makers

Are grounded in their values so that they can advocate for themselves and for others as we work to make a positive impact on our community and realize our visions for a better tomorrow.



Collaborative Teammates

Have skills, motivation, and an optimistic outlook to be a supportive and engaged teammate invested in our shared success.



Continual Improvers

Embrace a culture of error with a growth mindset, persist through challenge, and reflect on areas of strength and opportunity so that they can proactively pursue their goals.



Academic Scholars

Have foundational literacy and mathematical skills, and knowledge of the world that will support their ability to apply their skills to fully understanding a topic or completing a task.

Our Future Impact **(April 2019)**

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



Scale

growing to five schools serving 2,825 TK-8 students, at least 75% of whom are low-income, across Central California



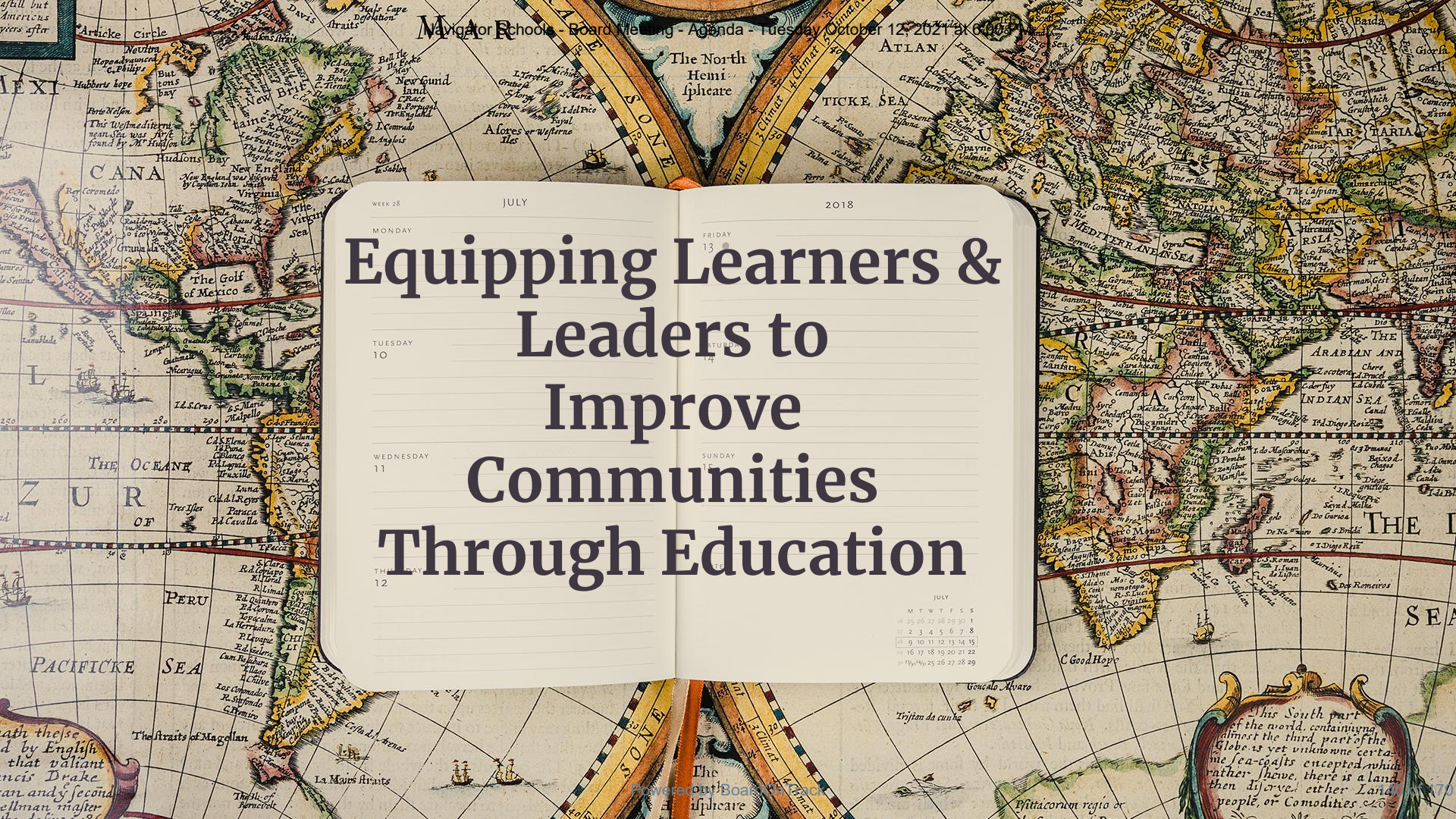
Performance

Operating schools in the top 5% in Central California and in the top 10% in CA



Influence

improving performance in CA public schools by sharing the Navigator Model



Equipping Learners & Leaders to Improve Communities Through Education

WEEK 28 JULY 2018

MONDAY FRIDAY

TUESDAY THURSDAY

WEDNESDAY SUNDAY

THURSDAY

JULY

