



Navigator Schools

Board Meeting

Date and Time

Tuesday October 25, 2022 at 6:00 PM PDT

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

The Board of Directors 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](tel:6699006833) or [\(646\) 876-9923](tel:6468769923). The meeting ID is: **917 7775 9668**. The meeting passcode is: **144770**.

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 requested to confirm their intent to comment up to one hour prior to the meeting via [e-mail](#).

The Public Comments period included in the agenda is reserved for comments on items that are not listed on the agenda. Public comments on agenda items will be elicited by the the board chair as items arise following the order of the agenda.

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 submitted forty-eight hours prior to the meeting via [e-mail](#). 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.

Esta reunión se celebrará por teleconferencia de conformidad con las Órdenes Ejecutivas N-25-20 y N-29-20.

El Consejo de Administración y los empleados de Navigator Schools se reunirán a través de Zoom. Los miembros del público que deseen acceder a esta reunión del consejo pueden hacerlo en línea en <https://zoom.us/join> o por teléfono llamando al (669) 900-6833 o al (646) 876-9923. El número de identificación de la reunión es: **917 7775 9668**. El código de acceso a la reunión es: **144770**.

Los miembros del público que asistan por Internet y deseen hacer comentarios durante la reunión de la junta directiva utilizarán la herramienta "levantar la mano" en Zoom cuando el presidente solicite los comentarios del público. Los miembros del público que tengan previsto asistir por teléfono deberán confirmar su intención de hacer comentarios una hora antes de la reunión por [correo electrónico](#).

El período de comentarios públicos incluido en la agenda está reservado para comentarios sobre temas que no están incluidos en la agenda. Los comentarios públicos sobre los temas de la agenda serán obtenidos por el presidente de la junta a medida que surjan los temas siguiendo el orden de la agenda.

Los comentarios individuales se limitarán a tres minutos. Si se necesita un intérprete, los comentarios se traducirán al inglés y el límite de tiempo será de seis minutos. A su discreción, la mesa directiva puede limitar el tiempo total asignado a los comentarios del público y establecer nuevos límites de tiempo para los comentarios individuales. La mesa directiva se reserva el derecho de silenciar y expulsar a un participante de la reunión si éste interrumpe injustificadamente la reunión.

Las solicitudes de modificaciones o adaptaciones relacionadas con una discapacidad para participar en esta reunión pública deberán presentarse cuarenta y ocho horas antes de la reunión por [correo electrónico](#). Se hará todo lo posible por realizar adaptaciones razonables. El orden del día y los documentos públicos se modificarán si se solicita, tal y como exige el artículo 202 de la Ley de Estadounidenses con Discapacidades.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Board Chair	2 m
	The chairperson will direct S. Martin to confirm attendance via roll call.		
B. Call the Meeting to Order		Board Chair	1 m
C. Board Chair's Opening Remarks		Board Chair	2 m

	Purpose	Presenter	Time
	The chairperson will provide introductory remarks.		
D.	Public Comments	Board Chair	10 m
	The board will receive public comments regarding non-agenda items, if any, following expectations and time limits reviewed by the chairperson.		
E.	Resolution 2023-05: Renewing the Authorization to Continue Virtual Meetings	Vote Board Chair	1 m
	Members will vote on the approval of Board Resolution 2023-05: Resolution Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361.		
F.	Approve Minutes from Previous Meeting	Approve Minutes Board Chair	1 m
	Members will vote on the approval of minutes from the special meeting (study session) on September 17, 2022.		
	Approve minutes for Special Meeting: Board Onboarding/Re-Boarding Study Session on September 17, 2022		
G.	Approve Minutes from September 16 Study Session (Afternoon)	Approve Minutes Board Chair	1 m
	Members will vote on the approval of minutes from the special meeting (study session) held on September 16, 2022.		
H.	Approve Minutes from September 16 Study Session (Morning)	Approve Minutes Board Chair	1 m
	Members will vote on the approval of minutes from the morning study session held on September 16, 2022.		
I.	Approve Minutes from August 30 Board Meeting	Approve Minutes Board Chair	1 m
	Members will vote on the approval of minutes from the regular board meeting held on August 30, 2022.		
J.	CEO Report	Kevin Sved	5 m

	Purpose	Presenter	Time
K. Sved will provide an update on recent organizational activities.			

II. Committee Reports and Actions 6:25 PM

A. Academic Success Committee Report	FYI	Claire Grissom	5 m
C. Grissom will provide an update on recent committee activities.			

B. Boys and Girls Club Proposal	Vote	Kevin Sved	10 m
The board will vote on the approval of a Boys and Girls Club proposal for the provision of extended learning opportunity services at Gilroy Prep School and Hollister Prep School.			

C. Finance Committee Report	FYI	Victor Paredes-Colonia	5 m
V. Paredes-Colonia will review recent committee activities.			

D. Proposed Budget Revisions (2022-23)	Vote	Ami Ortiz	15 m
A. Ortiz will present proposed revisions for the 2022-23 budget. The board will vote on the approval of the proposed revisions.			

E. Unaudited Actuals (June 30, 2022)	FYI	Ami Ortiz	5 m
A. Ortiz will present unaudited actuals through June 30, 2022.			

F. Governance Committee Report	FYI	Board Chair	5 m
J. Flaherty will provide an update on recent committee activities.			

G. Watsonville Prep School Compliance Review	Vote	Kirsten Carr	5 m
The board will vote on the approval of the annual Watsonville Prep School Compliance Review per authorizer requirements.			

H. General Counsel Agreement	Vote	John Flaherty	5 m
The board will vote on the approval of an agreement for General Counsel services.			

I. CEO Compensation, Cost of Living Adjustment 2022-23	Vote	Board Chair	5 m
Members will vote on the approval of Cost of Living Adjustment (COLA) for the CEO for 2022-23. All returning Navigator employees received a 5% COLA for 2022-23 however providing the COLA to the CEO must be done by separate action of the Board of Directors.			

	Purpose	Presenter	Time
J. Ad Hoc Committee on Organizational Success Report J. Flaherty will provide an update on recent committee activities.	FYI	Board Chair	5 m
K. CEO Search The Ad Hoc Committee Chair will lead a discussion pertaining to recommendations for the selection of a search firm, the establishment of a search committee, and the search committee process. The board will consider contracting the services of a search firm.	Vote	John Flaherty	15 m
III. Closing Items			7:45 PM
A. Adjourn Meeting Board members will vote to adjourn the meeting. Votes will be recorded via roll call.	Vote	Board Chair	1 m

Coversheet

Resolution 2023-05: Renewing the Authorization to Continue Virtual Meetings

Section: I. Opening Items
Item: E. Resolution 2023-05: Renewing the Authorization to Continue Virtual Meetings
Purpose: Vote
Submitted by:
Related Material: BR 2023_05 AB361 Renew.pdf

BOARD RESOLUTION 2023-05

October 25, 2022

RESOLUTION RECOGNIZING A STATE OF EMERGENCY AND RE-AUTHORIZING TELECONFERENCED MEETINGS PURSUANT TO AB 361

The Navigator Schools Board of Directors met at its regularly scheduled board meeting on October 25, 2022, established a quorum, and considered the issues and matters as set forth below and in the associated resolution as follows.

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;

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;

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;

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;

WHEREAS, on December 29, 2021, the Board of Directors of Navigator Schools met at its regularly scheduled board meeting and passed Resolution BR 2021-14 authorizing virtual board meetings pursuant to AB 361; and

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

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

NOW THEREFORE, BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

BE IT FURTHER RESOLVED, that the Board of Directors of Navigator Schools considered the State of Emergency in the State of California at this special board meeting and finds that one continues to exist due to the COVID-19 pandemic.

BE IT FURTHER RESOLVED, that the Board of Directors of Navigator Schools considered the circumstances of the State of Emergency and finds that COVID-19 continues to pose an imminent threat to the health and safety of the community and directly impacts the ability of the members to meet safely in person.

BE IT FURTHER RESOLVED, the Board of Directors of Navigator Schools considered the continued use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act and hereby authorizes such use.

This resolution shall take effect immediately upon its adoption.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting held on October 25, 2022, via teleconference per COVID-19 regulations.

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

Signature of Board President or Secretary **Date**

Name: _____

Title: _____

Navigator Schools, a California Nonprofit Public Benefit Corporation

Coversheet

Approve Minutes from Previous Meeting

Section: I. Opening Items
Item: F. Approve Minutes from Previous Meeting
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Meeting: Board Onboarding/Re-Boarding Study Session on September 17, 2022

APPROVED



Navigator Schools

Minutes

Special Meeting: Board Onboarding/Re-Boarding Study Session

Day 2

Date and Time

Saturday September 17, 2022 at 9:00 AM

Location

Gilroy Prep School

This meeting will take place at Gilroy Prep School, 277 IOOF Avenue Gilroy, CA 95020. Members of the public are invited to attend.

Members of the public are invited to attend the meeting via Zoom at the following teleconference locations:

- Hayward Collegiate Charter School, 166 West Harder Road, Hayward, CA 94544
- Hollister Prep School, 881 Line Street, Hollister, CA 95023
- Watsonville Prep School, 407 Main Street, 2nd Floor, Watsonville, CA 95076
- 3410 Moraga Blvd, Lafayette, CA 94549

The Public Comments period included in the agenda is reserved for comments on items that are not listed on the agenda. Public comments on agenda items will be elicited by the the board chair as items arise following the order of the agenda. 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.

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Fecha y hora: viernes 17 de septiembre de 2022 a las 9:00 a. m. PDT

Ubicación: Gilroy Prep School, 277 IOOF Avenue Gilroy, CA 95020

Los miembros del público están invitados a asistir.

Se invita a los miembros del público a asistir a la reunión a través de Zoom en los siguientes lugares de teleconferencia:

- Hayward Collegiate Charter School, 166 West Harder Road, Hayward, CA 94544
- Hollister Prep School, 881 Line Street, Hollister, CA 95023
- Watsonville Prep School, 407 Main Street, segundo piso, Watsonville, CA 95076
- 3410 Moraga Blvd, Lafayette, CA 94549

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Directors Present

Chuck Daggs (remote), Claire Grissom, Ian Connell, JP Anderson, Jaime Quiroga, John Flaherty, Shara Hegde, Victor Paredes-Colonia

Directors Absent

Alfred Morikang

Guests Present

Sean Martin

I. Opening Items

A. Record Attendance and Guests

List of attending board members by full name: Chuck Daggs, Claire Grissom, Ian Connell, JP Anderson, Jaime Quiroga, John Flaherty, Shara Hegde, Victor Paredes-Colonia.

B. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Saturday Sep 17, 2022 at 9:22 AM.

C. Board Chair’s Opening Remarks

The board chair welcomed attendees.

D. Public Comments

There were no public comments.

II. Topical Items (Part 1)

A. Board Member Agreements

I. Connell commented on the purpose and importance of the board member agreement. JP Anderson made a motion to approve the board member agreements. Claire Grissom seconded the motion. The board **VOTED** unanimously to approve the motion.

Roll Call

Victor Paredes-Colonia	Aye
Chuck Daggs	Aye
Claire Grissom	Aye
Alfred Morikang	Absent
JP Anderson	Aye
John Flaherty	Aye
Ian Connell	Aye
Shara Hegde	Aye
Jaime Quiroga	Aye

III. Study Session

A. Study Session

K. Carr and S. Waller led a presentation on the history of charter schools in California and charter school performance requirements. K. Carr highlighted renewal dates for Navigator Schools. Members and staff discussed the renewal process; levels of renewal; relationship building with potential authorizing entities; charter law; political climate and issues affecting charter schools; charter school funding; parent outreach, awareness, engagement, and advocacy; the California School Dashboard; and other important metrics.

K. Carr, K. Sved, and J. Dent shared a presentation on the Navigator Schools organizational chart. They reviewed staff names, titles, roles, and the composition of teams at multiple levels of the organization.

K. Carr presented an overview of stakeholder outreach and engagement. Members and staff discussed community schools, community partnerships, and community engagement.

A. Ortiz and K. Sved led a discussion of financial sources, fundraising, and facilities. Members and staff discussed facilities planning, funding (including key grants), partnerships, applications, and approvals. They reviewed development strategies, plans, structures, personnel, external communications, related metrics, and lines of credit.

IV. Closing Items

A. Adjourn Meeting

Ian Connell made a motion to adjourn.

Claire Grissom seconded the motion.

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

Roll Call

Jaime Quiroga	Aye
Alfred Morikang	Absent
Victor Paredes-Colonia	Aye
Shara Hegde	Aye
John Flaherty	Aye
Chuck Daggs	Aye
Ian Connell	Aye
JP Anderson	Aye
Claire Grissom	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:15 PM.

Respectfully Submitted,
Sean Martin

V. Topical Items (Part 2)

A. Hayward Collegiate HVAC System

The agenda was amended to place this item prior to the Closing Items section. The Closing Items section was originally listed before the this item in error.

K. Sved explained the purpose of the HVAC plan and the support provided by a local consultant.

Jaime Quiroga made a motion to approve the HVAC system plan.

JP Anderson seconded the motion.

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

Roll Call

JP Anderson	Aye
John Flaherty	Aye
Alfred Morikang	Absent
Claire Grissom	Aye
Ian Connell	Aye
Victor Paredes-Colonia	Aye
Chuck Daggs	Aye
Jaime Quiroga	Aye
Shara Hegde	Aye

Coversheet

Approve Minutes from September 16 Study Session (Afternoon)

Section: I. Opening Items
Item: G. Approve Minutes from September 16 Study Session (Afternoon)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on September 16, 2022

APPROVED



Navigator Schools

Minutes

Special Board Meeting

Date and Time

Friday September 16, 2022 at 1:55 PM

Location

- Neon Exchange, First Floor Conference Room, 7365 Monterey Road, Gilroy, CA 95020

This meeting will take place at Neon Exchange, First Floor Conference Room, 7365 Monterey Road, Gilroy, CA 95020. Members of the public are invited to attend.

Members of the public are invited to attend the meeting via Zoom at the following teleconference locations:

- Hayward Collegiate Charter School, 166 West Harder Road, Hayward, CA 94544
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Fecha y hora: 16 de septiembre de 2022 a las 1:55 p. m. PDT

Ubicación: The Neon Exchange, sala de conferencias del primer piso, 7365 Monterey Road, Gilroy, CA 95020

Los miembros del público están invitados a asistir.

Se invita a los miembros del público a asistir a la reunión a través de Zoom en los siguientes lugares de teleconferencia:

- Hayward Collegiate Charter School, 166 West Harder Road, Hayward, CA 94544
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Directors Present

Chuck Daggs (remote), Claire Grissom, Ian Connell, JP Anderson, Jaime Quiroga, John Flaherty, Shara Hegde, Victor Paredes-Colonia

Directors Absent

Alfred Morikang

Guests Present

Sean Martin

I. Opening Items

A. Record Attendance and Guests

List of attending board members by full name: Chuck Daggs, Claire Grissom, Ian Connell, JP Anderson, Jaime Quiroga, John Flaherty, Shara Hegde, and Victor Paredes-Colonia.

B. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Friday Sep 16, 2022 at 2:20 PM.

II. Study Session

A. Study Session

Board members commented on the comprehensive and useful nature of supporting materials. C. Toriumi and J. Dent led a presentation on model providing. Members asked questions concerning recruitment, enrollment, partner feedback, data, and impact. K. Carr, M. Alatorre Alnas, and A. Ortiz shared a presentation focused on administrative and operational processes. Members and staff discussed teacher retention, salaries and benefits, teacher recruitment, data, and types of bonuses and stipends.

III. Public Comments

A. Public Comments

There were no public comments.

IV. Closing Items

A. Adjourn Meeting

Claire Grissom made a motion to adjourn.
Shara Hegde seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Ian Connell	Aye
John Flaherty	Aye
Chuck Daggs	Aye
JP Anderson	Aye
Victor Paredes-Colonia	Aye
Shara Hegde	Aye
Claire Grissom	Aye
Alfred Morikang	Absent
Jaime Quiroga	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:48 PM.

Respectfully Submitted,
Sean Martin

Coversheet

Approve Minutes from September 16 Study Session (Morning)

Section: I. Opening Items
Item: H. Approve Minutes from September 16 Study Session (Morning)
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Board Onboarding/Re-Boarding Study Session on September 16, 2022

APPROVED



Navigator Schools

Minutes

Board Onboarding/Re-Boarding Study Session

Day 1

Date and Time

Friday September 16, 2022 at 11:00 AM

Location

Neon Exchange, 1st Floor Conference Room, 7365 Monterey Road, Gilroy, CA 95020

This meeting will take place at Neon Exchange, First Floor Conference Room, 7365 Monterey Road, Gilroy, CA 95020. Members of the public are invited to attend.

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Fecha y hora: viernes 16 de septiembre de 2022 a las 11:00 a. m. PDT

Ubicación: The Neon Exchange, sala de conferencias del primer piso, 7365 Monterey Road, Gilroy, CA 95020

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Directors Present

Claire Grissom, Ian Connell, JP Anderson, Jaime Quiroga, John Flaherty, Shara Hegde, Victor Paredes-Colonia

Directors Absent

Alfred Morikang, Chuck Daggs

Guests Present

Sean Martin

I. Opening Items

A. Record Attendance and Guests

List of attending board members by full name: Claire Grissom, Ian Connell, JP Anderson, Jaime Quiroga, John Flaherty, Shara Hegde, and Victor Paredes-Colonia.

B. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Friday Sep 16, 2022 at 11:18 AM.

C. Board Chair's Opening Remarks

The board chair welcomed attendees. He outlined the purpose, goals, intent, and scope of the meeting. An overview of the agenda was provided, as well as a brief outline of what would be covered during the second day of the onboarding/re-boarding offsite study session (Saturday, September 17). Members asked clarifying questions about meeting objectives and expectations.

D. Public Comments

There were no public comments.

II. Study Session

A. Study Session

The board viewed and discussed interactive presentations and materials relating to multiple components of the organization, including process, achievement, leadership, priorities, outreach, history, focus, mission, and vision. K. Carr and S. Waller led a presentation on the history of Navigator Schools. J. Dent, M. Alatorre Alnas, and C. Toriumi led a presentation focusing on academics and the Navigator difference pertaining to teaching, learning, engagement, and culture. Members and staff participated in detailed discussions of the presentations. Members posed clarifying questions to increase shared understanding.

III. Closing Items

A. Adjourn Meeting

Ian Connell made a motion to adjourn.

Shara Hegde seconded the motion.

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

Roll Call

JP Anderson	Aye
Jaime Quiroga	Aye
Victor Paredes-Colonia	Aye
Alfred Morikang	Absent
Shara Hegde	Aye
John Flaherty	Aye
Chuck Daggs	Absent
Claire Grissom	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 2:00 PM.

Respectfully Submitted,
Sean Martin

Coversheet

Approve Minutes from August 30 Board Meeting

Section: I. Opening Items
Item: I. Approve Minutes from August 30 Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on August 30, 2022

APPROVED



Navigator Schools

Minutes

Board Meeting

Date and Time

Tuesday August 30, 2022 at 6:00 PM

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](tel:6699006833) or [\(646\) 876-9923](tel:6468769923). The meeting ID is: **982 2019 3142**. The meeting passcode is: **100120**.

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 requested to confirm their intent to comment up to one hour prior to the meeting via [e-mail](#).

The Public Comments period included in the agenda is reserved for comments on items that are not listed on the agenda. Public comments on agenda items will be elicited by the the board chair as items arise following the order of the agenda.

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 submitted forty-eight hours prior to the meeting via [e-mail](#). 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.

Esta reunión se celebrará por teleconferencia de conformidad con las Órdenes Ejecutivas N-25-20 y N-29-20.

El Consejo de Administración y los empleados de Navigator Schools se reunirán a través de Zoom. Los miembros del público que deseen acceder a esta reunión del consejo pueden hacerlo en línea en <https://zoom.us/join> o por teléfono llamando al (669) 900-6833 o al (646) 876-9923. El número de identificación de la reunión es: **982 2019 3142**. El código de acceso a la reunión es: **100120**.

Los miembros del público que asistan por Internet y deseen hacer comentarios durante la reunión de la junta directiva utilizarán la herramienta "levantar la mano" en Zoom cuando el presidente solicite los comentarios del público. Los miembros del público que tengan previsto asistir por teléfono deberán confirmar su intención de hacer comentarios una hora antes de la reunión por [correo electrónico](#).

El período de comentarios públicos incluido en la agenda está reservado para comentarios sobre temas que no están incluidos en la agenda. Los comentarios públicos sobre los temas de la agenda serán obtenidos por el presidente de la junta a medida que surjan los temas siguiendo el orden de la agenda.

Los comentarios individuales se limitarán a tres minutos. Si se necesita un intérprete, los comentarios se traducirán al inglés y el límite de tiempo será de seis minutos. A su discreción, la mesa directiva puede limitar el tiempo total asignado a los comentarios del público y establecer nuevos límites de tiempo para los comentarios individuales. La mesa directiva se reserva el derecho de silenciar y expulsar a un participante de la reunión si éste interrumpe injustificadamente la reunión.

Las solicitudes de modificaciones o adaptaciones relacionadas con una discapacidad para participar en esta reunión pública deberán presentarse cuarenta y ocho horas antes de la reunión por [correo electrónico](#). Se hará todo lo posible por realizar adaptaciones razonables. El orden del día y los documentos públicos se modificarán si se solicita, tal y como exige el artículo 202 de la Ley de Estadounidenses con Discapacidades.

Directors Present

Chuck Daggs (remote), Claire Grissom (remote), Jaime Quiroga (remote), John Flaherty (remote), Shara Hegde (remote), Victor Paredes-Colonia (remote)

Directors Absent

Alfred Morikang, Ian Connell, JP Anderson

Guests Present

Sean Martin (remote)

I. Opening Items

A. Record Attendance and Guests

List of attending board members by full name: Chuck Daggs, Claire Grissom, Jaime Quiroga, John Flaherty, Shara Hegde, and Victor Paredes-Colonia.

B. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Tuesday Aug 30, 2022 at 6:03 PM.

C. Board Chair's Opening Remarks

The board chair welcomed attendees.

D. Public Comments

Two members of the public shared comments pertaining to student and alumni achievement.

E. Approve Minutes from Previous Meeting

Chuck Daggs made a motion to approve the minutes from Board Meeting on 08-09-22. Jaime Quiroga seconded the motion. The board **VOTED** unanimously to approve the motion.

Roll Call

John Flaherty	Aye
Chuck Daggs	Aye
Shara Hegde	Aye
Jaime Quiroga	Aye
Claire Grissom	Aye
JP Anderson	Absent
Ian Connell	Absent
Victor Paredes-Colonia	Aye
Alfred Morikang	Absent

F. CEO Report

The CEO shared information about Hayward Collegiate Charter (HCC) facilities, board engagement opportunities, the onboarding of the new Strategy Coordinator, Back to School Night, enrollment, and recent tours for visitors at Navigator Schools.

II. Business and Finance

A. Accounting Notices

K. Sved stepped in for A. Ortiz (absent) to report two notifications provided to the board: the 2022 Governance Communication Letter and the Audit Schedule Letter.

B. Finance Committee Report

V. Paredes-Colonia provided information regarding unaudited actuals, HCC integration, budget revisions, and long-term facilities planning.

III. Start of School Year Updates

A. Start of the School Year Update: Gilroy Prep School (GPS)

K. Carr introduced the topic of network and individual site updates pertaining to the start of the new school year. She shared school logos and organization-wide graduate aims and reviewed Navi 101 and 201. M. Corral, Principal of Gilroy Prep School, introduced herself and her leadership team, including educational background and experience.

B. Start of the School Year Update: Hayward Collegiate Charter (HCC)

P. Foadian, Principal of HCC, introduced herself and the HCC leadership team. She thanked the CEO, the board, and Navigator Schools staff for supporting the successful merger of HCC into the Navigator family.

C. Start of the School Year Update: Hollister Prep School (HPS)

M. Butron, Principal of Hollister Prep School (HPS), introduced herself and the HPS leadership team. She shared information regarding middle school squads and a recent middle school dance.

D. Start of the School Year Update: Watsonville Prep School (WPS)

A. Hernandez, Principal of Watsonville Prep School (WPS), introduced herself and the WPS leadership team. She shared images from the first day of school.

E. Start of the School Year Update: Network

S. Waller, Director of Student Services, reviewed attendance and introduced the new Parent Resource Coordinator, E. Hernandez. The coordinator will focus on promoting and supporting student attendance. K. Carr reviewed current organizational priorities, recent activities, and an overview of weekly staff Social-Emotional Learning (SEL) surveys.

J. Dent shared annual state assessment results and compared achievement to local schools. Board members offered clarifying questions and suggestions. The board chair thanked all of the presenters.

IV. Topical Items

A. Board Off-Site Meeting Preparation and Location

The board chair led a review of scheduling, logistics, and preparation for upcoming offsite onboarding/re-boarding meetings.

B. Gilroy Prep School Security

K, Carr provided an extensive review of GPS security, including maps, chronologies, positive updates and outcomes, images, and recent developments. Two members the public shared comments pertaining to this agenda item. The board chair thanked the speakers. Board members asked questions about past and current security measures.

V. Closed Session

A. Announcement of Reason For Closed Session

The board chair announced the reason for the closed session: CEO evaluation.

B. Vote to Enter Closed Session / Closed Session

Shara Hegde made a motion to enter closed session.

Claire Grissom seconded the motion.

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

Roll Call

Ian Connell	Absent
Alfred Morikang	Absent
Jaime Quiroga	Aye
Victor Paredes-Colonia	Aye
John Flaherty	Aye
Claire Grissom	Aye
JP Anderson	Absent
Shara Hegde	Aye
Chuck Daggs	Aye

C. Announcement of Action Taken During Closed Session

No action was taken during closed session.

VI. Closing Items

A. Adjourn Meeting

Victor Paredes-Colonia made a motion to adjourn.

Shara Hegde seconded the motion.

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

Roll Call

John Flaherty	Aye
JP Anderson	Absent
Shara Hegde	Aye
Alfred Morikang	Absent
Jaime Quiroga	Aye
Ian Connell	Absent
Chuck Daggs	Aye
Victor Paredes-Colonia	Aye
Claire Grissom	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:12 PM.

Respectfully Submitted,
Sean Martin

Coversheet

CEO Report

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



Date: October 21, 2022
To: Board of Directors of Navigator Schools
From: Kevin Sved, CEO
Subject: CEO Report

Proposition 51 Update

The Gilroy Prep project is recommended for action on the agenda of the 10/26 State Allocations Board Meeting. We are very grateful for the collaboration and support from Gilroy Unified, Pacific Charter School Development, our consultant Liese Olukoya, and our architect Marty Hochroth to make this possible. I also want to acknowledge Ami Ortiz and Kirsten Carr for their work on this project. This funding is provided in the form of grants and a 30 year loan at 3% from the CA School Finance Authority. If approved, Gilroy Prep will receive \$2,753,048 as a grant and \$2,753,048 as a loan, for a combined total of \$5.5m to complete the project. The project includes includes:

- adding two new TK classrooms with bathrooms;
- adding two new kindergarten classrooms with bathrooms (allowing us to repurpose existing two kinder classrooms);
- adding a new TK / kinder playground;
- modifying the parking lot to double the parking and improve traffic flow; and
- construction of a new playfield and playground.

The next big step in the project will be to negotiate a long-term facilities use agreement with the Gilroy Unified School District.

Hollister Prep, unfortunately, is not up for approval at this meeting and has a moderately low probability of being funded later with any remaining unspent program funds.

Federal Programs Monitoring Visits

During the week of October 17, California Department of Education (CDE) officials visited Hollister Prep and Watsonville Prep to review programs and documents to support compliance with federal programs. Kirsten Carr led the Navigator and school teams in preparing for and administering the visits and review processes. The attached memo from Kirsten speaks more to this process. It includes reports provided by the CDE on October 21, 2022, identifying items that will need to be corrected over the next 45 days. These corrections will be presented to the board in November.

Hayward Collegiate Integration

To ensure the successful merger of Hayward Collegiate and Navigator Schools, James Dent, our Chief Academic Officer and former founding principal at two of our sites, has been appointed to serve as Hayward Collegiate's interim principal. Mr. Dent is excited to lead the effort to equip HC scholars to be learners and leaders in high school, college, and beyond; achieving the Hayward Collegiate mission and empowering students to have agency over their lives.

Quincy Lucero Long will continue to serve as vice principal. Parisa Foadian will help lead our after school and intersession programs as the new Extended Learning Opportunities Program Coordinator of Navigator Schools. We appreciate her support and experience in this area.

Enrollment and Demographics Report

Please find attached the newest iteration of Navigator's enrollment and demographics reports created by Sean Martin. This version includes Hayward Collegiate.



Date: October 21, 2022
To: Board of Directors of Navigator Schools
From: Kirsten Carr
Subject: Federal Program Monitoring

Summary

The Educational Data Management Division of the California Department of Education randomly selects Local Educational Agencies (LEAs) to assess understanding of and compliance with the various federal programs which support public schools through a Federal Program Monitoring (FPM) review. These programs include but are not limited to: Expanded Learning Opportunity, Uniform Complaint Procedures, Coronavirus Relief, Physical Education, and Title I Funded programs. Navigator was selected to participate in two reviews, Uniform Complaint Procedures (UCP) and Title I Funded Programs (Title I).

The reviews include documentation of activities in numerous monitored areas (full list attached) as well as site visits. During the week of October 17, California Department of Education officials visited Hollister Prep and Watsonville Prep, spending one day at each site and two days with members of the Support Office Staff. The CDE officials were incredibly impressed with Navigator's use of the Title I funds, supporting our Small Group Instructors, and felt that was a perfect way to provide additional instruction to vulnerable and/or at risk students.

Through the review, they did identify UCP areas which need to meet current legislative requirements and Title I activities which need to be more specifically aligned to reporting needs. The attached reports identified items that will be resolved over the next 45 days. These corrections will be presented to the board at a meeting this calendar year.

The intense process included opportunities to work with the FPM staff to clarify and modify current processes and procedures to simplify reporting needs in the future and to best support our students and families.



Uniform Complaint Procedure 2022–23 Program Instrument

California Department of Education
May 2022

II. Governance and Administration

UCP 01: Policies and Procedures

The local educational agency (LEA) adopted UCP for all specified programs.

1.0 LEA policies and procedures were adopted by the LEA's governing board or authorized designee and include the following:

(a) All programs and activities that are subject to the UCP:

- Accommodations for Pregnant and Parenting Pupils (California *Education Code [EC]* Section 46015)
- Adult Education (*EC* sections 8500–8538, 52334.7, 52500–52617)
- After School Education and Safety (*EC* sections 8482–8484.65)
- Agricultural Career Technical Education (*EC* sections 52460–52462)
- Career Technical and Technical Education and Career Technical and Technical Training Programs (*EC* sections 52300–52462)
- Child Care and Development Programs (*EC* sections 8200–8488)
- Compensatory Education (*EC* Section 54400)
- Consolidated Categorical Aid Programs (34 *CFR* sections 299.10–12, *EC* Section 33315)
- Course Periods without Educational Content (*EC* sections 51228.1–51228.3)

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- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district (*EC* sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
- Every Student Succeeds Act
(20 *United States Code* [20 *U.S.C.*] Section 6301 et seq.; *EC* Section 52059)
- Local Control and Accountability Plans (LCAP) (*EC* Section 52075)
- Migrant Education (*EC* sections 54440–54445)
- Physical Education Instructional Minutes
(*EC* sections 51210, 51222, 51223)
- Pupil Fees (*EC* sections 49010–49013)
- Reasonable Accommodations to a Lactating Pupil
(*EC* Section 222)
- Regional Occupational Centers and Programs (*EC* sections 52300–52334.7)
- School Plans for Student Achievement (*EC* Section 64001)
- School Safety Plans (*EC* sections 32280–32289)
- Schoolsite Councils (*EC* Section 65000)
- State Preschool (*EC* sections 8235–8239.1)
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing (*EC* Section 8235.5)

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And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

- (b) A statement that the LEA shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations.
 - (c) A statement that the LEA shall investigate and seek to resolve, in accordance with the LEA's UCP, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the district that are subject to the UCP
 - (d) A statement ensuring that the complainants are protected from retaliation.
 - (e) A statement advising complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.
- 1.1 LEA policies and procedures provide the UCP Annual Notice:
- (f) Annual dissemination of a written notice of the LEA's complaint procedures
 - (g) The notice may be made available on the LEA's website.
 - (h) The notice includes the following:
 - i. To all students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.
 - ii. The list of all federal and state programs within the scope of the UCP
 - iii. The title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known.
 - 1. A statement that the occupant responsible for processing complaints shall be knowledgeable about the laws and programs that they are assigned to investigate.
 - iv. A statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California *Health and Safety Code (HSC)* a notice shall be posted in

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each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of both of the following:

1. The health and safety requirements under Title 5 of the California *Code of Regulations (5 CCR)* apply to California state preschool programs pursuant to *HSC* Section 1596.7925.
 2. The location at which to obtain a form to file a complaint. Posting a notice downloadable from the California Department of Education (CDE) website shall satisfy this requirement.
- 1.2 LEA investigates all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group and its policies and procedures include the following:
- (i) A statement that unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.
- 1.3 LEA policies and procedures include the following provisions to the complainant by the LEA:
- (j) A statement that the LEA will provide an opportunity for complainants and/or representatives to present evidence or information.
 - (k) A statement that refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.
 - (l) A statement ensuring that refusal by the LEA to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.
- 1.4 LEA policies and procedures include information regarding the filing of different UCP complaints:

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- (m) All UCP complaints shall be filed not later than one year from the date the alleged violation occurred.
 - (n) A pupil fees complaint may be filed with the principal of a school or the LEA superintendent or his or her designee:
 - i. a pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.
 - (o) For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the LEA.
 - i. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.
 - (p) UCP complaints regarding state preschool health and safety issues pursuant to *HSC* Section 1596.7925 shall include the following statements:
 - i. File with the preschool program administrator or his or her designee.
 - ii. A state preschool health and safety issues complaint pursuant to *HSC* Section 1596.7925 about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to the appropriate local educational agency official for resolution.
 - iii. A state preschool health and safety issues complaint pursuant to *HSC* Section 1596.7925 may be filed anonymously. A complainant who identifies himself or herself is entitled to a response if he or she indicates that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If Section 48985 of the *EC* is otherwise applicable, the response, if requested, and LEA Investigation Report shall be written in English and the primary language in which the complaint was filed.
 - iv. A complaint form for a state preschool health and safety issue pursuant to *HSC* Section 1596.7925 shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as he or she wishes.
- 1.5 LEA policies and procedures contain the following statements regarding the Investigation of UCP complaints:

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- (q) The preschool program administrator or the designee of the district superintendent shall (1) make all reasonable efforts to investigate any problem within his or her authority. Investigations shall begin within 10 days of the receipt of the complaint and (2) remedy a valid complaint within a reasonable time period, but not to exceed 30 working days from the date the complaint was received and report to the complainant the resolution of the complaint within 45 working days of the initial filing. If the preschool program administrator makes this report, he or she shall also report the same information in the same timeframe to the designee of the district superintendent.
- (r) The LEA complaint will be investigated and a written LEA Investigation Report issued to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.
- (s) The LEA Investigation Report will contain the following elements:
- i. The findings of fact based on the evidence gathered;
 - ii. a conclusion that provides a clear determination for each allegation as to whether the LEA is in compliance with the relevant law;
 - iii. corrective actions if the LEA finds merit in a complaint:
 1. pertaining to complaints of Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians;
 2. for all other complaints within the scope of the Uniform Complaint Procedures, the remedy shall go to the affected pupil;
 3. with respect to a pupil fees complaint, corrective actions shall include a remedy where in good faith, by engaging in reasonable efforts, an attempt to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;
 - iv. a notice of the complainant's right to appeal the LEA Investigation Report to the CDE; and
 - v. the procedures to be followed for initiating an appeal to the CDE.
- 1.6 LEA policies and procedures contain the following statements regarding the appeal of the LEA Investigation Report of UCP complaints:

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- (t) The procedures to be followed for initiating an appeal to the CDE including the following statements:
 - (u) The complainant may appeal an LEA Investigation Report for a UCP complaint to the CDE by filing a written appeal within 30 days of the date of the LEA Investigation Report. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:
 1. The LEA failed to follow its complaint procedures, and/or
 2. the LEA Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
 3. the material findings of fact in the LEA Investigation Report are not supported by substantial evidence, and/or
 4. the legal conclusion in the LEA Investigation Report is inconsistent with the law, and/or
 5. in a case in which the LEA found noncompliance, the corrective actions fail to provide a proper remedy.
 - (v) The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.
- 1.7 LEA policies and procedures include the following statements on how to file an appeal regarding State Preschool Health and Safety Issues in LEAs Exempt from Licensing:
- (w) A statement declaring that a complainant not satisfied with the resolution of the preschool program administrator or the designee of the district superintendent has the right to describe the complaint to the governing board of the local educational agency at a regularly scheduled hearing of the governing board or body, as applicable, of the LEA.
 - (x) A statement declaring that a complainant who is not satisfied with the resolution proffered by the preschool program administrator or the designee of the district superintendent has the right to file an appeal to the State Superintendent of Public Instruction (SSPI) within 30 days of the date of the LEA Investigation Report.
 - (y) A statement declaring that a complainant shall comply with the appeal requirements of 5 CCR Section 4632.
 - (z) A statement declaring that an LEA shall report summarized data on the nature and resolution of all state preschool health and safety issues complaints pursuant to HSC Section 1596.7925 on a quarterly basis to

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the county superintendent of schools and the governing board or body, as applicable, of the LEA. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the LEA's governing board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

- (aa) A statement declaring that all complaints and responses are public records.

Legal References for UCP 1

20 *United States Code* [20 U.S.C.] Section 6301 et seq.

34 *Code of Federal Regulations* [34 CFR] sections 106.8, 299.10-12.

California Education Codes [EC] sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 260, 8200–8488, 8500–8538, 17002, 17592.72, 32280–32289, 33126, 33315, 35161, 35186, 46015, 48645.7, 48853, 48853.5, 48987, 49010–49013, 49069.5, 51210, 51222, 51223, 51225.1–51225.3, 51228.1–51228.3, 52075, 52300–52462, 52500–52616.18, 54440–54445, 64001, 65000.

California Government Code [GC] sections 11135, 11136

California Penal Code [PC] Section 422.55

5 *California Code of Regulations* (CCR) sections 4600–4640, 4690–4694

Evidence Requests

UCP Policies and Procedures

Abbreviation: UCPCmplntPlcsPrcdrs

Description: Document that explains the UCP process regarding filing, investigation and resolution of a UCP complaint according to 5 CCR Sections 4600–4670 as directed by the 2022–23 UCP Instrument.

Item Instructions: UCP 01: (1) Study the 2022–23 UCP Instrument; (2) May use 2022–23 UCP Comparison Information as a guide; (3) Revise document if necessary; (4) Submit for governing board approval; and (5) Link document and certify.

Related Items: UCP 01

2022–23 Uniform Complaint Procedure Program Instrument

UCP 02: Annual Notice

LEA annually notified its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the LEA's UCP process.

2.0 Annual written notice of the complaint procedures shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the *EC* or mode of communication of the recipient of the notice.

(a) The UCP Annual Notice may be made available on the LEA's website.

2.1 The annual notice includes the following:

(b) A statement that the LEA is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP:

- Accommodations for Pregnant and Parenting Pupils (California *Education Code [EC]* Section 46015)
- Adult Education (*EC* sections 8500–8538, 52334.7, 52500–52616.18)
- After School Education and Safety (*EC* sections 8482–8484.65)
- Agricultural Career Technical Education (*EC* sections 52460–52462)
- Career Technical and Technical Education and Career Technical and Technical Training Programs (*EC* sections 52300-52462)
- Child Care and Development Programs (*EC* sections 8200–8488)
- Compensatory Education (*EC* Section 54400)
- Consolidated Categorical Aid Programs
(34 *CFR* sections 299.10–12, *EC* Section 33315)
- Course Periods without Educational Content
(*EC* sections 51228.1–51228.3)
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity

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conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.

- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
(*EC* sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
- Every Student Succeeds Act
(*20 United States Code* [20 U.S.C.] Section 6301 et seq.; *EC* Section 52059)
- Local Control and Accountability Plans (LCAP) (*EC* Section 52075)
- Migrant Education (*EC* sections 54440–54445)
- Physical Education Instructional Minutes
(*EC* sections 51210, 51222, 51223)
- Pupil Fees (*EC* sections 49010–49013)
- Reasonable Accommodations to a Lactating Pupil (*EC* Section 222)
- Regional Occupational Centers and Programs
(*EC* sections 52300–52334.7)
- School Plans for Student Achievement (*EC* Section 64001)
- School Safety Plans (*EC* sections 32280–32289)
- Schoolsite Councils (*EC* Section 65000)
- State Preschool (*EC* sections 8235–8239.1)
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing (*EC* Section 8235.5)

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

- (c) A statement that a pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.
- (d) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

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- (e) A statement that a UCP complaint shall be filed no later than one year from the date the alleged violation occurred.
- (f) A statement that the LEA shall post a standardized notice with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district (*EC* sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2) The notice shall include complaint process information, as applicable.
- (g) A statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California *Health and Safety Code (HSC)* a notice shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of both of the following:
 - i. The health and safety requirements under Title 5 of the California *Code of Regulations (5 CCR)* apply to California state preschool programs pursuant to HSC Section 1596.7925.
 - ii. The location at which to obtain a form to file a complaint. Posting a notice downloadable from the California Department of Education (CDE) website shall satisfy this requirement
- (h) The title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known.
- (i) A statement advising the complainant of the opportunity to appeal the LEA's Investigation Report to the CDE of complaints regarding programs within the scope of the UCP.
- (j) A statement advising the complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.
- (k) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Legal References for UCP 2

20 *United States Code* [20 *U.S.C.*] Section 6301 et seq.

34 *Code of Federal Regulations* [34 *CFR*] sections 106.8, 299.10–12.

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California *Education Codes* [EC] sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 260, 8200–8488, 8500–8538, 17002, 17592.72, 32280–32289, 33126, 33315, 35161, 35186, 46015, 48645.7, 48853, 48853.5, 48987, 49010–49013, 49069.5, 51210, 51222, 51223, 51225.1–51225.3, 51228.1–51228.3, 52075, 52300–52462, 52500–52616.18, 54440–54445, 64001, 65000.

California *Government Code* [GC] sections 11135, 11136

California *Penal Code* [PC] Section 422.55

5 California *Code of Regulations* (CCR) sections 4600-4640, 4690–4694

Evidence Requests

UCP Annual Notice 2022–23

Abbreviation: UCPAnINtc

Description: A written document informing LEA employees, students, parents, school and district advisory committee members, private school officials, and other interested parties of the UCP process.

Item Instructions: UCP 02: (1) Study UCP Instrument; (2) Revise document if necessary; (3) Distribute to employees, students, parents, advisory committee members, private school officials, and other interested parties; and (4) Link document and certify.

Related Items: UCP 02

UCP Annual Notice Form for UCP 2

Abbreviation: UCPAnINtcFrm

Description: Confirms required actions: contains language, provided to employees, students, parents, advisory committees, private school officials, and interested parties in accessible format, provided in English and primary language.