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

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ancient Drake
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of the world, containing
almost the third part of the
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then discover either Land
people, or Comodities

Our current how



Equipping Learners & Leaders

Open five schools in the Northern Central Coast region, serving at least 2,825 students

Develop Top Tier Teams of Educators

Goal: Serve 5,000 students in 12 schools by 2024 through Navigator's model providing services

2017 vs. 2021

Politics - California has become less charter friendly

Geography - The need for close proximity has become less of an issue

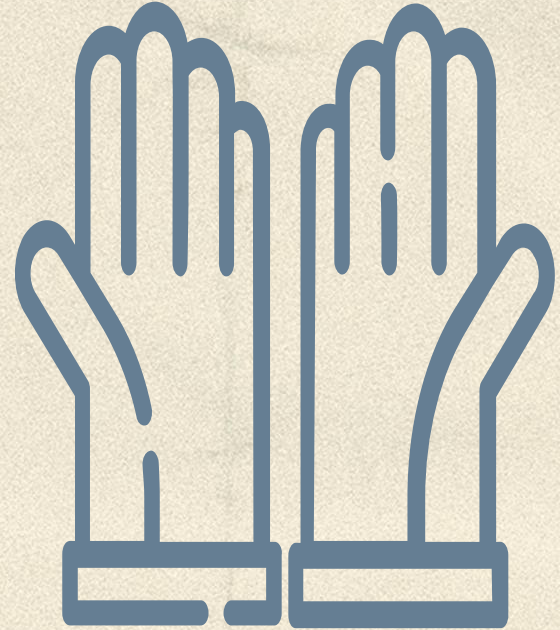
Opportunity - capitalize on these when they arise

What are our options?

How can we continue to expand our impact in today's world?

Option A for Acquisition

Is this the right step for school four?



Why is this a good next step

- It is why we exist - improve communities through education
- Demographics reflect students we want and need to serve
- It is close to our model and could be aligned
- It could possibly expand our region
- Gives us an opportunity to prove our model works
- Possibly helps SO financially to grow and flourish (development)
- Possible grant opportunities