Item Instructions: UCP 02: (1) Print blank form from CMT Resources; (2) Fill in all information and make sure is correct; and (3) Link document and certify.

Related Items: UCP 02

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UCP 03: Investigation of Complaints

3.0 In accordance with the UCP of the LEA, the LEA investigated and resolved complaints alleging discrimination, harassment, intimidation, bullying, or alleging a violation by the LEA of a federal or state law or regulation governing the following programs or activities:

- Accommodations for Pregnant and Parenting Pupils (California *Education Code [EC]* Section 46015)
- Adult Education (*EC* sections 8500–8538, 52334.7, 52500–52616.18)
- After School Education and Safety (*EC* sections 8482–8484.65)
- Agricultural Career Technical Education (*EC* sections 52460–52462)
- Career Technical and Technical Education and Career Technical and Technical Training Programs (*EC* sections 52300-52462)
- Child Care and Development Programs (*EC* sections 8200–8488)
- Compensatory Education (*EC* Section 54400)
- Consolidated Categorical Aid Programs (34 *CFR* sections 299.10–12, *EC* Section 33315)
- Course Periods without Educational Content (*EC* sections 51228.1–51228.3)
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district (*EC* sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
- Every Student Succeeds Act
(20 *United States Code [20 U.S.C.]* Section 6301 et seq.; *EC* Section 52059)

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- Local Control and Accountability Plans (LCAP) (*EC* Section 52075)
- Migrant Education (*EC* sections 54440–54445)
- Physical Education Instructional Minutes (*EC* sections 51210, 51222, 51223)
- Pupil Fees (*EC* sections 49010–49013)
- Reasonable Accommodations to a Lactating Pupil (*EC* Section 222)
- Regional Occupational Centers and Programs (*EC* sections 52300–52334.7)
- School Plans for Student Achievement (*EC* Section 64001)
- School Safety Plans (*EC* sections 32280–32289)
- Schoolsite Councils (*EC* Section 65000)
- State Preschool (*EC* sections 8235–8239.1)
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing (*EC* Section 8235.5)

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

- 3.1 Review of proper implementation of the investigation process:
- 3.2 The LEA certifies whether or not it received any UCP complaints in the 12 months before the upload deadline of their scheduled Federal Program Monitoring (FPM) review. If no complaints were received, no additional steps are necessary.
- 3.3 The LEA certifies, within the 30-Calendar day upload period prior to their FPM review that complaints were received by the LEA, and uploads on the California Department of Education Monitoring Tool (CMT) its UCP Complaint Log that includes complaints received by the LEA in the previous 12 months.
- 3.4 A random selection of UCP complaints from the LEA's Complaint Log, including a minimum of 10 percent or 10 files, whichever is greater, will be reviewed to determine whether:
 - (a) The investigative process allowed the complainants and/or representatives the opportunity to present evidence or information.

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- (b) A written LEA Investigation Report was sent to the complainant within the 60-Calendar-day time line or the time was extended by written agreement of the complainant.
- (c) A random selection of LEA Investigation Reports that contain the following:
 - i. The findings of fact based on the evidence gathered;
 - ii. a conclusion that provides a clear determination for each allegation as to whether the LEA is in compliance with the relevant law;
 - iii. corrective actions if the LEA finds merit in a complaint:
 - 1. pertaining to complaints of Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians;
 - 2. for all other complaints within the scope of the Uniform Complaint Procedures, the remedy shall go to the affected pupil;
 - 3. with respect to a pupil fees complaint, corrective actions shall include a remedy where in good faith, by engaging in reasonable efforts, an attempt to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;
 - iv. a notice of the complainant’s right to appeal the LEA Investigation Report to the CDE; and
 - v. the procedures to be followed for initiating an appeal to the CDE.

Legal References for UCP 3

20 *United States Code* [20 U.S.C.] Section 6301 et seq.

34 *Code of Federal Regulations* [34 CFR] sections 106.8, 299.10–12.

California Education Codes [EC] sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 260, 8200–8488, 8500–8538, 17002, 17592.72, 32280–32289, 33126, 33315, 35161, 35186, 46015, 48645.7, 48853, 48853.5, 48987, 49010–49013, 49069.5, 51210, 51222, 51223, 51225.1–51225.3, 51228.1–51228.3, 52075, 52300–52462, 52500–52616.18, 54440–54445, 64001, 65000.

California Government Code [GC] sections 11135, 11136

California Penal Code [PC] Section 422.55

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5 California *Code of Regulations* (CCR) sections 4600–4640, 4690–4694

Evidence Requests

Sample UCP Complaint Log

Abbreviation:	UCPCmplntLg
Description:	Structured list of UCP complaints filed, investigated and resolved. Will discuss with UCP Consultant during online reviews or RTL during on-site reviews. Not a Williams Complaint Quarterly Report.
Item Instructions:	UCP 03: (1) Determine UCP complaints conducted 12 months before Evidence Deadline date, (2) Complete and provide Log: if online review, link document and certify; if on site review, give to RTL; (3) Wait to be contacted by the CDE.
Related Items:	UCP 03

UCP Self-certification Form for UCP 3

Abbreviation:	UCPSlf-CrtfctnFrm
Description:	Form certifying either no UCP complaints filed or proper implementation of the UCP process of UCP complaints investigated and resolved in past 12 months. Not a Williams Complaint Quarterly Report.
Item Instructions:	UCP 03: Online reviews only: (1) If no UCP complaints in LEA, print blank form (2) Check 'A' square; (3) Have superintendent print and sign name; (4) Fill in date; and (5) Link document and certify.
Related Items:	UCP 03

UCP 04: Williams Complaints Policies and Procedures

The LEA adopted the UCP process in accordance with Chapter 5.1 (commencing with Section 4680) of 5 CCR, to resolve Williams Complaints regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The LEA is required to have local policies and procedures that enable Williams Complaints to be handled through its UCP process. These complaints regard alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment.

4.0 LEA policies and procedures were adopted by the LEA's governing board or authorized designee and include the following:

(a) Williams Complaints shall be filed with the principal of the school or his or her designee, in which the complaint arises.

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- (b) A complaint about problems beyond the authority of the school principal shall be forwarded in a timely manner, but not to exceed 10 working days, to the appropriate school district official for resolution.
- (c) Williams Complaints may be filed anonymously.
- (d) If a response is requested, the response shall be made to the mailing address of the complainant indicated on the complaint.
- (e) If Section 48985 of the *EC* is applicable, the response, if requested, and report shall be written in English and the primary language in which the complaint was filed.
- (f) The school shall have a complaint form available for such Williams Complaints.
- (g) The Williams Complaints form shall identify the place for filing the complaint.
- (h) The Williams Complaints form will include a space to indicate whether a response is requested.
- (i) The complainant need not use the Williams Complaint form to file a complaint.
- (j) The principal or the designee of the district superintendent, as applicable, shall make all reasonable efforts to investigate any problem within his or her authority.
- (k) The principal, or, where applicable, district superintendent or his or her designee shall remedy a valid complaint within a reasonable time period but not to exceed 30 working days from the date the complaint was received.
- (l) The principal, or where applicable, district superintendent or his or her designee, shall report to the complainant the resolution of the complaint within 45 working days of the initial filing, if complainant identifies himself or herself and requested a response.
- (m) The principal makes this report; the principal shall also report the same information in the same timeframe to the district superintendent or his or her designee.
- (n) A complainant who is not satisfied with the resolution of the principal or the district superintendent or his or her designee, has the right to describe the complaint to the governing board of the school district at a regularly scheduled meeting of the governing board.

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- (o) The school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.
 - (p) The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district.
 - (q) The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.
 - (r) The complaints and responses shall be available as public records.
- 4.1 LEA policies and procedures include the following statements on how to file an appeal regarding facilities complaints to the SSPI.
- (s) A complainant who is not satisfied with the resolution proffered by the principal, or the district superintendent or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, as defined in paragraph (1) of subdivision (c) of *EC* Section 17592.72, has the right to file an appeal to the SSPI within 15 Calendar days of receiving the report.
 - (t) The complainant shall comply with the appeal requirements of 5 *CCR* Section 4632.

Legal References for UCP 4

EC sections 1240, 17592.72, 35186, 48985, 60640.

California Code of Regulations (CCR), Title 5 sections 4680–4687.

Evidence Requests

Williams Complaint Policies and Procedures

- Abbreviation: WlmsCmpltPlcysPrcdrs
- Description: Document that explains the UCP process regarding filing, investigation and resolution of a Williams Complaint according to 5 *CCR* sections 4680–4687 as directed by the 2022–23 UCP Instrument.
- Item Instructions: UCP 04: (1) Study the 2022–23 UCP Instrument; (2) May use sample provided in CMT Resources; (3) Revise policies and procedures as necessary; (4) Link document and certify
- Related Items: UCP 04

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UCP 05: Williams Complaints Classroom Notice

The LEA provided a UCP process in accordance with Chapter 5.1 (commencing with Section 4680) of the 5 *CCR*, to resolve Williams Complaints by posting a Williams Complaint Classroom Notice notifying parents, guardians, pupils, and teachers in each classroom in each school in each district regarding alleged deficiencies related to instructional materials, facility conditions, and teacher vacancy or misassignment.

The LEA's Williams Complaint Classroom Notice will be reviewed by the Regional Team Leader (RTL) during an on-site review or by a Consultant in the CDE Categorical Complaints Management Office during an online review.

- 5.0 A notice shall be posted in each classroom in each school in the school district, and include the following statements:
 - (a) The notice shall address parents, guardians, pupils, and teachers.
 - (b) There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
 - (c) School facilities must be clean, safe, and maintained in good repair.
 - (d) There should be no teacher vacancies or misassignments.
 - (e) The location at which to obtain a form to file a complaint in case of a shortage.
- 5.1 Each Williams Complaint Classroom notice must be exactly the same as in each classroom and must be exactly the same as the sample that is posted on CMT.

Legal References for UCP 5

EC sections 1240, 35186, 60640.

5 *CCR* sections 4684, 4600–4687.

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Evidence Requests

Williams Complaint Classroom Notice

Abbreviation: WlmsCmpltClsrmNtc

Description: Notice that is posted according to *EC* Section 35186(f) alerting right to file complaints alleging deficiencies in instructional materials, condition of a facility, and teacher vacancy or misassignment.

Item Instructions: UCP 05: (1) Study the 2022–23 UCP Instrument; (2) May use sample provided; (3) Revise notice as necessary; (4) Link document and certify

Related Items: UCP 05

Williams Complaint Self-certification Form for UCP 5

Abbreviation: WlmsCmpltSlf-Crtfctn

Description: Form certifying the Williams Complaint Classroom Notice is posted in each classroom in each school in the LEA according to *EC* Section 35186(f).

Item Instructions: UCP 05: Online reviews only: (1) Print blank form; (2) Check applicable squares; (3) Have superintendent print and sign name; (4) Fill in date; (5) Link document and certify

Related Items: UCP 05

UCP 06: Williams Complaint Form

The LEA provided a UCP process in accordance with Chapter 5.1 (commencing with Section 4680) of 5 *CCR*, to resolve Williams Complaints by providing a form for Williams Complaints regarding alleged deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment.

6.0 The LEA form for complaints concerning deficiencies related to instructional materials, teacher vacancy or misassignments, and conditions of facilities that are not maintained in a clean or safe manner or in good repair, include the following Sections:

- (a) A section to indicate if a response is requested.
- (b) A section for contact information including mailing address should a response be requested.
- (c) A section to identify the location

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- (d) A section to identify the course or grade level, if applicable.
 - (e) A section where the complainant describes the specific nature of the complaint in detail.
 - (f) A statement that the complainant may include as much text as the complainant feels is necessary.
 - (g) A statement identifying where to file the complaint.
- 6.1 The LEA form for complaints concerning deficiencies related to instructional materials includes Sections identifying the following allegations:
- (h) A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state adopted or district adopted textbooks or other required instructional materials to use in class.
 - (i) A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
 - (j) Textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.
 - (k) A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
- 6.2 The LEA UCP form for complaints concerning deficiencies related to teacher vacancy or misassignments includes the following Sections to identify the following allegations:
- (l) A semester begins and a teacher vacancy exists. (A position to which a single designated certificate employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one - semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester).
 - (m) A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
 - (n) A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
- 6.3 The LEA UCP form for complaints concerning deficiencies related to conditions of facilities that are not maintained in a clean or safe manner or in

2022–23 Uniform Complaint Procedure Program Instrument

good repair includes the following Sections to identify the following allegations:

- (o) A condition poses an urgent or emergency threat to the health or safety of pupils or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- (p) A school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and towels or functional hand dryers.
- (q) The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when temporary closing of the restroom is necessary for pupil safety or to make repairs.

Legal References for UCP 6

EC sections 1240, 17592.72, 35186, 35292.5, 60640

5 *CCR* sections 4600–4687

Evidence Requests

Williams Complaint Form

Abbreviation: WlmsCmpltFrm

Description: Form to file a Williams Complaint with the principal of the school alleging possible deficiencies in instructional materials, unmaintained facility conditions, and teacher vacancy or misassignment.

Item Instructions: UCP 06: (1) Study the 2022–23 UCP Instrument; (2) May use sample provided in CMT Resources; (3) Revise form as necessary; (4) Link document and certify

Related Items: UCP 06

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End Notes

- a. According to 5 CCR Section 4621[a], each LEA shall adopt policies and procedures for the filing, investigation and resolution of UCP complaints. For the FPM review, LEAs must indicate the date of adoption on the UCP policies and procedures document(s). If the word “revised” is used on these documents, the LEA must clearly write that their current UCP policies and procedures were approved and adopted by their governing board or authorized designee on the “revised” date.
- b. For LEAs maintaining grades nine through twelve, only.
- c. Local Control and Accountability Plans (LCAP) include Charter Schools as described in *EC* sections 47606.5 and 47607.3.
- d. For LEAs maintaining grades one through six, only.
- e. Of the six UCP items, 5 CCR Section 4621[a] requires that local policies and procedures (UCP Items 1 and 4) are to be adopted by the local governing board or an authorized designee.
- f. For an on-site FPM review, the Regional Team Lead (RTL) will select and review a sample of UCP complaints from the LEA’s complaint log, of a minimum of 10 percent or 10 files, whichever is greater.

For an online FPM review, a consultant in the Categorical Programs Complaints Management (CPCM) office will select a sample of UCP complaints from the LEA’s complaint log, of a minimum of 10 percent or 10 files whichever is greater. LEAs will be required to complete the Self-certification Form for UCP 3 for the complaint files selected by the CDE consultant; and to upload and certify the completed form to CMT upon completion.

(The Self-certification Form for UCP 3 is only used during online reviews and not during on-site reviews.)

- g. For LEAs maintaining grades ten through twelve: Due to enactment of Assembly Bill 830 (2017) it is no longer required that the following statement be included on the Williams Complaint documents, “A student, including an English learner, who has not passed the California High School Exit Exam (CAHSEE) by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to *EC* sections 37254[d][4] and [5] after completion of grade twelve for two consecutive academic years or until the student has passed both parts of the exam, whichever comes first.”

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- h. There are currently twenty-three (23) state and federal programs that are within the scope of the Uniform Complaint Procedures (UCP). For local educational agencies (LEA) that receive state and federal funding they must include a list of all twenty-three (23) UCP programs in the UCP policies and procedures document(s) and in the UCP annual notice to be filed, investigated and resolved using their board-approved UCP process. However, for LEAs that receive state and federal funding for UCP programs, but do not operate one or more of these current UCP programs, they are to (1) add a paragraph to their UCP policies and procedures document(s) and in their UCP annual notice with a list of the UCP programs in which they do actually operate and file, investigate and resolve using their board-approved UCP process and (2) add a comment in the California Department of Education Monitoring Tool (CMT) with a message explaining why the agency does not operate the program. Additional specific language pertaining to the particular UCP programs in which LEAs do not operate (such as for the *State Preschool Health and Safety Issues in LEAs Exempt From Licensing* program in *Education Code [EC]* sections 8235.5[a], 33315; *Government Code [GC]* Section 17581.6[f], and *California Health and Safety Code [HSC]* Section 1596.7925) may be omitted from the UCP policies and procedures document(s) and from the UCP annual notice.
- i. Since the start of the Covid-19 Pandemic, all required UCP informational notices that are normally provided to LEA stakeholders in a tangible format may be offered in an electronic format via district website, electronic mail, texting, digital flyer applications, social media, etc. LEAs will verify how stakeholders are being provided with actual notice on the *2022-23 Distribution of the UCP Annual Notice*.



Compensatory Education 2022–23 Program Instrument

California Department of Education
June 2022

I. Involvement

CE 01: Local Educational Agency Parent and Family Engagement

- 1.0 The local governing board of each local educational agency (LEA), or agency, receiving Title I, Part A funding shall establish and implement a written parent and family engagement policy and program.
(California *Education Code* [EC] sections 11500-11504, 51101[b]; 20 United States Code [20 U.S.C.] sections 6318[a][1], 6318[a][2])
- 1.1 Each LEA receiving Title I, Part A funding shall develop jointly with, agree on with, and distribute to, parents and family members of participating children, a written parent and family engagement policy which shall be incorporated into the LEA level plan, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the LEA shall carry out the following requirements:
(20 U.S.C. sections 6312, 6318[a][2])
 - (a) Involve parents and family members in the joint development of the agency's plan, and in the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d) of the federal Elementary and Secondary Education Act (ESEA), as amended by the federal Every Student Succeeds Act (ESSA). (20 U.S.C. Section 6318[a][2][A])
 - (b) Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. Section 6318[a][2][B])
 - (c) To the extent feasible and appropriate, coordinate and integrate Title I, Part A parent and family engagement strategies with parent and family engagement strategies of other relevant federal, state, and local laws and programs. (20 U.S.C. Section 6318[a][2][C])

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- (d) Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying the following: (20 U.S.C. Section 6318[a][2][D])
 - i. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 U.S.C. Section 6318[a][2][D][i])
 - ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. Section 6318[a][2][D][ii])
 - iii. Strategies to support successful school and family interactions. (20 U.S.C. Section 6318[a][2][D][iii])
 - (e) Use the findings of such evaluation in section 1.1(d) of the CE program instrument to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. Section 6318[a][2][E])
 - (f) Involve parents in activities of the schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. Section 6318[a][2][F])
- 1.2 Implementation of the LEA parent and family engagement program shall be consistent with the following goals and purposes: (EC sections 11502, 11504, 11506)
- (a) Engage parents and family members positively in their children’s education by providing assistance and training on topics such as state academic standards and assessments to develop knowledge and skills to use at home to support their children’s academic efforts at school and their children’s development as responsible future members of our society. (EC Section 11502[a])
 - (b) Inform parents that they can directly affect the success of their children’s learning, by providing parents with techniques and strategies that they may utilize to improve their children’s academic success and to assist their children in learning at home. (EC Section 11502[b])

2022–23 Compensatory Education Program Instrument

- (c) Build consistent and effective two-way communication between family members and the school so that parents and family members may know when and how to assist their children in support of classroom learning activities. (*EC* Section 11502[c])
 - (d) Train teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners. (*EC* Section 11502[d])
 - (e) Integrate and coordinate parent and family engagement activities with the local control and accountability plan (LCAP), as applicable, with other programs. (*EC* Section 11502[e])
- 1.3 Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. Section 6318[a][3][B])
- 1.4 Funds reserved by an LEA shall be used to carry out activities and strategies consistent with the LEA’s parent and family engagement policy, including not less than one of the following:
(20 U.S.C. Section 6318[a][3][D])
- (a) Supporting schools and nonprofit organizations in providing professional development (PD) for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. Section 6318[a][3][D][i])
 - (b) Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. Section 6318[a][3][D][ii])
 - (c) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
(20 U.S.C. Section 6318[a][3][D][iii])
 - (d) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. Section 6318[a][3][D][iv])
 - (e) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency’s parent and family engagement policy. (20 U.S.C. Section 6318[a][3][D][v])

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Evidence Requests

Annual Distribution of LEA-Level Parent and Family Engagement Policy

Abbreviation: AnlDstrbtlnLEALvlPrntFmlyEngmtPlcy

Description: Evidence to show how the LEA-level parent and family engagement policy has been annually distributed to parents and families of students served under Title I, Part A.

Item Instructions:

Related Items: CE 01

LEA Parent and Family Engagement Policy

Abbreviation: LEAPrntFmlyEngmtPlcy

Description: Current, local board-approved LEA-level parent and family engagement policy.

Item Instructions:

Related Items: CE 01

LEA Records of Activities for Building Capacity for Parent and Family Engagement

Abbreviation: LEAPrntFmlyEngmtActvRec

Description: Parent notices, invitations, and letters regarding parent and family engagement activities. Include LEA-level parent surveys, meeting agendas, presentations, or other parent activity material.

Item Instructions:

Related Items: CE 01

LEA Title I Reservations and Services

Abbreviation: LEARsrvtnSrvcs

Description: For the LEA, provide a document detailing the Title I services provided for each reservation as indicated in CARS. Documentation may include detailed plan of services with budgeted expenditures.

Item Instructions: CE 01: If the LEA reserves Title I funds for parent and family engagement, include details related to how this reservation is utilized.

Related Items: CE 01, CE 11

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Joint Development of LEA-Level Parent and Family Engagement Policy

Abbreviation: JntDvlpmtLEALvIPrntFmlyEngmtPlcy

Description: Parent and family engagement policy input from parent groups showing joint development.

Item Instructions:

Related Items: CE 01

Joint Involvement of Fund Allotment Decisions

Abbreviation: JntInvFndAlltmtDcsns

Description: If the LEA reserves Title I, Part A funds for parent and family engagement, include documentation, such as meeting minutes, demonstrating that parents and family members were involved in the decisions regarding how funds reserved were allotted for parent involvement activities.