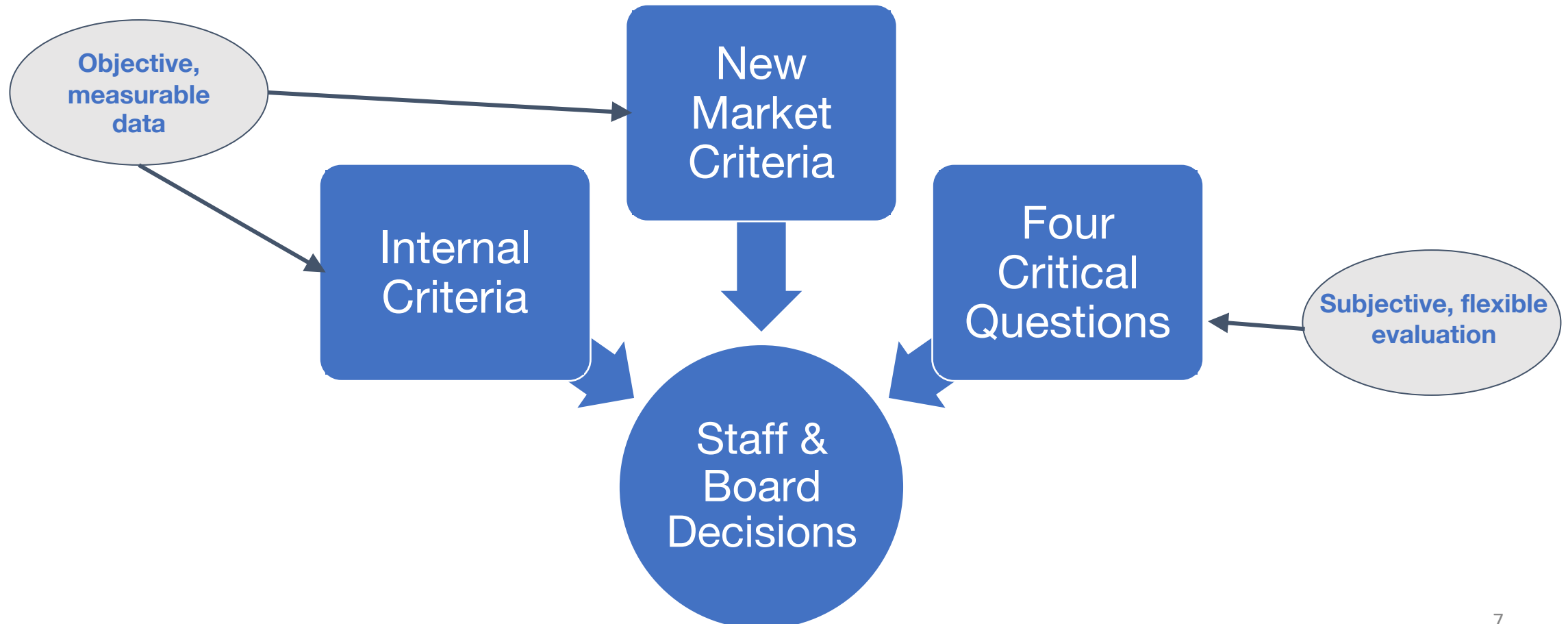




**Board approved
green lighting
criteria for
growth**

Greenlighting Criteria

Greenlighting will be based on three categories of information:



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

New Market Criteria - Progress to date	24 months pre-launch	Current	18 months pre-launch	12 months pre-launch
The Need: Poverty Rates	At least 80% FRL in target area schools		At least 80% FRL in target area schools	At least 80% FRL in target area schools
The Need: School Performance	No schools in the target area with 60%+ FRL beat state averages in math and reading		No schools in the target area with 60%+ FRL beat state averages in math and reading	No schools in the target area with 60%+ FRL beat state averages in math and reading
Community Support: Student Recruitment	NS staff have held meetings with prospective parents		Letters of intent for 70% of first year seats & 50% of willing teacher signatures	Letters of intent for at least 100% of first year seats & 100% of willing teacher signatures
Community Support/ Stakeholder mapping Community Engagement	NS staff have met with district leadership, parents, and community organizations.		8+ parent leaders share their experience meeting with district board at a NS board meeting requesting charter to be submitted in their community.	15+ parent leaders share their experience meeting with district board speak at NS board meeting requesting charter to be opened in their community.
Facilities	Preliminary market analysis complete		At least two potential facilities identified. Estimated cost enables school to get to breakeven at scale, or Prop 39.	Viable facility formally confirmed at cost that enables school to get to breakeven at scale, or Prop 39. Facility available at least one month prior to school launch.
Pathway to Authorization	Authorization plan in place with likelihood of success		Draft of high quality charter application written and on track to be submitted no later than February	Charter obtained or appeal to state board is underway
Fundraising	Viable fundraising strategy in place		(1) Year zero funders of new school and support office identified with high likelihood of success. (2) New school breakeven by year [x].	(1) Funders of new school and support office confirmed for year 0-2. (2) New school breakeven by year [x].