Item Instructions:

Related Items: CE 01

CE 02: School Parent and Family Engagement

- 2.0 The governing board of each school district and county office of education shall establish and adopt a written parent and family engagement policy and program for each school in the district that receives funds under Title I, Part A of the ESEA, as amended by the ESSA. Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school.
(*EC* Section 11503; 20 U.S.C. Section 6318[b][1-4])
- 2.1 The school-level parent and family engagement policy shall describe the means for how each school shall carry out the following requirements:
(20 U.S.C. Section 6318[b][1])
 - (a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school’s participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. Section 6318[c][1])
 - (b) Offer a flexible number of meetings, such as meetings in the morning or evening, and the school may provide, with Title I funds, transportation,

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child care, or home visits, as such services relate to parental involvement. (20 U.S.C. Section 6318[c][2])

- (c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program (SWP) plan. (20 U.S.C. Section 6318[c][3])
 - (d) Provide parents of participating children with the following:
 - i. Timely information about the Title I programs. (20 U.S.C. Section 6318[c][4][A])
 - ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. Section 6318[c][4][B])
 - iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. Section 6318[c][4][C])
 - (e) If the SWP plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. (20 U.S.C. Section 6318[c][5])
- 2.2 To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. Section 6318[e])
- (a) Provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child’s progress and work with educators to improve the achievement of their children. (20 U.S.C. Section 6318[e][1])
 - (b) Provide materials and training to help parents to work with their children to improve their children’s achievement, as appropriate, to foster parental involvement. (20 U.S.C. Section 6318[e][2])
 - (c) Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners,

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implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. Section 6318[e][3])

- (d) To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. Section 6318[e][4])
 - (e) Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. Section 6318[e][5])
 - (f) Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. Section 6318[e][14])
- 2.3 In carrying out the parent and family engagement requirements of Title I, Part A, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended by the ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. Section 6318[f])
- 2.4 As a component of the school-level parent and family engagement policy, each school served under Title I, Part A shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. Section 6318[d])
- (a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. Section 6318[d][1])

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- (b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:
(20 U.S.C. Section 6318[d][2])
- i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement; (20 U.S.C. Section 6318[d][2][A])
 - ii. Frequent reports to parents on their children’s progress;
(20 U.S.C. Section 6318[d][2][B])
 - iii. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
(20 U.S.C. Section 6318[d][2][C])
 - iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
(20 U.S.C. Section 6318[d][2][D])

Evidence Requests

Annual Distribution of School-Level Parent and Family Engagement Policy

Abbreviation: AnIDstrbtnSchlLvIPrntFmlyEngmtPlcy

Description: Evidence to show how the school-level parent and family engagement policy has been annually distributed to parents and families of students served under Title I, Part A.

Item Instructions: CE 02: If the school-level parent and family engagement policy is annually distributed in the Parent Guardian Handbook, upload the cover page, table of contents, and actual pages that include the policy.

Related Items: CE 02

School Records of Activities for Building Capacity for Parent and Family Engagement

Abbreviation: SchIPrntFmlyEngmtActvRec

Description: Parent notices, invitations, and letters regarding parent and family engagement activities. Include parent surveys, annual Title I meeting agendas, schoolsite council (SSC) meeting agendas, presentations, or other school-level parent activity material.

Item Instructions:

Related Items: CE 02

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School Parent and Family Engagement Policy

Abbreviation: SchIPrntFmlyEngmtPlcy

Description: School-level policy for each reviewed school; include school name in the document title.

Item Instructions:

Related Items: CE 02

Joint Development of School-Level Parent and Family Engagement Policy and Compact

Abbreviation: JntDvlpmtSchLvlPrntFmlyEngmtPlcyCmpct

Description: Parent and family engagement policy input from parent groups showing joint development.

Item Instructions:

Related Items: CE 02

School-Parent Compact

Abbreviation: SchIPrntCmpct

Description: School-parent compact for each reviewed school; include school name in the document title.

Item Instructions:

Related Items: CE 02

CE 03: Private School Consultation and Participation

- 3.0 To the extent consistent with the number of eligible children identified under sections 1115(c) and 8501(b) of the ESEA, as amended by the ESSA, in the school district served by an LEA who are enrolled in private elementary schools and secondary schools, the LEA shall, after timely and meaningful consultation with private school officials, provide such children and their teachers or other educational personnel, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children and their teachers or other educational personnel, special education services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other benefits. The LEA shall ensure the following:
(20 U.S.C. sections 6320[a][1], 6320[a][1][A], 7881[a][1], 7881[b][2])

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- (a) Teachers and families of the eligible private school children participate, on an equitable basis, in services and activities developed pursuant to Section 1116 (Parent and Family Engagement) of the ESEA, and amended by the ESSA. (20 U.S.C. Section 6320[a][1][B])
 - (b) Educational services and other benefits, including materials and equipment, provided by the LEA for eligible private school children, shall be secular, neutral, and nonideological.
(20 U.S.C. sections 6320[a][2], 7881[a][2])
 - (c) Educational services and other benefits for such private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating under these parts, and shall be provided in a timely manner.
(20 U.S.C. sections 6320[a][3][A], 7881[a][3][A])
 - (d) Expenditures for Title I, Part A educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools. The proportional share of funds shall be determined based on the total amount of funds received by the LEA under this part prior to any allowable expenditures or transfers by the LEA.
(20 U.S.C. sections 6320[a][4][A][i], 6320[a][4][A][ii])
 - (e) Expenditures for Title I, Part C and Title III educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children. (20 U.S.C. Section 7881[a][4][A])
- 3.1 Eligible private school children are children who reside in participating public school attendance areas of the LEA, regardless of whether the private school they attend is located in the LEA, and children who meet the criteria in section 1115(c) of the ESEA, as amended by the ESSA.
(34 Code of Federal Regulations [CFR] sections 200.62[b][1][i], 200.62[b][1][ii])
- 3.2 To ensure timely and meaningful consultation, the LEA and the appropriate private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children. The consultation process shall include consultation on issues such as the following: (20 U.S.C. sections 6320[b][1], 7881[c][1])

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- (a) How the children’s needs will be identified.
(20 U.S.C. sections 6320[b][1][A], 7881[c][1][A])
- (b) What services will be offered.
(20 U.S.C. sections 6320[b][1][B], 7881[c][1][B])
- (c) How, where, and by whom the services will be provided, including services by a third-party provider.
(20 U.S.C. sections 6320[b][1][C], 6320[b][1][G], 7881[c][1][C])
- (d) How the services will be academically assessed and how the results of that assessment will be used to improve those services.
(20 U.S.C. sections 6320[b][1][D], 7881[c][1][D])
- (e) The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the proportion of funds allocated, and how that proportion of funds is determined. (20 U.S.C. sections 6320[b][1][E], 7881[c][1][E])
- (f) The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools. (20 U.S.C. Section 6320[b][1][F])
- (g) How and when the LEA will make decisions regarding the delivery of services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers. (20 U.S.C. sections 6320[b][1][G], 7881[c][1][F])
- (h) How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA shall provide in writing to the private school officials an analysis of the reasons why the LEA has chosen not to use a contractor.
(20 U.S.C. sections 6320[b][1][H], 7881[c][2])
- (i) Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or through a third-party contractor. (20 U.S.C. sections 6320[b][1][I], 7881[c][1][G])
- (j) Whether to provide equitable services to eligible private school children in one of the following ways: (20 U.S.C. sections 6320[b][1][J], 7881[c][1][H])
 - i. By creating a pool or pools of funds with all of the funds allocated under subsection 1117(a)(4)(A) of the ESEA, as amended by the ESSA, based on all the children from low-income families in a participating school attendance area who attend private schools; or
(20 U.S.C. sections 6320[b][1][J][i], 7881[c][1][H][i])

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- ii. In the LEA’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection 1117(a)(4)(A) of the ESEA, as amended by the ESSA, based on the number of children from low-income families who attend private schools. (20 U.S.C. sections 6320[b][1][J][ii], 7881[c][1][H][ii])
 - (k) When, including the approximate time of the day, the services will be provided. (20 U.S.C. Section 6320[b][1][K])
 - (l) Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under applicable programs, as defined in subsection 8501(b)(1) of the ESEA, as amended by the ESSA, to provide services to eligible private school children participating in programs. (20 U.S.C. Section 6320[b][1][L])
- 3.3 The LEA shall maintain and provide to the state educational agency (SEA) a written affirmation signed by officials of the participating private schools that the required consultation has occurred.
(20 U.S.C. sections 6320[b][5], 7881[c][5])

Evidence Requests

Consultation with Private Schools

- Abbreviation: CnslttnWthPrvtSchls
- Description: Documents that show how the LEA consulted with private schools regarding participation in federal programs. Examples include public notices, letters, agendas, sign-in sheets, meeting minutes, emails, or affirmation of consultation with appropriate private school officials.
- Item Instructions: CE 03: Include identification criteria for student eligibility for Title I, Part A; Title I, Part C; and Title III services in the private school. Consultation should contain all elements of section 3.2 in the CE program instrument.
- Related Items: EXLP 02, SEI 06, SSAE 06, SSAE 07, CE 03

Dated Notice of ESEA Eligibility to Private Schools

- Abbreviation: PrvtSchINtcESEAEIlg
- Description: Dated communication to private schools regarding eligibility for Title I, Title II, or Title III services.
- Item Instructions: CE 03: Dated communication to private schools in the LEA and in adjacent LEAs stating the private school is eligible for Title I, Part A; Title I, Part C; and Title III services. Include a description of the Title I, Part A; Title I, Part C; and Title III program.

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Related Items: SEI 06, CE 03

Private School Affirmation

Abbreviation: PvtSchIAfmrn

Description: A written document signed and dated by private school officials that the required consultation has occurred.

Item Instructions: CE 03: Signed affirmation documents that consultation occurred pursuant to the requirements of Title I, Part A; Title I, Part C; and Title III equitable services.

Related Items: SEI 06, SSAE 06, CE 03

II. Governance and Administration

CE 04: Foster Youth

- 4.0 LEAs shall collaborate with the State or local child welfare agency to designate a point of contact within the LEA if the corresponding child welfare agency notifies the LEA, in writing, that the child welfare agency has designated one of its employees to serve as a point of contact for the LEA. (20 U.S.C. Section 6312[c][5][A])
- 4.1 An LEA shall collaborate with the State or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. The procedures shall ensure the following: (20 U.S.C. Section 6312[c][5][B])
 - (a) Children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with subsection 475(4)(A) of the Social Security Act. (42 U.S.C. Section 675[4][A]; 20 U.S.C. Section 6312[c][5][B][ii])
 - (b) If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school if any of the following agreements are in place: (20 U.S.C. Section 6312[c][5][B][ii])
 - i. The local child welfare agency agrees to reimburse the LEA for the cost of such transportation; (20 U.S.C. Section 6312[c][5][B][ii][I])

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- ii. The LEA agrees to pay for the cost of such transportation; or
(20 U.S.C. Section 6312[c][5][B][ii][II])
- iii. The LEA and the local child welfare agency agree to share the cost of such transportation.
(20 U.S.C. Section 6312[c][5][B][ii][III])

Evidence Requests

Foster Youth Transportation Procedures

Abbreviation: FstrYthTrnsprtnPrcdrs

Description: Written procedures governing how transportation to school of origin for foster youth will be provided, arranged, and funded. Include details of agreements between the LEA and local child welfare agency, as applicable, listed in section 4.1(b) of the CE program instrument.

Item Instructions:

Related Items: CE 04

Point of Contact

Abbreviation: PntCntct

Description: Identify a designated LEA staff member to serve as a foster youth point of contact, if applicable.

Item Instructions:

Related Items: CE 04

CE 05: Schoolsite Council Composition

- 5.0 A school that operates a program that requires a School Plan for Student Achievement (SPSA), pursuant to section 64001 of the California *Education Code*, shall establish a schoolsite council (SSC). (EC sections 64001, 65000[b], 65000[d])
- 5.1 At an elementary school, the SSC shall consist of both of the following groups: (EC Section 65000[c][1])
 - (a) The principal of the school or his or her designee; classroom teachers employed at the school, selected by classroom teachers employed at the school; and school personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers. The classroom teachers selected pursuant to this

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subparagraph shall constitute a majority of the persons selected pursuant to this subparagraph. (EC Section 65000[c][1][A])

- (b) Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school. The number of persons selected pursuant to this subparagraph shall equal the number of persons selected pursuant to section 5.1(a) of the CE program instrument, as noted in subsection 65000(c)(1)(A) of the California *Education Code*. (EC Section 65000[c][1][B])

5.2 At a secondary school, the SSC shall consist of both of the following groups: (EC Section 65000[c][2])

- (a) The principal of the school or his or her designee; classroom teachers employed at the school, selected by classroom teachers employed at the school; and school personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers. The classroom teachers selected pursuant to this subparagraph shall constitute a majority of the persons selected pursuant to this subparagraph. (EC Section 65000[c][2][A])
- (b) Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school; and pupils attending the school, selected by pupils who are attending the school. The number of persons selected pursuant to this subparagraph shall equal the number of persons selected pursuant to section 5.2(a) of the CE program instrument, as noted in subsection 65000(c)(2)(A) of the California *Education Code*. (EC Section 65000[c][2][B])

Evidence Requests

Records of Schoolsite Council Peer Selections

Abbreviation: RcrdPeerSelcSSC

Description: Any documentation which provides evidence of the peer selections of SSC members, including classroom teachers, other staff, parents, other members of the school community, and—in secondary schools—students with the names redacted.

Item Instructions: CE 05: Provide completed sample ballots or other selection materials for each membership category (teachers, other staff, parents, other members of the school community, and—in secondary schools—students with the names redacted).

Related Items: CE 05

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School Plan for Student Achievement (SPSA)

Abbreviation: SPSA

Description: Must include the school name, a budget with specific federal program information that aligns to the school’s academic goals and key improvement strategies, and evidence of required approvals by SSC and local governing board. Reviewer will indicate which fiscal year to provide.

Item Instructions: CE 05: For a school operating a SWP, reviewed SPSA with SSC roster.

Related Items: FM 01, FM 02, FM 03, FM 05, CE 05, CE 06, CE 10, CE 11, CE 17

Schoolsite Council Roster with Membership Categories

Abbreviation: SSCRstrMemCatgr

Description: Final SSC roster with names and membership group such as parent, classroom teacher, etc., for the fiscal year under review.

Item Instructions: CE 05: Applies only to SWPs. If the roster is in the SPSA, identify the associated page. Indicate if the SSC has an alternate composition or is shared, pursuant to California *Education Code* section 65001.

Related Items: CE 05

CE 06: School Site Activities

6.0 An eligible school operating a SWP shall develop a comprehensive plan, to be consolidated into a single plan, known as the SPSA (school plan) in California, pursuant to section 64001(a) of the California *Education Code*. (20 U.S.C. sections 6311[d][1][B], 6311[d][2][B], 6311[d][2][C], 6314[b], 6314[b][1][B]; EC sections 64000, 64001[a], 64001[g][1], 64001[h])

- (a) Single site school districts and charter schools may use their LCAP to serve as their SPSA (school plan), provided that the LCAP meets federal school planning requirements and the stakeholder requirements established in section 52062(a) of the California *Education Code*, and is adopted at a public hearing. The LCAP must meet requirements in section 6.1 of the CE program instrument. (EC sections 64001[j], 52062, 47606.5)

6.1 A school operating a SWP shall carry out the following requirements: (20 U.S.C. Section 6314[b])

- (a) The school plan shall be developed with the involvement of parents and other members of the community to be served; individuals who will carry

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out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, etc.; if the plan relates to a secondary school, students; and other individuals determined by the school. (20 U.S.C. Section 6314[b][2])

- (b) The school plan shall remain in effect for the duration of the school's participation under this part and shall be regularly monitored and revised as necessary based on student needs. (20 U.S.C. Section 6314[b][3])
- (c) The school plan shall be available to the LEA, parents, and the public, and the information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (20 U.S.C. Section 6314[b][4])
- (d) The school plan, if appropriate and applicable, shall be developed in coordination and integration with other federal, state, and local services, resources, and programs. (20 U.S.C. Section 6314[b][5])
- (e) The school plan shall be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the LEA.
(20 U.S.C. Section 6314[b][6])
 - i. The comprehensive needs assessment shall include an analysis of verifiable data, consistent with all state priorities and informed by all indicators, as applicable. (EC Section 64001[g][2][A]; 34 CFR Section 200.26[a])
- (f) The school plan shall include a description of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards, and provide opportunities for all children to meet the challenging state academic standards.
(20 U.S.C. sections 6314[b][7][A], 6314[b][7][A][i], 6314[b][7][A][ii], 6314[b][7][A][iii])
- (g) The school plan shall include goals set to improve pupil outcomes, including addressing the needs of pupil groups as identified through the needs assessment. (EC Section 64001[g][3][A])
- (h) The school plan shall include evidence-based strategies, actions, or services. (EC Section 64001[g][3][B])

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- (i) The school plan shall include proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment. (EC Section 64001[g][3][C])
 - (j) The school plan required by this section shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the consolidated application and the LCAP, if any, by the SSC. The school plans shall be reviewed and approved by the governing board or body of the LEA at a regularly scheduled meeting whenever there are material changes that affect the academic programs for pupils covered by programs identified in this part. If a school plan is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC. Modifications to any school plan shall be developed, recommended, and approved or disapproved by the governing board or body of the LEA in the same manner. (EC Section 64001[i])
- 6.2 To assist targeted assistance schools (TAS) and LEAs to meet their responsibility to provide for all their students served under Title I, Part A the opportunity to meet the challenging state academic standards, each targeted assistance program shall carry out the following requirements: (20 U.S.C. Section 6315[b])
- (a) The TAS program shall determine which students will be served according to the guidelines in section 1115(c) of the ESEA, as amended by the ESSA. (20 U.S.C. sections 6315[b][1], 6315[b][2])
 - i. Eligible children from eligible populations are children identified by the school as failing, or most at risk of failing, to meet the challenging state academic standards. (20 U.S.C. Section 6315[c][1][B])
 - ii. Children who are economically disadvantaged, children with disabilities, migrant children, and English learners (ELs) are eligible for services under Title I, Part A on the same basis as other children selected to receive services. (20 U.S.C. Section 6315[c][2][A])
 - (b) The TAS program shall use resources to help eligible children meet the challenging state academic standards. (20 U.S.C. Section 6315[b][2][A])
 - (c) The TAS program shall serve participating students by using effective methods and instructional strategies that strengthen the academic program of the school. (20 U.S.C. Section 6315[b][2][B])
 - (d) The TAS program shall coordinate with and support the regular education program of the school. (20 U.S.C. Section 6315[b][2][C])

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- (e) The TAS program shall provide PD to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program. (20 U.S.C. Section 6315[b][2][D])
- (f) The TAS program shall implement strategies to increase the involvement of parents of eligible children in accordance with section 1116 of the ESEA, as amended by the ESSA. (20 U.S.C. Section 6315[b][2][E])
- (g) The TAS program, if appropriate and applicable, shall coordinate and integrate federal, state, and local services and programs. (20 U.S.C. Section 6315[b][2][F])

Evidence Requests

School Plan for Student Achievement (SPSA)

- Abbreviation: SPSA
- Description: Must include the school name, a budget with specific federal program information that aligns to the school’s academic goals and key improvement strategies, and evidence of required approvals by Schoolsite Council (SSC) and local governing board. Reviewer will indicate which fiscal year to provide.
- Item Instructions: CE 06: Applies only to SWPs. Current-year SSC-reviewed SPSA for each reviewed school with the name of the school in the document title. Single site school districts and charter schools may upload their LCAP to serve as their SPSA.
- Related Items: FM 01, FM 02, FM 03, FM 05, CE 05, CE 06, CE 10, CE 11, CE 17

Schoolsite Council Develops SPSA

- Abbreviation: SSCDvIpsSPSA
- Description: Minutes and documentation of member attendance that demonstrate the SSC’s development of the SPSA. For single site school districts or charter schools using their LCAP to serve as their SPSA, documents that demonstrate stakeholder engagement.
- Item Instructions: CE 06: Applies only to SWPs. Records (e.g., agendas, meeting minutes, attendance, etc.) of the SSC’s involvement in developing Title I, Part A funded programs and services specified in the SPSA.
- Related Items: CE 06

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Targeted Assistance School (TAS) Program Summary

Abbreviation: TASPrgmSmry

Description: A brief narrative of the TAS program describing methods and strategies used to serve the identified students and how the TAS program coordinates with other programs at the school. Include identification criteria for student eligibility for Title I services in the TAS.

Item Instructions:

Related Items: CE 06

Targeted Assistance School (TAS) Program Summary Expenditure Report

Abbreviation: TASPrgmSmryExpndRpt

Description: A brief summary expenditure report showing Title I funds spent on the TAS program at the school.

Item Instructions:

Related Items: CE 06

CE 07: Notices in Parents' Primary Languages

7.0 The school and LEA shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. Section 6318[e][5])

7.1 When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to the parent or guardian of such students shall be written in English and the primary language. (EC Section 48985)

Evidence Requests

Notices in Parents' Primary Languages

Abbreviation: NtcsPrntsPrmryLngs

Description: Sample of LEA and school notices in parents' primary languages at each reviewed school.

Item Instructions: CE 07: For the LEA and each reviewed school, upload two to three examples of notifications in parents' primary languages. Include the English template of the same document.

Related Items: CE 07, NorD 03

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CE 08: Parental Notification of Teacher Qualifications

- 8.0 LEAs will ensure that all teachers working in a program supported with Title I, Part A funds meet applicable state certification and licensure requirements. At the beginning of each school year, an LEA that receives Title I funds shall notify the parents of each student attending any school receiving such funds that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following: (20 U.S.C. sections 6312[c][6], 6312[e][1][A])
- (a) Whether the student’s teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. (20 U.S.C. Section 6312[e][1][A][i][I])
 - (b) Whether the student’s teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived. (20 U.S.C. Section 6312[e][1][A][i][II])
 - (c) Whether the student’s teacher is teaching in the field of discipline of the certification of the teacher. (20 U.S.C. Section 6312[e][1][A][i][III])
 - (d) Whether the child is provided services by paraprofessionals and, if so, their qualifications. (20 U.S.C. Section 6312[e][1][A][ii])
- 8.1 A school that receives Title I funds shall provide to each individual parent of a child who is a student in such school timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. (20 U.S.C. Section 6312[e][1][B][ii])

Evidence Requests

Four-Week Notice

- Abbreviation: FrWkNtc
- Description: Sample of notification to parents when their child is assigned, or has been taught for four or more consecutive weeks by, a teacher who has not met California state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
- Item Instructions: CE 08: Before uploading sample letter, redact student name.
- Related Items: SEI 13, CE 08

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Parents’ Right to Request Information on Teacher Qualifications

Abbreviation: PrntRghtRqstInfoTchrQlfcfn

Description: Notification to parents regarding their right to request information on teacher qualifications.

Item Instructions:

Related Items: SEI 13, CE 08

Staff Credentials

Abbreviation: StfCrndtfls

Description: Provide a sortable spreadsheet of all certificated staff displaying credentials and full staff name including full middle name.

Item Instructions: CE 08: Also include each teacher’s current assignment(s) and years of experience. Provide this information for each reviewed school.

Related Items: AE 04, PE 09, SEI 09, ME 11, CE 08, CE 20

CE 09: Parental Notification of English Learner Status

9.0 Each LEA using Title I, Part A funds or Title III funds to provide a language instruction educational program as determined under Title III shall comply with parent notification requirements. The notice and information provided to parents shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (20 U.S.C. sections 6312[e][3][A], 6312[e][4])

9.1 The LEA shall, no later than 30 days after the beginning of the school year, inform parents of an EL identified for participation or participating in such a program, of the following: (20 U.S.C. Section 6312[e][3][A])

- (a) The reasons for the identification of their child as an EL and in need of placement in a language instruction educational program. (20 U.S.C. Section 6312[e][3][A][i])
- (b) The child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement. (20 U.S.C. Section 6312[e][3][A][ii])
- (c) The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction. (20 U.S.C. Section 6312[e][3][A][iii])

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- (d) How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child.
(20 U.S.C. Section 6312[e][3][A][iv])
 - (e) How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. (20 U.S.C. Section 6312[e][3][A][v])
 - (f) The specific exit requirements for the program.
(20 U.S.C. Section 6312[e][3][A][vi])
 - (g) In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
(20 U.S.C. Section 6312[e][3][A][vii])
 - (h) Information pertaining to parental rights that includes written guidance on the following: (20 U.S.C. Section 6312[e][3][A][viii])
 - i. Detailing the right that parents have to have their child immediately removed from such program upon their request.
(20 U.S.C. Section 6312[e][3][A][viii][I])
 - ii. Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available. (20 U.S.C. Section 6312[e][3][A][viii][II])
 - iii. Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity. (20 U.S.C. Section 6312[e][3][A][viii][III])
- 9.2 For those children who have not been identified as ELs prior to the beginning of the school year, but are identified as ELs during such school year, the LEA shall notify the parents within the first two weeks of the child’s placement in a language instruction educational program. Notice to parents shall meet requirements specified above.
(20 U.S.C. sections 6312[e][3][A], 6312[e][3][B])
- 9.3 Each LEA receiving Title I, Part A funds shall implement an effective means of outreach to parents of ELs to inform the parents regarding how the parents can be involved in the education of their children and be active participants in assisting their children with the following:
(20 U.S.C. sections 6312[e][3][C][i], 6312[e][3][C][i][I], 6312[e][3][C][i][II])
- (a) Attaining English proficiency. (20 U.S.C. Section 6312[e][3][C][i][II][aa])
 - (b) Achieving at high levels within a well-rounded education.
(20 U.S.C. Section 6312[e][3][C][i][II][bb])

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- (c) Meeting the challenging state academic standards expected of all students. (20 U.S.C. Section 6312[e][3][C][i][II][cc])

9.4 Implementing an effective means of outreach to parents as described in section 9.3 of the CE program instrument shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III. (20 U.S.C. Section 6312[e][3][C][ii])

Evidence Requests

Annual Notification to Parents

Abbreviation: AnlPrntNtfctn

Description: Include annual parent notification letter, provided in a language the parents can understand, of EL student status as determined by Title III. One completed sample of annual letter with student name redacted. Include the English template of the same document.

Item Instructions:

Related Items: CE 09

Initial Notification to Parents

Abbreviation: IntlPrntNtfctn

Description: Include initial parent notification letter, provided in a language the parents can understand, of EL student status as determined by Title III. One completed sample of initial letter with student name redacted. Include the English template of the same document.

Item Instructions:

Related Items: CE 09

III. Funding

CE 10: Allocations and Reporting

10.0 The LEA must disburse Title I, Part A funds in accordance with the approved Consolidated Application and Reporting System (CARS).
(EC sections 64000[b], 64001[i]; 20 U.S.C. sections 6301 et seq.)

- (a) The LEA receiving more than \$500,000 in Title I, Part A funds shall reserve at least one percent of its allocation for the fiscal year to assist schools to carry out parent and family engagement activities.
(20 U.S.C. Section 6318[a][3][A])

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- i. Not less than 90 percent of the funds reserved shall be distributed to schools served under this part, with priority given to high needs schools. (20 U.S.C. Section 6318[a][3][C])
 - (b) The LEA shall reserve such funds as are necessary under Title I, Part A to provide services comparable to those provided to children in schools funded under this part to serve homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live. (20 U.S.C. sections 6313[c][3][A], 6313[c][3][A][i])
 - i. The share of Title I, Part A funds to be reserved for homeless children and youths shall be determined based on the total allocation received by the LEA and prior to any allowable expenditures or transfers by the LEA. (20 U.S.C. sections 6313[c][3][B], 6313[c][3][B][i], 6313[c][3][B][ii])
 - (c) The LEA shall reserve such funds as are necessary under Title I, Part A to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children and, if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs. (20 U.S.C. sections 6313[c][3][A], 6313[c][3][A][ii], 6313[c][3][A][iii])
 - i. The share of Title I, Part A funds to be reserved for neglected or delinquent children shall be determined based on the total allocation received by the LEA and prior to any allowable expenditures or transfers by the LEA. (20 U.S.C. sections 6313[c][3][B], 6313[c][3][B][i], 6313[c][3][B][ii])
- 10.1 The LEA shall use the same measure of poverty, which measure shall be the number of children aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C.1751 et seq.), the number of children in families receiving assistance under the state program funded under Part A of Title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid Program, or a composite of such indicators, with respect to all school attendance areas in the LEA. (20 U.S.C. Section 6313[a][5][A])
- 10.2 An LEA has the discretion to do the following: (20 U.S.C. Section 6313[b][1])
- (a) Designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families. (20 U.S.C. Section 6313[b][1][A])

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- (b) Designate and serve a school attendance area or school that is not eligible under this section, but that was eligible and that was served in the preceding fiscal year, but only for one additional fiscal year. (20 U.S.C. Section 6313[b][1][C])
 - (c) Elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if the following criteria are met: (20 U.S.C. Section 6313[b][1][D])
 - i. The school meets the comparability requirements of subsection 1118(c) of the ESEA, as amended by the ESSA; (20 U.S.C. Section 6313[b][1][D][i])
 - ii. The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of section 1114 or 1115 of the ESEA, as amended by the ESSA; and (20 U.S.C. Section 6313[b][1][D][ii])
 - iii. The funds expended from such other sources equal or exceed the amount that would be provided under this part. (20 U.S.C. Section 6313[b][1][D][iii])
- 10.3 Not more than 15 percent of the funds allocated to an LEA for any fiscal year under this subpart may remain available for obligation by such agency for one additional fiscal year. (20 U.S.C. Section 6339[a], General Education Provisions Act Section 421[b][1], 2 CFR Section 200.343)
- (a) An SEA may, once every three years, waive the percentage limitation in subsection 1127(a) of the ESEA, as amended by the ESSA. (20 U.S.C. Section 6339[b])

Evidence Requests

General Ledger

- Abbreviation: GnLdgr
- Description: Detailed General Ledger for the specific resource code(s) being reviewed. (The General Ledger shall include the date, description, vendor name, and total amount for each expenditure line item).
- Item Instructions: CE 10: Upload General Ledger for Title I, Part A funded expenditures during the reviewed school year at the LEA level and for each reviewed school. Only pertaining to Title I, Part A funds (resource code 3010).

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Related Items: AE 02, FM 01, FM 02, FM 03, FM 05, FM 06, EXLP 09, EXLP 11, EXLP 19, SEI 05, SEI 06, SEI 07, CTE 02, ME 07, ME 08, CE 10, CE 11, NorD 05, SSI 02, SSI 03, SSAE 02, SSAE 04, SSAE 06, SSAE 07

LEA Title I Reservations and Services

Abbreviation: LEARsrvtnSrvcs

Description: For the LEA, upload a document detailing the Title I services provided for each reservation as indicated in CARS. Documentation may include detailed plan of services with budgeted expenditures.

Item Instructions:

Related Items: CE 10, CE 11

School Plan for Student Achievement (SPSA)

Abbreviation: SPSA

Description: Must include the school name, a budget with specific federal program information that aligns to the school’s academic goals and key improvement strategies, and evidence of required approvals by SSC and local governing board. Reviewer will indicate which fiscal year to provide.

Item Instructions: CE 10: For a SWP, Title I, Part A total must correspond to CARS. Must show alignment of respective funds to corresponding SPSA goals, actions, and strategies.

Related Items: FM 01, FM 02, FM 03, FM 05, CE 05, CE 06, CE 10, CE 11, CE 17

CE 11: Allowable Use of Funds

11.0 Each LEA shall use funds received under this part only in eligible school attendance areas. (20 U.S.C. sections 6313[a][1]; EC Section 62002)

- (a) The LEA shall ensure the activity/expenditure is aligned to meet the challenging State academic content standards. (20 U.S.C. sections 6312[a][3][B][i], 6312[b]).
- (b) The LEA shall ensure the activity/expenditure is an evidenced-based educational strategy. (20 U.S.C. sections 6303[b][1][B], 6314[d], 6315[h])
- (c) The LEA shall ensure that costs charged to the program(s) under Title I are reasonable, necessary, and allocable in accordance with applicable statutes, regulations, and program plan(s). (2 CFR sections 200.403 – 200.405)

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- (d) For schools that are operating a program that requires a school plan, the LEA shall ensure that the activity/expenditure is included in the school plan. (*EC* Section 64001[g][3][C])
- (e) In a TAS, staff members who are paid with Title I funds may assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school. (20 U.S.C. Section 6315[d][2])

11.1 For programs funded by Title I, Part A, the LEA shall use no less than 85 percent of those apportionments at school sites for direct services to students. (*EC* Section 63001)

Evidence Requests

Duty Statements

- Abbreviation: DtyStmnt
- Description: An individual employee’s duty statement describing responsibilities and activities, as agreed to by employer and employee.
- Item Instructions: CE 11: Duty statement for each staff funded all or in part with Title I, Part A funds at the LEA level and at each reviewed school. Clearly identify the duties from each fund source. TAS: Duty statement for Title I staff and comparable non-Title I staff.
- Related Items: AE 04, FM 01, FM 03, EXLP 11, SEI 05, SEI 07, CTE 02, ME 09, CE 11, CE 12, CE 14, NorD 06, SSI 03, SSI 05

General Ledger

- Abbreviation: GnLdgr
- Description: Detailed General Ledger for the specific resource code(s) being reviewed. (The General Ledger shall include the date, description, vendor name, and total amount for each expenditure line item).
- Item Instructions: CE 11: Upload General Ledger for Title I, Part A funded expenditures during the reviewed school year at the LEA level and for each reviewed school. Only pertaining to Title I, Part A funds (resource code 3010).
- Related Items: AE 02, FM 01, FM 02, FM 03, FM 05, FM 06, EXLP 09, EXLP 11, EXLP 19, SEI 05, SEI 06, SEI 07, CTE 02, ME 07, ME 08, CE 10, CE 11, NorD 05, SSI 02, SSI 03, SSAE 02, SSAE 04, SSAE 06, SSAE 07

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LEA Title I Reservations and Services

Abbreviation: LEARsrvtnSrvcs

Description: For the LEA, upload a document detailing the Title I services provided for each reservation as indicated in CARS. Documentation may include detailed plan of services with budgeted expenditures.

Item Instructions:

Related Items: CE 10, CE 11

Position Control Report

Abbreviation: PstnCntrlRprt

Description: Budget report of employees planned to be paid in whole, or in part, with federal funds by resource code in the fiscal year under review.

Item Instructions: CE 11: Table of staff at LEA and reviewed schools funded all or in part with Title I, Part A. Include full name, position title (spell out the entire title), funding, percentage of each funding, and hours worked. For Title I, Part A only, indicate 85/15 and required/allowable reservations.

Related Items: FM 01, FM 03, SEI 05, SEI 07, ME 09, CE 11, CE 14, NorD 05, NorD 06, SSI 03, SSI 05, SSAE 03

School Plan for Student Achievement (SPSA)

Abbreviation: SPSA

Description: Must include the school name, a budget with specific federal program information that aligns to the school's academic goals and key improvement strategies, and evidence of required approvals by SSC and local governing board. Reviewer will indicate which fiscal year to provide.

Item Instructions: CE 11: For a SWP, Title I, Part A total must correspond to CARS. Must show alignment of respective funds to corresponding SPSA goals, actions, and strategies.

Related Items: FM 01, FM 02, FM 03, FM 05, CE 05, CE 06, CE 10, CE 11, CE 17

Time and Effort Records

Abbreviation: TmEfrtRcrds

Description: Documentation to support salaries and benefits charged to each program funding source under review in accordance with federal requirements. Records may include personnel activity reports, semiannual certifications, or other equivalent records. Budget estimates do not qualify as support.

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Item Instructions: CE 11: Documentation (e.g., personnel activity reports, semiannual certifications, time sheets, time cards, etc.) for each staff, at the LEA level and at each reviewed school, funded all or in part with Title I, Part A funds (resource code 3010).

Related Items: AE 02, FM 01, FM 03, EXLP 09, CTE 02, EL 08, HE 10, ME 09, CE 11, CE 14, NorD 05, NorD 06, SSI 03, SSI 05, SSAE 03

CE 12: Supplement Not Supplant with Compensatory Education Funds

12.0 The LEA shall use federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds. (20 U.S.C Section 6321[b][1])

- (a) To demonstrate compliance with the above paragraph, the LEA shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under this part ensures that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A.
(20 U.S.C. Section 6321[b][2])

Evidence Requests

Duty Statements

Abbreviation: DtyStmnt

Description: An individual employee's duty statement describing responsibilities and activities, as agreed to by employer and employee.

Item Instructions: CE 12: Clearly identify duties/activities for Title I and/or other funding sources.

Related Items: AE 04, FM 01, FM 03, EXLP 11, SEI 05, SEI 07, CTE 02, ME 09, CE 11, CE 12, CE 14, NorD 06, SSI 03, SSI 05

Methodology for Allocating State and Local Funds

Abbreviation: MthAlctStLcFnd

Description: Documentation demonstrating that state and local funds were allocated to the school sites equitably in the fiscal year under review. Documentation should demonstrate that federal funds were used to supplement state and local funding.

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Item Instructions: CE 12: Provide a narrative and/or table including a formula that shows a system of methods used to determine and allocate state and local funds to schools. Include a sample of how these methods were applied to the fiscal year under review.

Related Items: FM 03, CE 12, SSI 04

CE 13: Comparability of Services

13.0 The LEA shall have written assurances/policies showing comparability of services across district schools. The assurances shall address the following items: (1) LEA-wide salary schedule; (2) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (3) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (20 U.S.C Section 6321[c][2])

13.1 The LEA shall develop procedures for compliance and shall maintain records that are updated biennially to demonstrate compliance and maintain data to support allowable exclusions of funds and/or staff from the calculations. (20 U.S.C. Section 6321[c][3])

13.2 The comparability of services requirement shall not apply to an LEA that does not have more than one school for each grade span. (20 U.S.C. Section 6321[c][4])

Evidence Requests

Comparability Calculation Forms and Supporting Data

Abbreviation: CmpbCalcFrmsData

Description: Current completed LEA comparability of services calculation forms with data. Any LEA with more than one school in a grade span must meet comparability of services requirements, including LEAs with schools in only one Grade Span Group.

Item Instructions: CE 13: The Comparability of Services requirement shall not apply to an LEA that has only one school (single school LEA) or an LEA that has only one school for each grade span group.

Related Items: CE 13

Comparability Assurances/Policies

Abbreviation: CmpbWrtnAsrnCS

Description: Current LEA-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a

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policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

Item Instructions: CE 13: Evidence of local governing approval (i.e., meeting agenda and meeting minutes) of the comparability policy. The Comparability of Services requirement shall not apply to an LEA that has only one school (single school LEA) or an LEA that has only one school for each grade span group.

Related Items: CE 13

CE 14: Local Educational Agency Administrative Charges; Time and Effort

14.0 The LEA must properly charge and document allowable salaries and wages that are reasonable and necessary in accordance with applicable Title I, Part A program requirements and federal accounting requirements. (2 CFR sections 200.302, 200.430[a], 200.430[i]; California School Accounting Manual [CSAM] Section 905)

Evidence Requests

Duty Statements

Abbreviation: DtyStmnt

Description: An individual employee's duty statement describing responsibilities and activities, as agreed to by employer and employee.

Item Instructions: CE 14: Duty statement for each staff funded all or in part with Title I, Part A funds at the LEA level and at each reviewed school. Clearly identify the duties/activities from each fund source.

Related Items: AE 04, FM 01, FM 03, EXLP 11, SEI 05, SEI 07, CTE 02, ME 09, CE 11, CE 12, CE 14, NorD 06, SSI 03, SSI 05

Position Control Report

Abbreviation: PstnCntrlRprt

Description: Budget report of employees planned to be paid in whole, or in part, with federal funds by resource code in the fiscal year under review.

Item Instructions: CE 14: Table of staff at LEA and reviewed schools funded all or in part with Title I, Part A. Include full name, position title (spell out the entire title), funding, percentage of each funding, and hours worked. Indicate 85/15 and required/allowable reservations.

Related Items: FM 01, FM 03, SEI 05, SEI 07, ME 09, CE 11, CE 14, NorD 05, NorD 06, SSI 03, SSI 05, SSAE 03

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Time and Effort Policies and Procedures

- Abbreviation: TmEfrtPlcyPrcdrs
- Description: LEA’s established written policies and procedures for documenting time and effort of employees that work on federal programs. Current year.
- Item Instructions: CE 14: Include the LEA’s specific policies and procedures for documenting actual hours worked, including related internal controls, employee training, and reconciliation processes.
- Related Items: AE 03, FM 01, CTE 02, EL 08, CE 14, NorD 06, SSI 05

Time and Effort Records

- Abbreviation: TmEfrtRcrds
- Description: Documentation to support salaries and benefits charged to each program funding source under review in accordance with federal requirements. Records may include personnel activity reports, semiannual certifications, or other equivalent records. Budget estimates do not qualify as support.
- Item Instructions: CE 14: Documentation (e.g., personnel activity reports, semiannual certifications, time sheets, time cards, etc.) for each staff, at the LEA level and at each reviewed school, funded all or in part with Title I, Part A funds (resource code 3010).
- Related Items: AE 02, FM 01, FM 03, EXLP 09, CTE 02, EL 08, HE 10, ME 09, CE 11, CE 14, NorD 05, NorD 06, SSI 03, SSI 05, SSAE 03

CE 15: Local Educational Agency Equipment Inventory

15.0 The LEA spending Title I, Part A funding on equipment shall maintain a historical inventory record for each piece of equipment with an acquisition cost of \$500 or more per unit. The record describes the acquisition by:

- (a) Type/description
- (b) Model/name
- (c) Serial/identification number
- (d) Funding source
- (e) Federal Award Identification Number
- (f) Who holds the title

2022–23 Compensatory Education Program Instrument

- (g) Acquisition date
- (h) Original cost
- (i) Percentage of Federal participation in the project costs for the Federal award under which the property was acquired
- (j) Location
- (k) Use and current condition
- (l) Transfer, replacement, or disposition of obsolete or unusable equipment
- (m) Any ultimate disposition data, including the date of disposal and sale price or method used to determine current fair market value
(EC Section 35168; Title 5, California *Code of Regulations* [5 CCR] Section 3946; 2 CFR Section 200.313[d])

15.1 Capital expenditures for general or special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the federal awarding agency or pass-through entity.
(2 CFR Section 200.439[b][1]-[2])

15.2 Unless otherwise provided, equipment purchased with Title I, Part A funds with a current per unit fair market value in excess of \$5,000 may be retained by the non-federal entity or sold with a certain percentage of the current market value or proceeds from sale going to the federal awarding agency pursuant to federal regulations (see 2 CFR Section 200.313[e][2]).