Acquisition focused criteria

Is the school model clearly articulated & codified?



Do the school models fit well?



Would they change post merger?



Does the school's educational programs align to the current mission?

Support Office/Financial capacity

- Are both organizations financially healthy?
- Do we have the capacity to support a school at this distance?
- What is the cost of back office services?

Are the organizational systems & structures strong & driving effective execution?



Does the leadership team and/or board composition change post-merger?



Are the two organizations aligned enough on adult and student culture, mission, and values?



Is there a clear chain of command?

Will the political landscape support successful community engagement, authorizing, facilities, and enrollment in the target market?



Who are the key stakeholders and will they support the merger?



Does new organization have healthy enrollment and feeder patterns?



What do we need to do to get board support?(and which boards)

What do we need to think about?



- Are all students who need student services/SPED been identified? What resource support do the students need?
- What does it mean to not grow from ground up? Need to be aware of change management and Navi-fy it
- Distance
- Politically unknown area
- How much attention would we actually give the school...would they feel neglected?
- Staff retention
- STRS?
- Facilities
- Salaries/pay rate

Model Providing

Developing Top Tier Teams of Educators...in and out of Navigator

Our current how



Equipping Learners & Leaders

Open five schools in the Northern Central Coast region, serving at least 2,825 students

Develop Top Tier Teams of Educators

Goal: Serve 5,000 students in 12 schools by 2024 through Navigator's model providing services

Our model providing journey to date

2011-2015:

Thumb drives and visitations

2016: Navi officially began model providing efforts

- Hollister School District and RO Hardin
- Healdsburg Unified

2017-2021: Efforts expanded

- Wonderful Prep (Delano, CA)
- Healdsburg Unified (Healdsburg, CA)
- Cerra Vista (Hollister School District)
- GEM Prep (Idaho)



Current Partnership Updates

Yu Ming (Year 2)

- Year 1 successes: Weekly coaching meetings, schoolwide walkthroughs, data-analysis
- Next steps: Maintaining an aligned system for teacher coaching with three campuses, implementing live coaching for rigor, expressed interest in MS model

Hayward Collegiate (Year 2)

- More in-depth support- coaching three teachers and leadership team members
- Monthly visits
- Supporting ELA centers model implementation

AIMS High School (Year 0/“Light Touch”)

- Provided summer leadership training and teacher professional development
- Bi-monthly visits with schoolwide walkthroughs and leadership PD

Prospective Partners for 2022-23

Catalyst Public Schools (Bremerton, Washington)

- Informal work with Navigator since 2019
- Implementing Navigator middle school squads

GEM Prep (Idaho)

- On hold for a year; Expressed interest in returning in 22-23 school year and implementing middle school squads

Achieve Charter School (Chico, CA)

- Interested in support with creating aligned leadership structures for academic coaching

*#1 growth strategy is around educators seeing our classrooms in action...
And getting excited about what they see!*

Measures of Effectiveness

<p><i>Instructional Staff Outcomes</i></p>	<ul style="list-style-type: none"> ● By the end of Year Two, instructional staff members score a 3 or better on the following measures on the Teacher Dashboard: <ul style="list-style-type: none"> ■ Building a Strong Classroom Culture ■ Planning and Implementing Rigorous Instruction ■ Using Assessment Data to Drive Instruction ● Teacher PD sessions will receive a Net Promoter score of “great” or “excellent”
<p><i>Student Outcomes</i></p>	<ul style="list-style-type: none"> ● Site proficiency increases 5% annually on SBAC ● Distance from Standard (DFS) on SBAC will improve by five points annually for all subgroups ● Percentage of students meeting projected MAP score growth will increase by 5%
<p><i>Leadership Outcomes</i></p>	<ul style="list-style-type: none"> ● By the end of Year Two, leadership members score a 3 or better on the following measures on the Leadership Dashboard: <ul style="list-style-type: none"> ■ Coaching Classroom Culture ■ Coaching Rigorous Instruction ■ Coaching Data Driven Instruction ■ Leading Effective Schools and Teams ● Leadership PD sessions will receive a Net Promoter score of “great” or “excellent”