Equipment with a current per unit fair market value of \$5,000 or less may be retained, sold, or otherwise disposed of with no further obligation to the SEA (federal awarding agency). (2 CFR Section 200.313[e][1]-[4])

15.3 The LEA must conduct a physical inventory of the property and the results reconciled with the property records at least once every two years.
(2 CFR Section 200.313[d][2])

Evidence Requests

Approval of Capital Expenditures

Abbreviation: AprvlCptlExpnd

Description: For items with a unit cost of \$5,000 or more, the corresponding Capital Expenditures Request Form showing approval by the California Department of Education.

2022–23 Compensatory Education Program Instrument

Item Instructions: CE 15: Provide the Title I Equipment and Capital Expenditures Request Form pertaining specifically to items purchased with Title I funds.

Related Items: CE 15, NorD 04, SSI 06

Equipment Inventory Records

Abbreviation: EqpmntInvntyRcrds

Description: Historical inventory list of all equipment purchased for \$500 or more per Education Department General Administrative Regulations (EDGAR)/EC requirements and a record of last physical check of items. If no purchases were made, indicate that in a comment.

Item Instructions: CE 15: Evidence the physical check has occurred for equipment purchased with Title I, Part A funds. If applicable, include approval of the equipment disposal form.

Related Items: AE 02, AE 09, ELC 06, EXLP 08, EXLP 11, CTE 02, EL 06, HE 08, ME 06, CE 15, NorD 04, SSI 06, SSAE 04

CE 16: Local Educational Agency Public Control of Funds: Private Schools Equitable Services

16.0 The control of funds used to provide services to eligible students in private schools, and title to materials, equipment, and property purchased with Title I, Part A; Title I, Part C; and Title III funds, shall be maintained in the LEA for the uses and purposes provided under sections 1117 and 8501 of the ESEA, as amended by the ESSA, and the LEA shall administer such funds, materials, equipment, and property.
(20 U.S.C. sections 6320[d][1], 7881[d][1])

16.1 The provision of Title I and Title III services to eligible students in private schools by individuals, associations, agencies, organizations, or other entities shall be independent of the private school and independent of any religious organization, and such employment or contract shall be under the control and supervision of the LEA.
(20 U.S.C. sections 6320[d][2][B], 7881[d][2][B])

Evidence Requests

Funding Allocations for Title I Private School Services

Abbreviation: FndngAlctnsTtlPrvtSchlSrvcs

Description: Budget report showing funds for services to eligible private school students.

2022–23 Compensatory Education Program Instrument

Item Instructions:

Related Items: CE 16

LEA Summary Budget and Expenditure Reports for Services to Private School Students

Abbreviation: LEASmryBdgtPvtSchlStdnts

Description: Reports identifying funds spent/to be spent on Title I, Part A; Title I, Part C; and Title III services to private school students sorted by site, object, and resource codes. Evidence of LEA review and approval of these expenditures.

Item Instructions: CE 16: Record of PD or training materials intended to benefit the participating private school students.

Related Items: CE 16

Third Party Provider Contracts and Invoices, as Applicable

Abbreviation: ThrdPrtyPrvdCntrt

Description: Third party provider contracts and invoices for PD and Title I, Part A; Title I, Part C; and Title III services for eligible students in private schools, their teachers, and families.

Item Instructions:

Related Items: CE 16

CE 17: Compensatory Education Early Childhood Development

17.0 If the LEA uses Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, the services shall comply with the performance standards established under the Head Start Act.
(20 U.S.C. Section 6312[c][7], 42 U.S.C. Section 9836a[a])

Evidence Requests

Early Childhood Development Curriculum

Abbreviation: ECDvlpmntCrclm

Description: Evidence that the LEA's Title I funded early childhood development curriculum meets or aligns with Head Start program performance standards.

Item Instructions:

2022–23 Compensatory Education Program Instrument

Related Items: CE 17

Early Childhood Development Lesson Plan Documentation

Abbreviation: ErlyChldhdDvlpLsnPln

Description: Documentation of LEA's Title I funded early childhood development lesson plans that meet or align with Head Start program performance standards.

Item Instructions:

Related Items: CE 17

School Plan for Student Achievement (SPSA)

Abbreviation: SPSA

Description: Must include the school name, a budget with specific federal program information that aligns to the school's academic goals and key improvement strategies, and evidence of required approvals by SSC and local governing board. Reviewer will indicate which fiscal year to provide.

Item Instructions: CE 17: For a SWP only, provide a comment indicating page number and section in the SPSA that addresses the use of Title I, Part A funds to provide Early Childhood Education for children from low-income families.

Related Items: FM 01, FM 02, FM 03, FM 05, CE 05, CE 06, CE 10, CE 11, CE 17

IV. Standards, Assessment, and Accountability

CE 18: Local Educational Agency Posts School Accountability Report Card

18.0 The LEA shall annually issue and update a School Accountability Report Card (SARC) for each school in an understandable and uniform format that, to the extent practicable, shall be provided in a language that the parents can understand. The SARC shall contain all required elements, including the following:

(20 U.S.C. sections 6311[h][2][A], 6311[h][2][B], 6311[h][2][C]; *EC* sections 33126, 35256.)

- (a) Information that shows how the school's students' achievement on the statewide academic assessments compared to students served by the LEA and in the state as a whole. (20 U.S.C. Section 6311[h][2][C][ii])

2022–23 Compensatory Education Program Instrument

- (b) Estimated expenditures per pupil and types of services funded. (EC Section 33126[b][3])
- (c) Contact information pertaining to organized opportunities for parental involvement. (EC Section 33126[b][14])
- (d) The total number of the school’s fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials, any assignment of teachers outside their subject areas of competence, misassignments, including misassignments of teachers of ELs, and the number of vacant teacher positions for the most recent three-year period. (EC Section 33126[b][5])

18.1 An LEA shall publicize the SARC for each school, and notify parents or guardians of students that a hard copy will be provided upon request. An LEA that is connected to the internet shall make the information contained in the SARC accessible on the internet and make the information widely available through public means.
(20 U.S.C. Section 6311[h][2][B][iii]; EC sections 35256[c], 35258.)

Evidence Requests

SARC Hard Copy Availability Notification

Abbreviation: SARCHrdCpyNtfctn
 Description: Notification indicating that the SARC is available in hard copy. This notification is generally in your Parent Handbook.
 Item Instructions: CE 18: Some form of notification, such as a newsletter or flyer sent home to parents, that a hard copy will be made available upon request at the school site.
 Related Items: HE 11, CE 18

School Accountability Report Card (SARC)

Abbreviation: SARC
 Description: The most recent SARC.
 Item Instructions: CE 18: The most recent SARC for each reviewed school.
 Related Items: PE 04, PE 05, SEI 11, HE 11, CE 18

2022–23 Compensatory Education Program Instrument

CE 19: School Site Evaluation of Program Effectiveness

19.0 A school operating a SWP shall carry out the following requirements.
(20 U.S.C. Section 6314[b][3]; 34 CFR Section 200.26[c]; *EC* sections 64001[i], 64001[g][2][B], 64001[h])

- (a) Annually review and regularly monitor the implementation of, and results achieved by, the program, using data from the state’s annual assessments and other indicators of academic achievement.
(34 CFR Section 200.26[c][1], *EC* Section 64001[i])
- (b) Determine whether the program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards.
(34 CFR Section 200.26[c][2])
- (c) Update and revise the plan, as necessary, based on the results of the regular monitoring and annual review, to ensure continuous improvement of students in the program.
(20 U.S.C. Section 6314[b][3], 34 CFR Section 200.26[c][3], *EC* Section 64001[i])

19.1 Schools operating a TAS program shall review, on an ongoing basis, the progress of eligible students and revise the targeted assistance program, if necessary, to provide additional assistance to enable such students to meet the challenging state academic standards.
(20 U.S.C. Section 6315[b][2][G][iii])

Evidence Requests

Schoolsite Council Participates in Evaluation

Abbreviation:	SSCPrtcptsEval
Description:	For a school operating a SWP, SSC meeting minutes and attendance that demonstrate SSC participation in the annual review of the SPSA services.
Item Instructions:	CE 19: Records (e.g., agendas, meeting minutes, attendance, etc.) of SSC’s involvement in evaluating the effectiveness of Title I, Part A funded programs and services specified in the SPSA.
Related Items:	CE 19

2022–23 Compensatory Education Program Instrument

Site Title I Program Evaluation and Other Evidence

Abbreviation: StTtlPrgrmEval

Description: Evaluation report and evidence used to determine which Title I program actions and strategies are improving student achievement. Identify Title I, Part A funded strategies and services that are improving student achievement or that need improvement. Note any modifications made to improve services.

Item Instructions: CE 19: For a SWP, include evaluation documents completed by the SSC. For a TAS, include progress monitoring and program revision documents.

Related Items: CE 19

V. Staffing and Professional Development

CE 20: Paraprofessional Requirements

20.0 LEAs shall ensure that all paraprofessionals working in Title I, Part A funded schools meet applicable state certification and licensure requirements. LEAs shall ensure that every paraprofessional who is supported by Title I funds and who assists in instruction has demonstrated at least one of the following requirements: (20 U.S.C. Section 6312[c][6]; EC Section 45330[c].)

- (a) Completion of at least two years of study at an institution of higher education.
(EC Section 45330[c][1])
- (b) Possession of an associate’s degree or higher.
(EC Section 45330[c][2])
- (c) Knowledge of, and ability to assist in, instructing reading, writing, and mathematics demonstrated through a local or state assessment, that is appropriate to the responsibilities to be assigned to the paraprofessional.
(EC Section 45330[c][3])

20.1 A paraprofessional shall perform only duties that, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher.
(EC Section 45330[b])

2022–23 Compensatory Education Program Instrument

Evidence Requests

Paraprofessional Authorizations

Abbreviation: PrprfsnlAthrztns

Description: Provide a sortable spreadsheet of paraprofessionals including full names and qualifications.

Item Instructions: CE 20: List paraprofessionals in reviewed schools and how they meet professional standards as listed in section 20.0(a), (b), or (c) of the CE program instrument.

Related Items: SEI 09, CE 20

Staff Credentials

Abbreviation: StfCrdntls

Description: Provide a sortable spreadsheet of all certificated staff displaying credentials and full staff name including full middle name.

Item Instructions: CE 20: For each reviewed school, identify certificated teachers who supervise a paraprofessional funded with Title I.

Related Items: AE 04, PE 09, SEI 09, ME 11, CE 08, CE 20



**California Department of Education
Federal Program Monitoring 2022-23
Notification of Findings**

October 20, 2022

This is the official Notification of Findings (NOF) report of the review visit conducted by the California Department of Education (CDE). Because the methodology of the review involves sampling, it is not an assessment of all legal requirements. Nevertheless, the local educational agency (LEA) is responsible for operating its federal categorical programs in compliance with all applicable laws and regulations.

Local Educational Agency: Watsonville Prep (44772480138909)

Review Date(s): 10/17/2022 - 10/21/2022

Regional Team Leader(s): Clement Mok, 916-319-0357

FPM Coordinator(s): Kirsten Carr, 831-217-4883

Program Reviewed	Program Reviewer	Total Findings
Compensatory Education (CE)	Micah Spangler	3
Uniform Complaint Procedure (UCP)	Raquel Castellon, Bobby Dalton Roy, Kerri Ruzicka, John Widdifield	3

The LEA is required to resolve each Federal Program Monitoring (FPM) finding within 45 calendar days which ends on 12/05/2022. Corrective actions made to resolve findings must be implemented at all sites in the LEA and the new procedures must be used in the future.

When a FPM finding cannot be resolved within this 45 calendar day period, the LEA submits a resolution agreement request using the "Resolution Agreement" process via CMT. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.

NOTE: Copies of this report were distributed to the Agency. This is a public report and must be made available upon request. (California Public Records Act, Government Code section 6250)

Sites Reviewed	Programs Reviewed
No sites included in this review.	

Monitoring Results by Program

Compensatory Education



Federal Program Monitoring 2022-23
Notification of Findings
 Watsonville Prep (44772480138909)

Preliminary

1. CE 02: School Parent and Family Engagement

With approval from the local governing board, each Title I, Part A school must jointly develop with, and distribute to parents, a unique school-level parental involvement policy that contains all elements CE 2.2 (a)-(f) and CE 2.4 (a)-(b).

During the review, Watsonville Prep did not provide sufficient evidence to show parent involvement in the development of the Policy and Compact; nor were any documents uploaded to show the policy and compact has been annually distributed to parents of Title I, Part A students.

In order to resolve, Watsonville Prep must upload evidence, such as meeting minutes or parent surveys, to show the Policy and Compact have been jointly developed with parents. Watsonville Prep must also provide evidence that shows the Policy and Compact has been annually distributed to parents of Title I, Part A students.

2. CE 06: School Site Activities

An eligible school operating a SWP shall develop a comprehensive plan, to be consolidated into a single plan, known as the SPSA (school plan) in California. Single site school districts and charter schools may use their LCAP to serve as their SPSA (school plan), provided that the LCAP meets federal school planning requirements. The school plan shall be developed with the involvement of parents and other members of the community to be served; individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, etc.

During the review of the revised 2022-2023 LCAP, Watsonville Prep did not provide evidence demonstrating that the revised LCAP was developed with the involvement of parents and other members of the community.

In order to resolve the finding, Watsonville Prep must submit evidence into the CMT that parents and other members of the community participated in the development of the 2022-2023 LCAP. Evidence may include agendas, meeting minutes, sign-in sheets, etc.

3. CE 09: Parental Notification of English Learner Status

Each LEA using Title I, Part A funds or Title III funds to provide a language instruction educational program as determined under Title III shall comply with parent notification requirements for 9.1 (a)-(h). The notice and information provided to parents shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. For those children who have not been identified as ELs prior to the beginning of the school year, but are identified as ELs during such school year, the LEA shall notify the parents within the first two weeks of the child's placement in a language instruction educational program. Initial notice to parents shall meet requirements specified under 9.1 (a)-(h).

During the review, Watsonville Prep did not provide an Annual and Initial English Learner Notification that contained sufficient evidence of the elements 9.1 (a)-(h) to meet legal

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



**Federal Program Monitoring 2022-23
Notification of Findings
Watsonville Prep (44772480138909)**

Preliminary

requirements of parental notification of English Learner status.

In order to resolve this item, Watsonville Prep must submit into CMT the following documents: (1) a template Annual and Initial English Learner Notification that includes the elements 9.1 (a)-(h); and (2) a letter of assurance that, moving forward, Watsonville Prep shall comply with parent notification requirements for 9.1 (a)-(h).

Uniform Complaint Procedure

1. UCP 01: Policies and Procedures

The LEA adopts Board Policies and Procedures regarding UCP with all language and components of required elements for applicable state and federal laws and regulations.

Upon review of the UCP 1 documents "Updated 2022 Uniform Comp...cedure (PCM) (2).docx.pdf" and "Uniform Complaint Procedures.doc.pdf", the LEA does not meet requirements for UCP 1 because the documents do not contain all required language and elements according to the 2022–2023 UCP Instrument.

The LEA must certify in CMT evidence that staff revised the UCP Policies and Procedures to include all required language and elements according to the 2022-2023 UCP Instrument, submitted them to the local governing board for review and adoption, and that the local governing board adopted them. Evidence may include the agenda and minutes of the meeting in which the document was adopted and the final product with the adoption date clearly shown.

2. UCP 02: Annual Notice

The LEA annually notifies in writing its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of their uniform complaint procedures. The annual notice shall have all language and components of required elements for applicable state and federal laws and regulations.

Upon review of the UCP 2 document "Annual notice of UCP.pdf", the LEA does not meet requirements for UCP 2 because the document does not contain the language or components of required elements according to the 2022-2023 UCP Instrument.

The LEA must upload on CMT evidence that staff added the required language and provided the revised UCP Annual Notice in writing to all of the LEA's students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties.

3. UCP 04: Williams Complaints Policies and Procedures

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



Federal Program Monitoring 2022-23
Notification of Findings
Watsonville Prep (44772480138909)

Preliminary

The LEA adopts Board policies and procedures regarding Williams Complaints with all language and components of required elements for applicable state laws and regulations.

No Williams Complaints Policies and Procedures were available for review.

The LEA must certify in CMT evidence that staff drafted Williams Complaints Policies and Procedures that include all required language and elements according to the 2022-2023 UCP Instrument, submitted them to the local governing board for review and adoption, and that the local governing board adopted them. Evidence may include the agenda and minutes of the meeting in which the document was adopted and the final product with the adoption date clearly shown.

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



**California Department of Education
Federal Program Monitoring 2022-23
Notification of Findings**

October 20, 2022

This is the official Notification of Findings (NOF) report of the review visit conducted by the California Department of Education (CDE). Because the methodology of the review involves sampling, it is not an assessment of all legal requirements. Nevertheless, the local educational agency (LEA) is responsible for operating its federal categorical programs in compliance with all applicable laws and regulations.

Local Educational Agency: Hollister Prep (35674700127688)
Review Date(s): 10/17/2022 - 10/21/2022
Regional Team Leader(s): Clement Mok, 916-319-0357
FPM Coordinator(s): Kirsten Carr, 831-217-4883

Program Reviewed	Program Reviewer	Total Findings
Compensatory Education (CE)	Micah Spangler	3
Uniform Complaint Procedure (UCP)	Raquel Castellon, Bobby Dalton Roy, Kerri Ruzicka, John Widdifield	3

The LEA is required to resolve each Federal Program Monitoring (FPM) finding within 45 calendar days which ends on 12/05/2022. Corrective actions made to resolve findings must be implemented at all sites in the LEA and the new procedures must be used in the future.

When a FPM finding cannot be resolved within this 45 calendar day period, the LEA submits a resolution agreement request using the "Resolution Agreement" process via CMT. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.

NOTE: Copies of this report were distributed to the Agency. This is a public report and must be made available upon request. (California Public Records Act, Government Code section 6250)

Sites Reviewed	Programs Reviewed
No sites included in this review.	

Monitoring Results by Program

Compensatory Education



**Federal Program Monitoring 2022-23
Notification of Findings
Hollister Prep (35674700127688)**

Preliminary

1. CE 02: School Parent and Family Engagement

With approval from the local governing board, each Title I, Part A school must jointly develop with, and distribute to parents, a unique school-level parental involvement policy that contains all elements CE 2.2 (a)-(f) and CE 2.4 (a)-(b).

During the review, Hollister Prep did not provide sufficient evidence to show parent involvement in the development of the Policy and Compact; nor were any documents uploaded to show the policy and compact has been annually distributed to parents of Title I, Part A students.

In order to resolve, Hollister Prep must upload evidence, such as meeting minutes or parent surveys, to show the Policy and Compact have been jointly developed with parents. Hollister Prep must also provide evidence that shows the Policy and Compact has been annually distributed to parents of Title I, Part A students.

2. CE 06: School Site Activities

An eligible school operating a SWP shall develop a comprehensive plan, to be consolidated into a single plan, known as the SPSA (school plan) in California. Single site school districts and charter schools may use their LCAP to serve as their SPSA (school plan), provided that the LCAP meets federal school planning requirements. The school plan shall be developed with the involvement of parents and other members of the community to be served; individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, etc.

During the review of the revised 2022-2023 LCAP, Hollister Prep did not provide evidence demonstrating that the revised LCAP was developed with the involvement of parents and other members of the community.

In order to resolve the finding, Hollister Prep must submit evidence into the CMT that parents and other members of the community participated in the development of the 2022-2023 LCAP. Evidence may include agendas, meeting minutes, sign-in sheets, etc.

3. CE 09: Parental Notification of English Learner Status

Each LEA using Title I, Part A funds or Title III funds to provide a language instruction educational program as determined under Title III shall comply with parent notification requirements for 9.1 (a)-(h). The notice and information provided to parents shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. For those children who have not been identified as ELs prior to the beginning of the school year, but are identified as ELs during such school year, the LEA shall notify the parents within the first two weeks of the child's placement in a language instruction educational program. Initial notice to parents shall meet requirements specified under 9.1 (a)-(h).

During the review, Hollister Prep did not provide an Annual and Initial English Learner Notification that contained sufficient evidence of the elements 9.1 (a)-(h) to meet legal requirements of parental notification of English Learner status.

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



Federal Program Monitoring 2022-23
Notification of Findings
 Hollister Prep (35674700127688)

Preliminary

In order to resolve this item, Hollister Prep must submit into CMT the following documents: (1) a template Annual and Initial English Learner Notification that includes the elements 9.1 (a)-(h); and (2) a letter of assurance that, moving forward, Hollister Prep shall comply with parent notification requirements for 9.1 (a)-(h).

Uniform Complaint Procedure

1. UCP 01: Policies and Procedures

The LEA adopts Board Policies and Procedures regarding UCP with all language and components of required elements for applicable state and federal laws and regulations.

Upon review of the UCP 1 documents “Updated 2022 Uniform Comp...cedure (PCM) (2).docx.pdf” and “Uniform Complaint Procedures.doc.pdf” the LEA does not meet requirements for UCP 1 because the documents do not contain all required language and elements according to the 2022–2023 UCP Instrument.

The LEA must certify in CMT evidence that staff revised the UCP Policies and Procedures to include all required language and elements according to the 2022-2023 UCP Instrument, submitted them to the local governing board for review and adoption, and that the local governing board adopted them. Evidence may include the agenda and minutes of the meeting in which the document was adopted and the final product with the adoption date clearly shown.

2. UCP 02: Annual Notice

The LEA annually notifies in writing its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of their uniform complaint procedures. The annual notice shall have all language and components of required elements for applicable state and federal laws and regulations.

Upon review of the UCP 2 document “Updated 2022 Uniform Comp...cedure (PCM) (2).docx.pdf”, the LEA does not meet requirements for UCP 2 because the document does not contain the language or components of required elements according to the 2022-2023 UCP Instrument.

The LEA must upload on CMT evidence that staff added the required language and provided the revised UCP Annual Notice in writing to all of the LEA’s students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties.