Navigator Leadership Professional Learning Workshops

Navigator Core 3 2021 Summer Workshop Series



**Create the transformational change needed
to close the educational opportunity gap.**

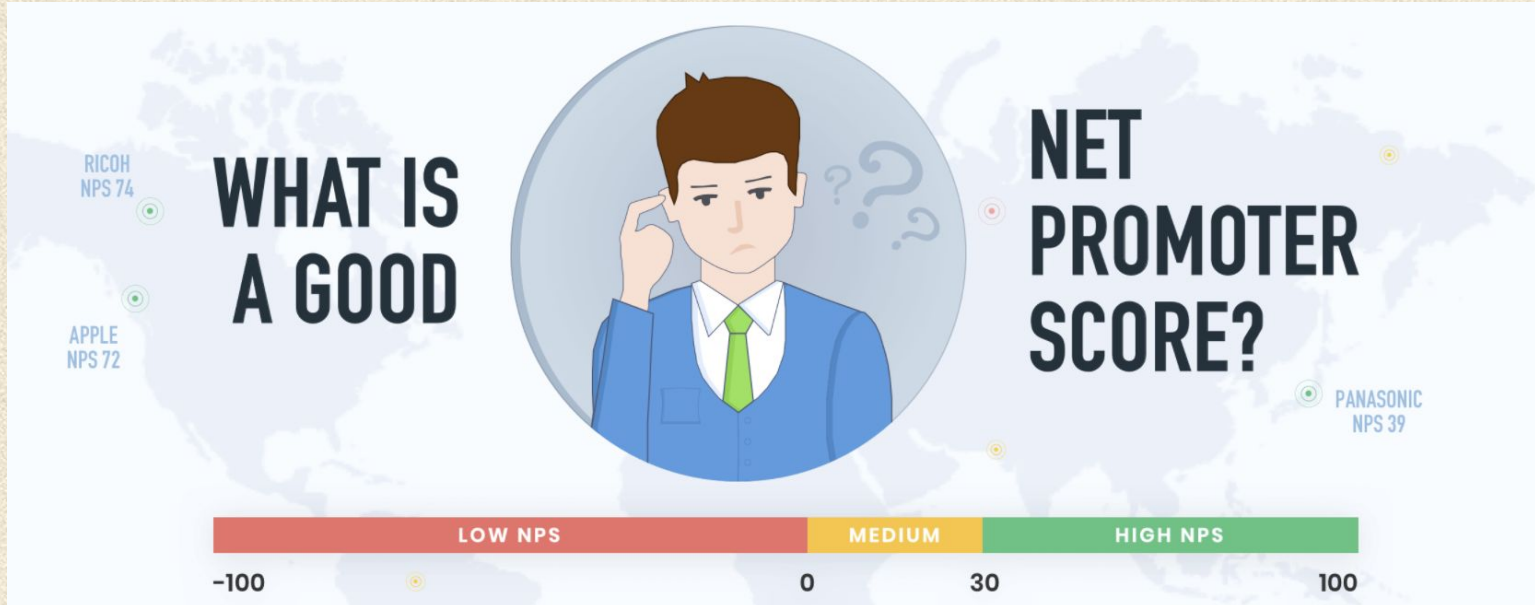
[Free Leadership Workshops: July 26-27, 2021](#)

Attendees:

1. AIMS Middle School, Oakland
2. AIMS High School, Oakland
3. Hayward Collegiate, Hayward
4. Navigator Schools
5. Nova Pioneer, Nairobi, Kenya
6. Yu Ming Charter School, Oakland

Navigator Leadership Professional Learning Workshops

92% Net Promoter Score



What are we missing?



Questions



Wonderings



Concerns



Coversheet

Approval of Consulting Services Agreement

Section: V. Return to Open Session
Item: B. Approval of Consulting Services Agreement
Purpose: Vote
Submitted by:
Related Material: Consulting Agreement.pdf



Date: October 9, 2021

To: Board of Directors

From: Kevin Sved, CEO

Subject: Consulting Agreement with Elizabeth Sanborn DBA Benchmark Realty Advisors

While Navigator Schools continues to explore long-term facility solutions for Hollister Prep School (HPS) in partnership with the Hollister School District, it is becoming clear that we also need to seek alternative strategies including identifying possible vacant land for new school development. As a result of our successful partnership with Pacific Charter School Development (PCSD) in creating a long-term solution for Watsonville Prep, PCSD is providing support to address the needs of HPS. PCSD recommends Navigator contract the services of Elizabeth Sanborn in the effort of identifying suitable land development opportunities. Navigator worked with Ms. Sanborn while pursuing alternate sites in Watsonville as well as in Gilroy when plans for California's high-speed rail project analyzed pathways that went through the Gilroy Prep School site..

The terms of the consulting agreement have been reviewed by our General Counsel and are in alignment with other PCSD projects. Under the terms of the agreement, the consultant will be compensated as part of the closing cost process if a purchase or long-term lease is executed.

Recommendation

It is recommended that the Board authorize the CEO to execute the attached consulting agreement with Elizabeth Sanborn DBA Benchmark Realty Advisors.

CONSULTING SERVICE AGREEMENT

This Consulting Services Agreement (“Agreement”) is entered into and made effective this 1st day of August, 2021 between Elizabeth Sanborn Falcon, dba Benchmark Realty Advisors (“CONSULTANT”) and Navigator Schools (“NAVIGATOR”).

NAVIGATOR intends to acquire a property in Hollister, CA, within the boundaries of Hollister Elementary School District that can be used for a long-term charter school facility, either in conjunction with the current facility at 881 Line Street or as a replacement for that facility. NAVIGATOR desires for the term hereof to utilize the services of CONSULTANT as its agent in the negotiation of the purchase or lease of sites within those boundaries. CONSULTANT is ready, willing and able to provide such services on the terms set forth below.

1) TERM: NAVIGATOR appoints CONSULTANT as its non-exclusive agent for the negotiation of the purchase or lease of any sites in Hollister, CA within the boundaries of Hollister Elementary School District for a period of twelve (12) months commencing August 1, 2021 and ending July 31, 2022.

2) SERVICES TO BE PERFORMED: CONSULTANT shall use her best efforts to:

- (a) Identify potential sites and negotiate Lease, Purchase and/or Option Contracts on terms and conditions acceptable to NAVIGATOR,
- (b) Research Watsonville land use regulations and work the City of Hollister along with Navigator’s other consultants to determine the feasibility of obtaining all required entitlements for use of identified sites as a charter school facility.
- (c) Work with NAVIGATOR’s legal counsel to finalize contract documentation.
- (d) Maintain appropriate communication and working relationship with property owner(s) during the contingency and escrow periods.

3) COMPENSATION:

CONSULTANT will be compensated through a Closing Fee. For a purchase transaction, the Closing Fee will be 5% of the purchase price and will be paid at close of escrow. For a lease transaction, the Closing Fee will be 5% of the first 5 years rent and 2.5% of the rent for the balance of the lease term and will be paid upon removal of all contingencies to the lease agreement. In the event that a property on the Benchmark List (as defined below in paragraph 4) is donated to NAVIGATOR, the Closing Fee will be based on the offering or letter of intent price. If no offer or letter of intent is submitted, the compensation will be based on appraised value.

Any fees paid to CONSULTANT by the Seller or property owner in connection with a transaction shall be offset against the Closing Fee which would otherwise be due from NAVIGATOR for that transaction.