3. UCP 04: Williams Complaints Policies and Procedures

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



Federal Program Monitoring 2022-23
Notification of Findings
Hollister Prep (35674700127688)

Preliminary

The LEA adopts Board policies and procedures regarding Williams Complaints with all language and components of required elements for applicable state laws and regulations.

No Williams Complaints Policies and Procedures were available for review.

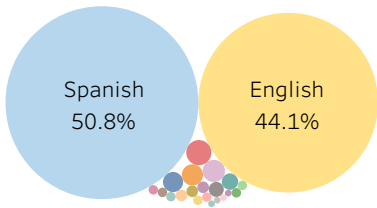
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The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.

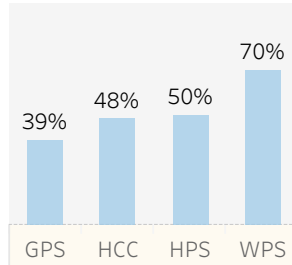
Navigator Schools Enrollment Summary

Report Date October 19, 2022

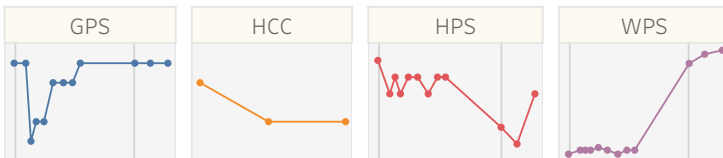
1. NAV Home Primary Language



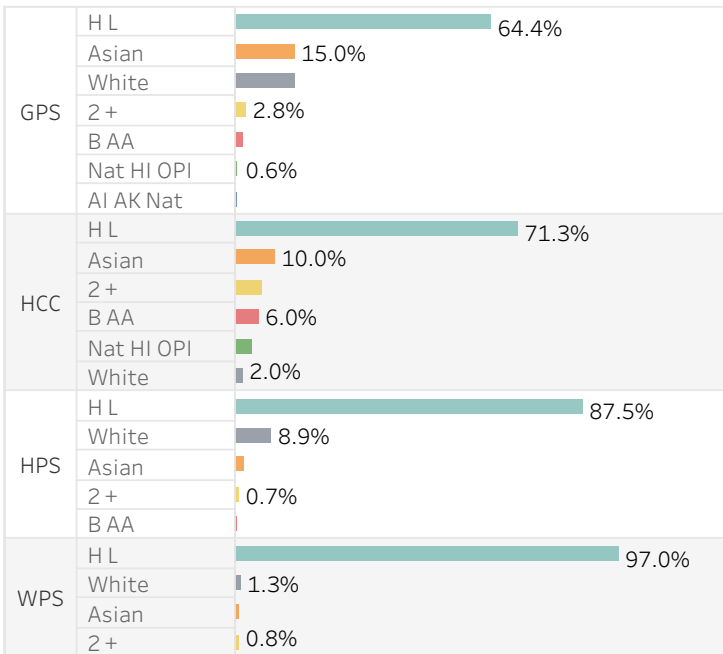
2. HPL Spanish



3. Site Enr



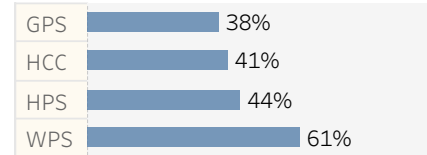
4. Federal Race



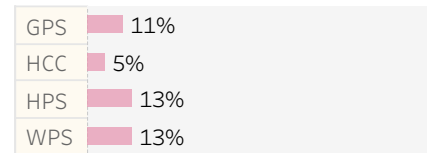
5. Enrollment by Grade Level

	GPS	HPS	WPS	HCC	NAV
TK			46	4	50
KN	60	60	55	20	195
1	60	60	60	26	206
2	59	60	59	27	205
3	60	60	60	48	228
4	60	60	60	25	205
5	60	60	60		180
6	60	60			120
7	60	60			120
8	60	58			118
All	539	538	400	150	1,627

7. Free or Reduced Lunch



8. Special Education



6. English Learner Status

Site	EL Status	Percentage
GPS	EO	50%
	EL	24%
	RFEP	16%
	Pending	6%
	IFEP	5%
HCC	EO	44%
	EL	29%
	IFEP	19%
	Pending	9%
HPS	EO	49%
	EL	27%
	RFEP	17%
	Pending	5%
WPS	IFEP	3%
	EL	49%
	EO	30%
	Pending	14%
	RFEP	4%

9. Parent Education Level

	GPS	HCC	HPS	WPS
Grad Deg +	12%	6%	6%	8%
Coll Grad	27%	23%	24%	13%
Some C or AA	20%	18%	24%	26%
HS Grad	18%	17%	20%	30%
Not HS Grad	16%	12%	20%	22%
No Answer	1%	9%	1%	1%
Null	5%	15%	5%	1%

10. NAV Student Group Summary

BAA	HL	White
1%	81%	8%
EL	FRL	SPED
31%	46%	11%

Coversheet

Academic Success Committee Report

Section: II. Committee Reports and Actions
Item: A. Academic Success Committee Report
Purpose: FYI
Submitted by:
Related Material: ASC Minutes 2022_10_12.pdf
SBAC 2022 Results Excerpts.pdf

DRAFT



Navigator Schools

Minutes

Academic Success Committee

Date and Time

Wednesday October 12, 2022 at 3:30 PM

Location

Zoom

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), C. Grissom (remote), J. Anderson (remote)

Committee Members Absent

A. Morikang

Guests Present

S. Martin (remote)

I. Opening Items

A. Call the Meeting to Order

C. Grissom called a meeting of the Academic Success Committee of Navigator Schools to order on Wednesday Oct 12, 2022 at 3:31 PM.

B. Record Attendance and Guests

C. Approve Minutes from Prior Meeting

C. Daggs made a motion to approve the minutes from Academic Success Committee on 05-23-22.

J. Anderson seconded the motion.

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

Roll Call

- C. Grissom Aye
- C. Daggs Aye
- A. Morikang Absent
- J. Anderson Aye

II. Academic Topics

A. Purpose of the Committee

M. Alatorre Alnas led a discussion about the purpose and description of the committee. Members highlighted additional focus areas, including innovation and model providing.

B. Boys and Girls Club

K. Sved presented an extended learning proposal from the Boys and Girls Club and answered questions posed by the committee. Members discussed participation, program providers, calendaring, and configuration in relation to existing intervention programs. Members shared positive endorsements of the Boys and Girls Club based on prior experiences.

C. Predicting Summative Assessment Performance via Blended Learning Applications

J. Dent shared strategies and related evidence for predicting levels of student achievement based on reading fluency, words per minute, and blended learning applications. Members asked clarifying questions.

D. SBAC Achievement by Student Group

S. Waller reviewed state summative test results (SBAC), including comparisons of performance by multiple student groups (economic status, English learner program status, and race). J. Dent offered additional insights and answered questions pertaining to strategies for alleviating COVID-19 learning loss and the formulation of future state testing performance objectives.

E. Model Providing Update

C. Toriumi explained the background and purpose of the RTAC (Regional Technical Assistance and Coaching) grant. She reviewed recent grant activities, participants, and successes. The committee discussed additional model dissemination outreach strategies. The discussion moved on to encompass an update on the middle school Squads model, organizations interested in Squads, and potential research opportunities related to the effort.

III. Closing Items

A. Schedule Future Meetings

The committee confirmed support for future meetings to be held approximately two weeks prior to every regularly scheduled board meeting.

B. Adjourn Meeting

C. Daggs made a motion to adjourn.

J. Anderson seconded the motion.

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

Roll Call

C. Grissom Aye

J. Anderson Aye

A. Morikang Absent

C. Daggs Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:38 PM.

Respectfully Submitted,

S. Martin

1. Count of Stu w/ ELA and/or M Test

	GPS	HCC	HPS	WPS	NAV
G3	59	26	60	58	203
G4	60		60	60	180
G5	60		60		120
G6	59		59		118
G7	59		61		120
G8	57		57		114
All	354	26	357	118	855

2. Count of Students by Race

	GPS	HCC	HPS	WPS	NAV
Null		2			2
AIAN	1				1
Asian	36	1	6	1	44
Black or AA	11		1		12
Hispanic or Latino	238	21	309	115	683
Nat HI or OPI	2	1			3
Two or More	10	1	6		17
White	56		35	2	93
All	354	26	357	118	855

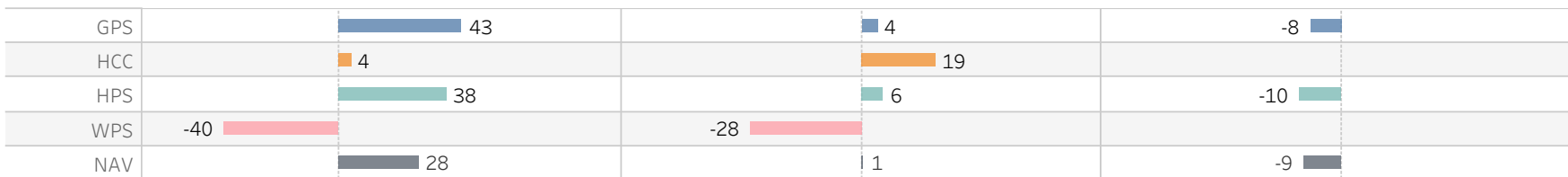
3. Count by Gender

F	M	NAV
409	447	856

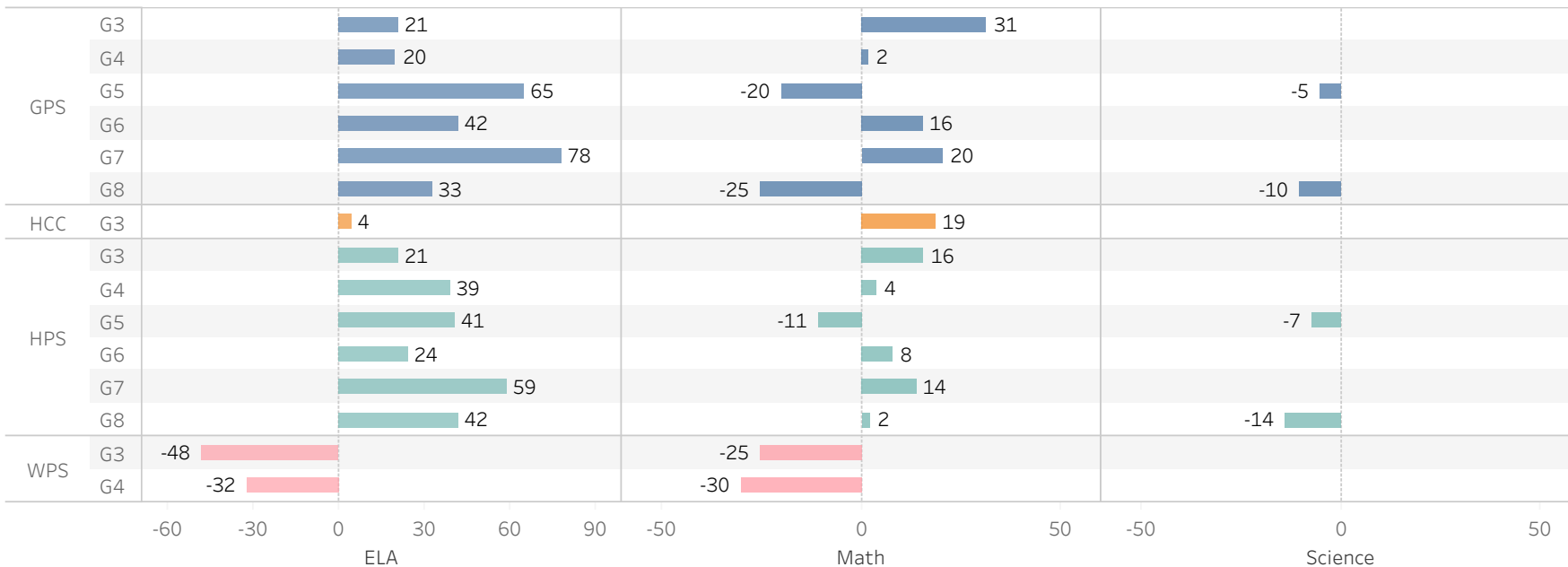
4. Avg DFM by Gender

	GPS		HCC		HPS		WPS	
	F	M	F	M	F	M	F	M
ELA DFM	48	39	22	-6	48	28	-24	-54
Math DFM	-5	12	12	23	3	8	-21	-33
Science DFM	-10	-5			-12	-8		

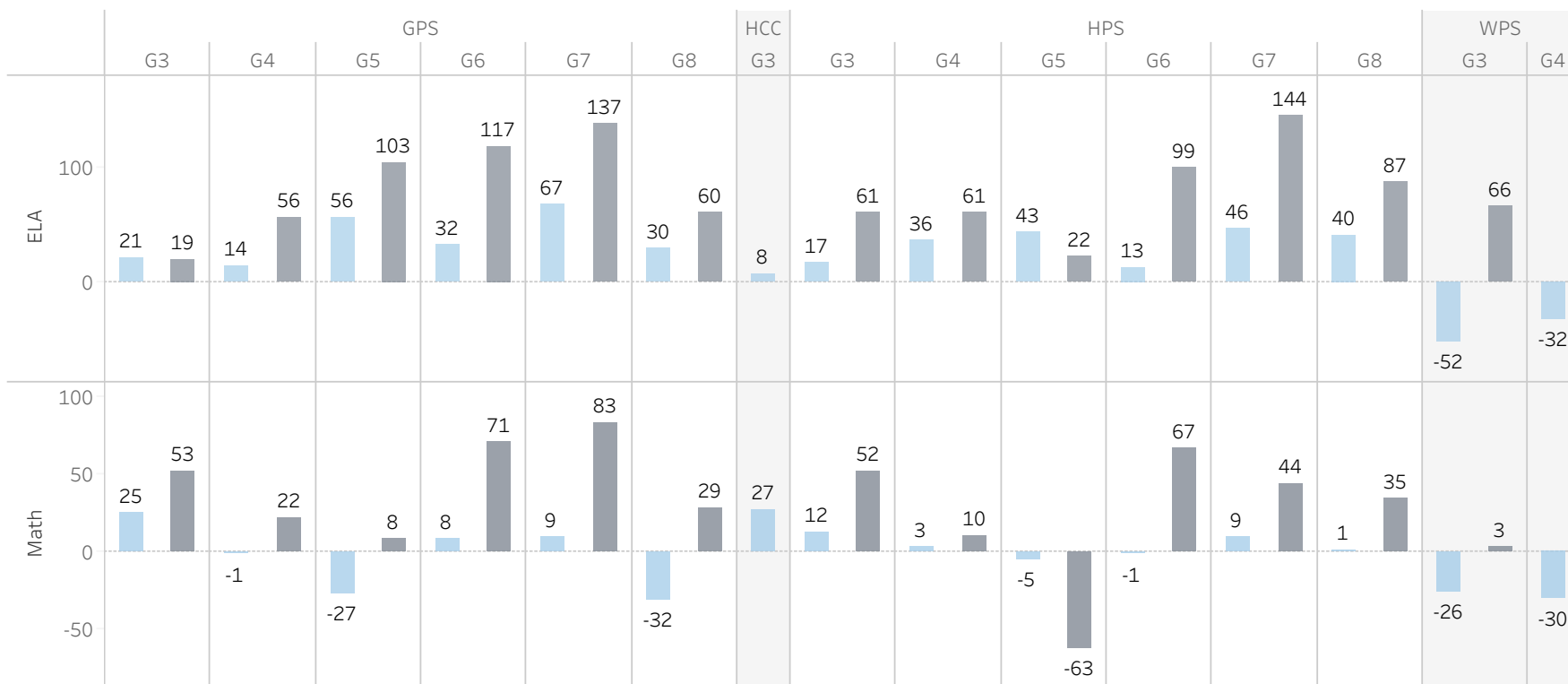
5. Average Distance From Met (Avg DFM): All Students by Site



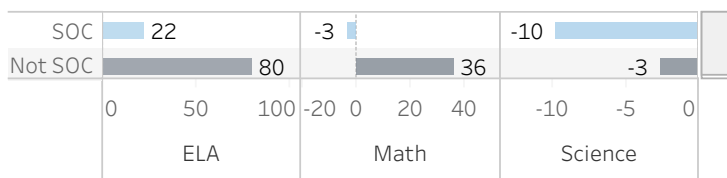
6. Avg DFM: All Students by Grade Level



11. Avg DFM: Students of Color and White Students by Grade Level

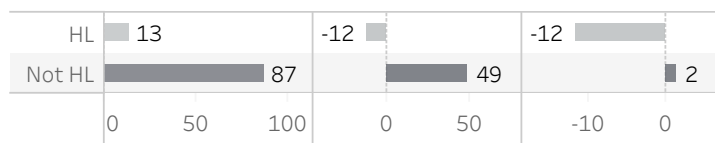


12. Avg DFM: Students of Color (NAV)



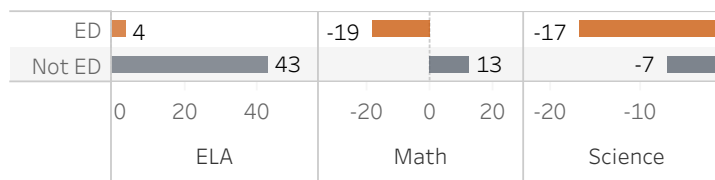
SOC / Not SOC
 ■ SOC
 ■ Not SOC

13. Avg DFM: Student is Hispanic or Latino? (NAV)



Student Is H/L?
 ■ HL
 ■ Not HL

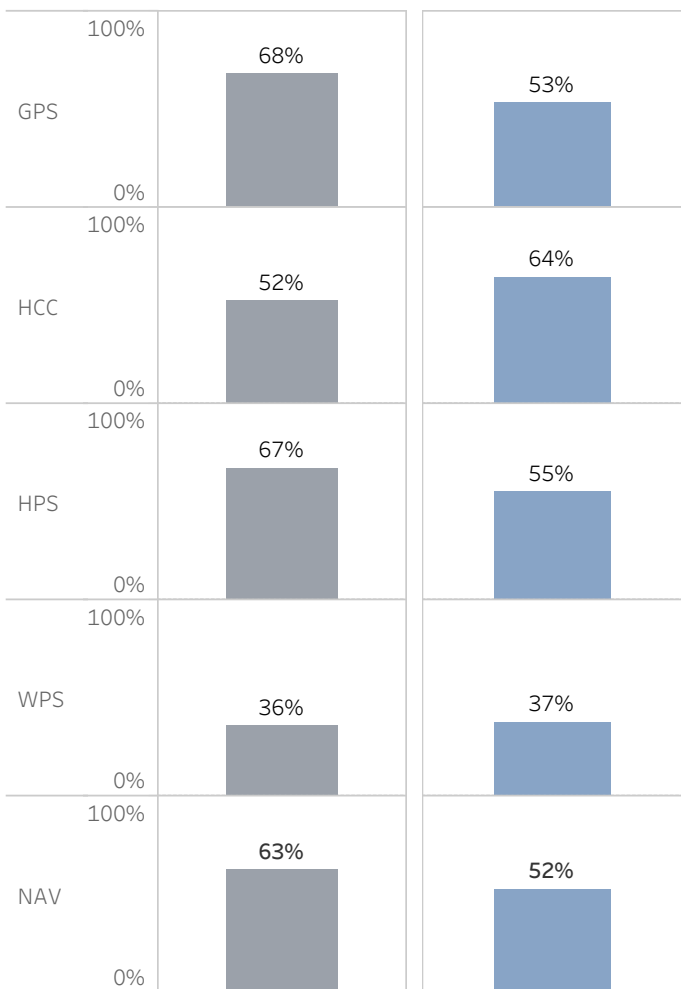
14. Avg DFM: Economically Disadvantaged (NAV)