4) BENCHMARK LIST: During the term of this Agreement CONSULTANT will maintain a list of properties that have been presented to NAVIGATOR by CONSULTANT. (“the Benchmark List”). The Benchmark List will be updated periodically throughout the term of the Agreement by CONSULTANT and presented to NAVIGATOR for approval. For the period of this Agreement, NAVIGATOR agrees that CONSULTANT will be the agent representing NAVIGATOR for any properties on the Benchmark List.

5) CONSULTANT WARRANTIES: CONSULTANT represents and warrants the following:

- (a) CONSULTANT is a licensed real estate Broker in the State of California and shall maintain such license in good standing during the Term.
- (b) CONSULTANT does not have any relationship with the owner of any property that would create a conflict of interest with CONSULTANT’S performance of her responsibilities hereunder.
- (c) CONSULTANT shall not enter into any brokerage or consulting agreement during the Term hereof that could create a conflict of interest with CONSULTANT’S performance of her responsibilities hereunder.

6) NAVIGATOR WARRANTIES: NAVIGATOR will not take action, or withhold action, that would frustrate CONSULTANT’S fulfillment or performance of this agreement.

7) TERMINATION: Notwithstanding the foregoing, this Agreement may be terminated by either party upon thirty (30) days written notice to both the street addresses and e-mail addresses shown in paragraph 12 below. In the event there are properties under purchase or lease contract or in letter of intent negotiations at the time of termination or expiration of the Term, then CONSULTANT will continue to perform her responsibilities with regard to those properties and CONSULTANT will be compensated in accordance with paragraph 3 above.

8) ATTORNEYS’ FEES: In the event of any action related to or arising out of this Agreement, the prevailing party shall be entitled to recover from the non-prevailing party such prevailing party’s reasonable attorney’s fees, court costs, expert witness fees, and other expenses related to such attempt to recover, including reasonable fees, costs, and expenses on appeal.

9) APPLICABLE LAW: This Agreement shall be governed by the laws of the State of California without giving effect to the provisions thereof relating to conflict of laws.

10) ASSIGNMENT: CONSULTANT shall not assign any of her rights or interests in this Agreement. NAVIGATOR shall have the right to assign to a related entity.

11) MODIFICATION: Any modification of the Agreement shall be in writing and must be signed by both CONSULTANT and NAVIGATOR.

12) NOTICES: Any notices required or permitted hereunder shall be given by certified mail, facsimile, overnight courier or e-mail addressed as set forth below:

CONSULTANT: Benchmark Realty Advisors
 900 E. Hamilton Avenue, Suite 100
 Campbell, CA 95008
 Attn: Elizabeth Sanborn Falcon
 esanborn@pacbell.net
 408-885-1110
 831-402-3900 (mobile)

NAVIGATOR: Navigator Schools
 277 IOOF Ave.
 Gilroy, CA 95020
 Attn: Kevin Sved, Chief Executive Officer
 ksved@navigatorschools.org
 (408) 337-5445

13. MISCELLANEOUS: If any provision hereof is unenforceable or invalid, it shall be given effect to the extent it may be enforceable or valid, and such unenforceability or invalidity shall not affect the enforceability or validity of the other provisions of this Agreement. Any waiver of any of the terms hereof shall be enforceable only to the extent it is waived in a writing signed by the party against whom the waiver is sought to be enforced. Any waiver shall be effective only for the particular instance for which it is granted and shall not constitute a waiver of a subsequent occurrence of the waived event nor constitute a waiver of any other provision hereof, at the same time or subsequently. This Agreement supersedes any other agreements or understandings, oral or written, between NAVIGATOR and CONSULTANT regarding the subject matter hereof. Any number of counterparts of this Agreement may be executed and each shall have the same force and effect as an original.

[SIGNATURES TO FOLLOW ON NEXT PAGE]

IN WITNESS THEREOF, the parties have executed this Agreement as of the date and year hereinabove written.

BENCHMARK REALTY ADVISORS

NAVIGATOR

BY : Elizabeth Sanborn Falcon

BY : _____

DATE: 10/6/2021

DATE: _____