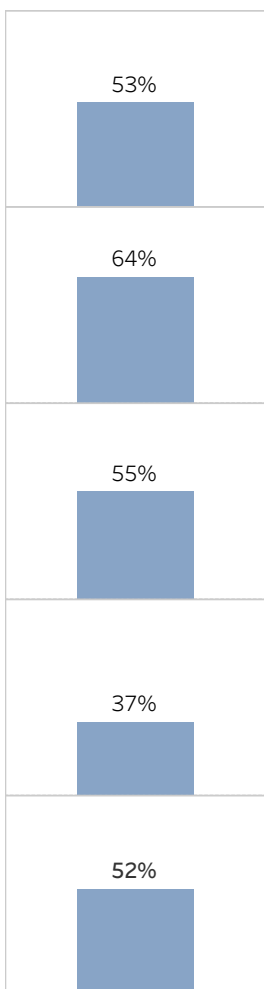
Student Is SED?
 ■ ED
 ■ Not ED

C. STUDENTS OF COLOR, HL, and ED

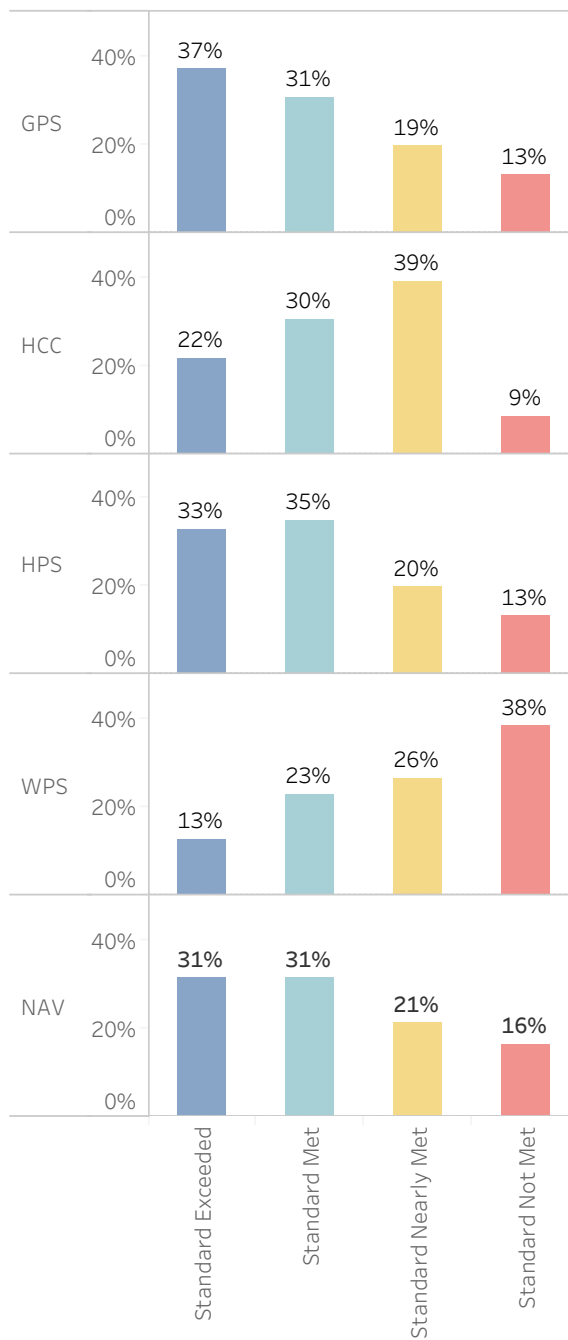
16. ELA % Proficient: Site



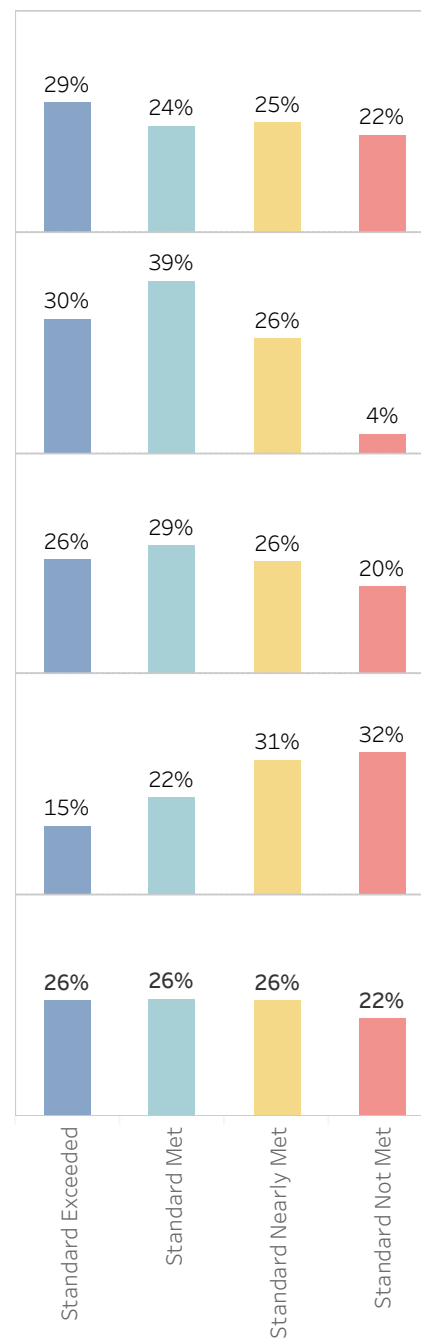
17. Math % Prof: Site



18. ELA Achievement Level %: Site



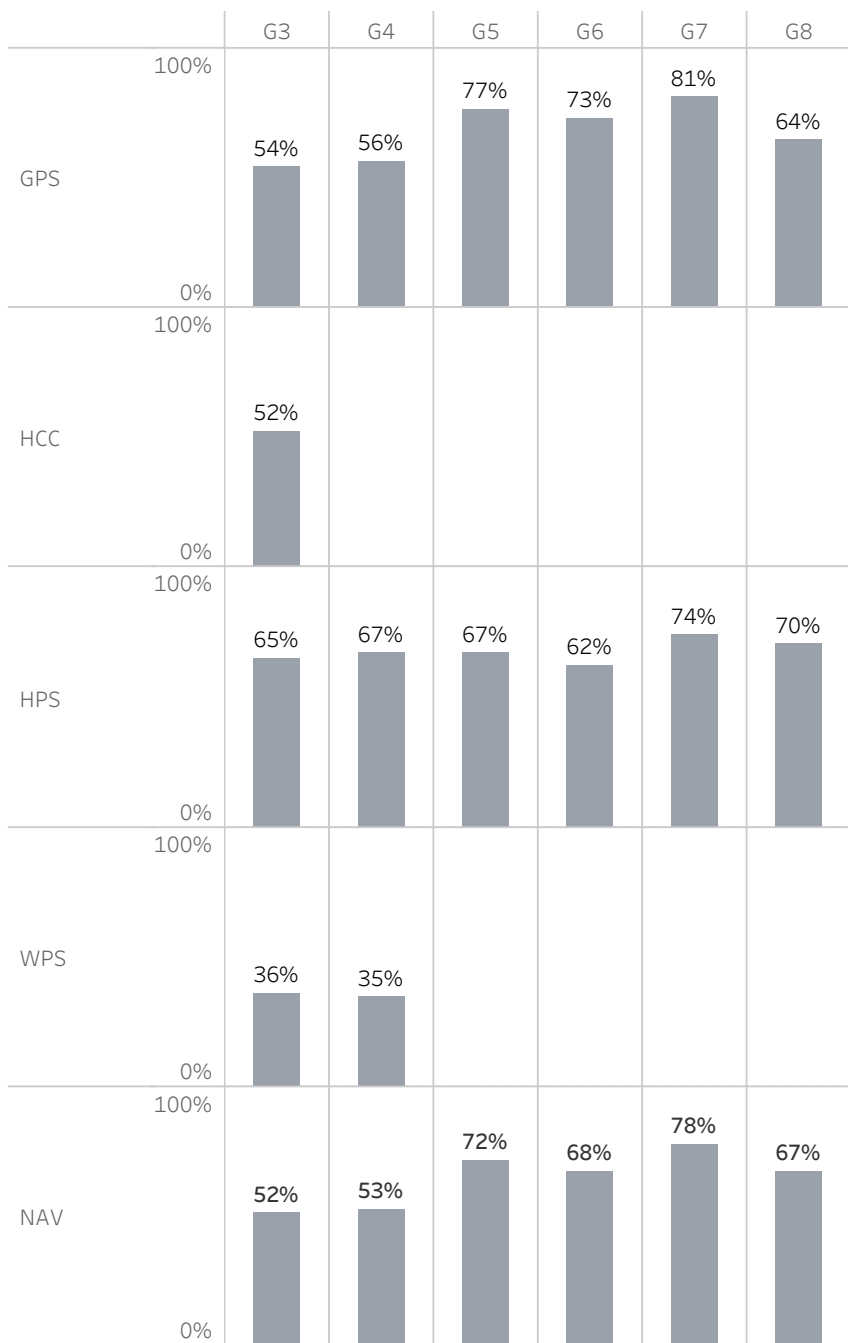
19. Math: Achievement Level %: Site



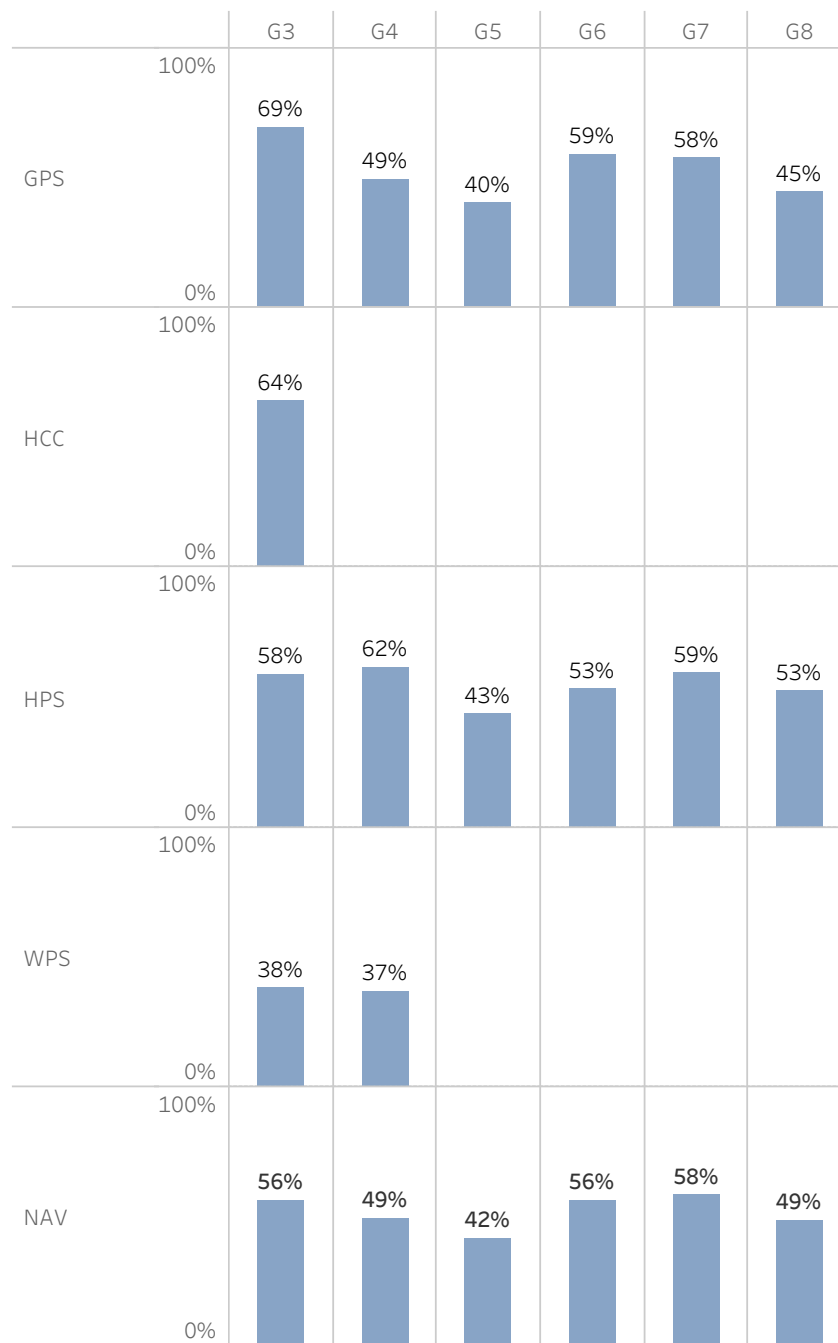
Proficient consists of Achievement Level 3 (Standard Met) and Level 4 (Standard Exceeded).

D. SITE PROFICIENCY

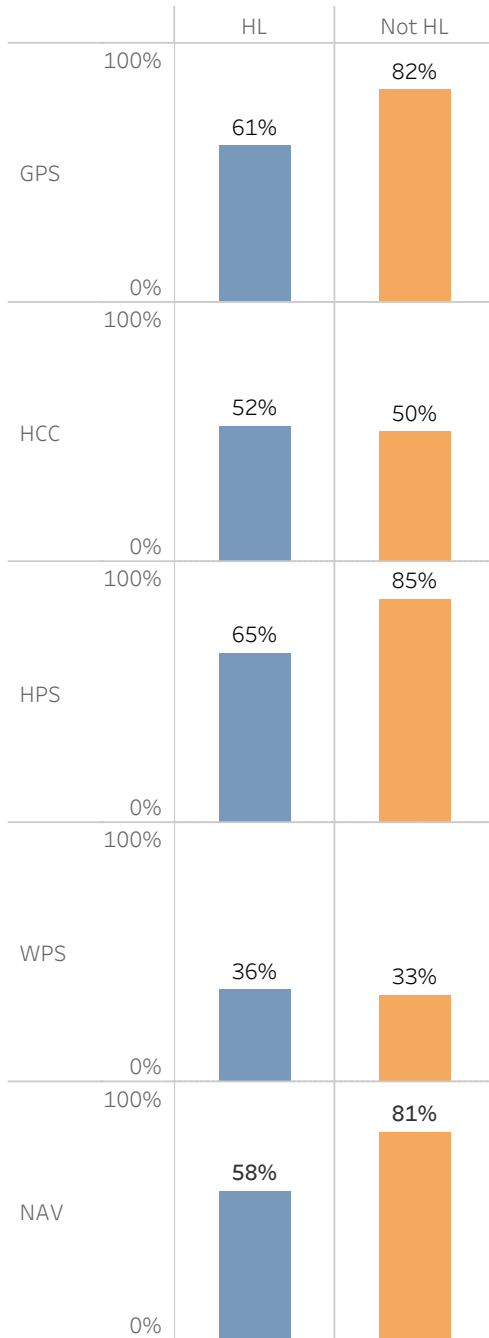
20. ELA % Proficient (Achievement Level 3 or 4): Grade Level



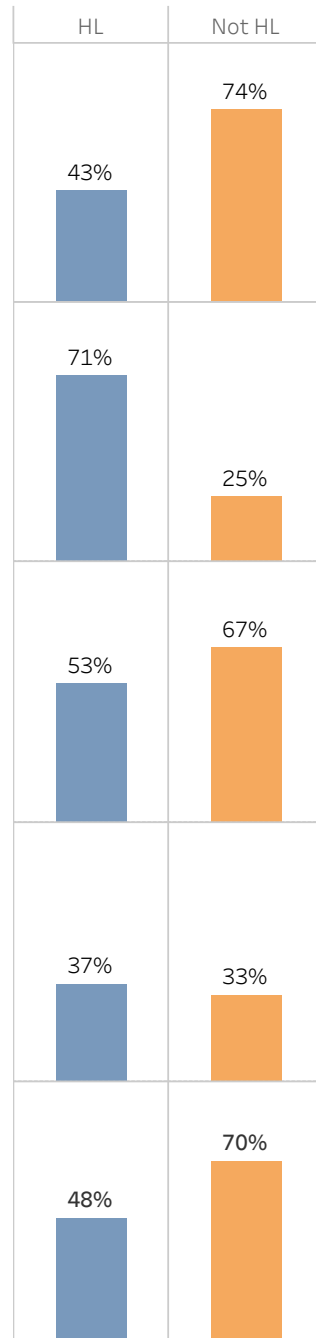
21. Math % Proficient (Achievement Level 3 or 4): Grade Level



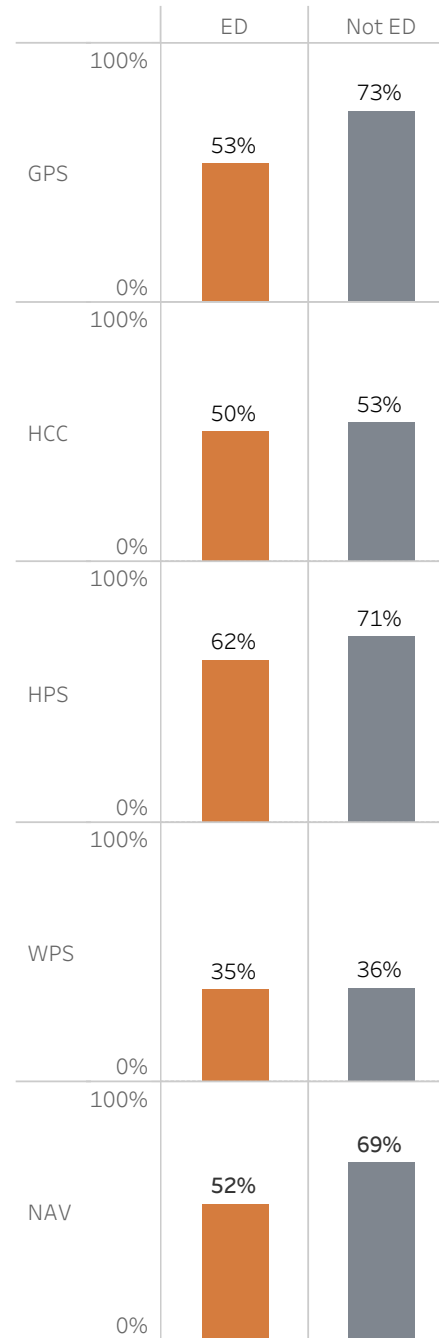
24. ELA % Prof : H or L?



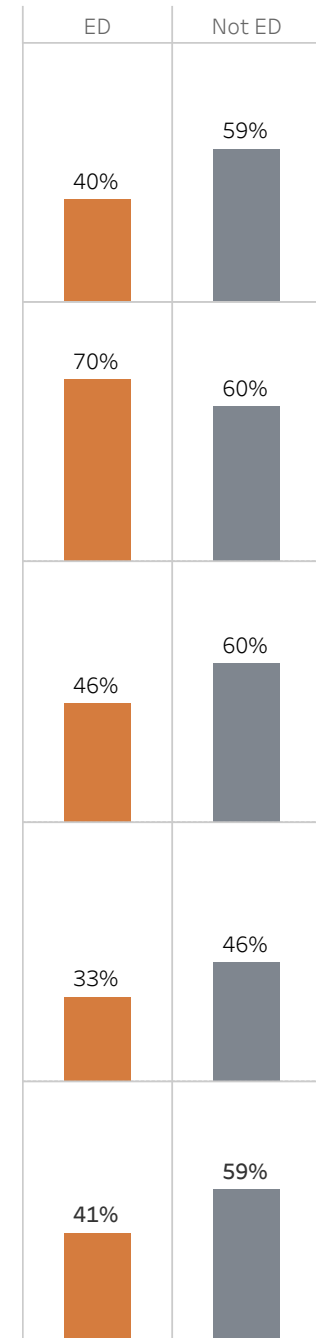
25. Math % Prof : H or L?



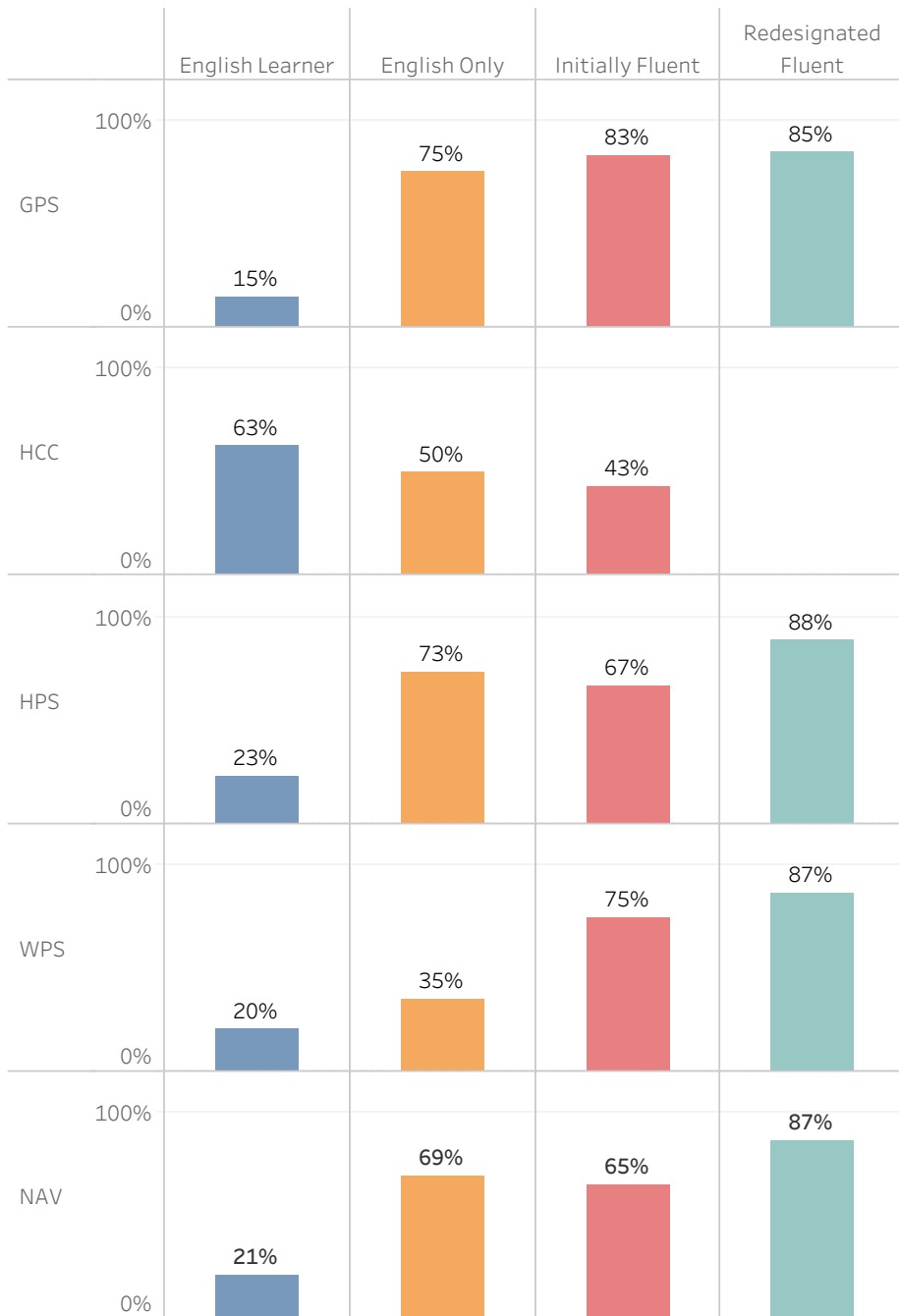
26. ELA % Prof: Eco Dis?



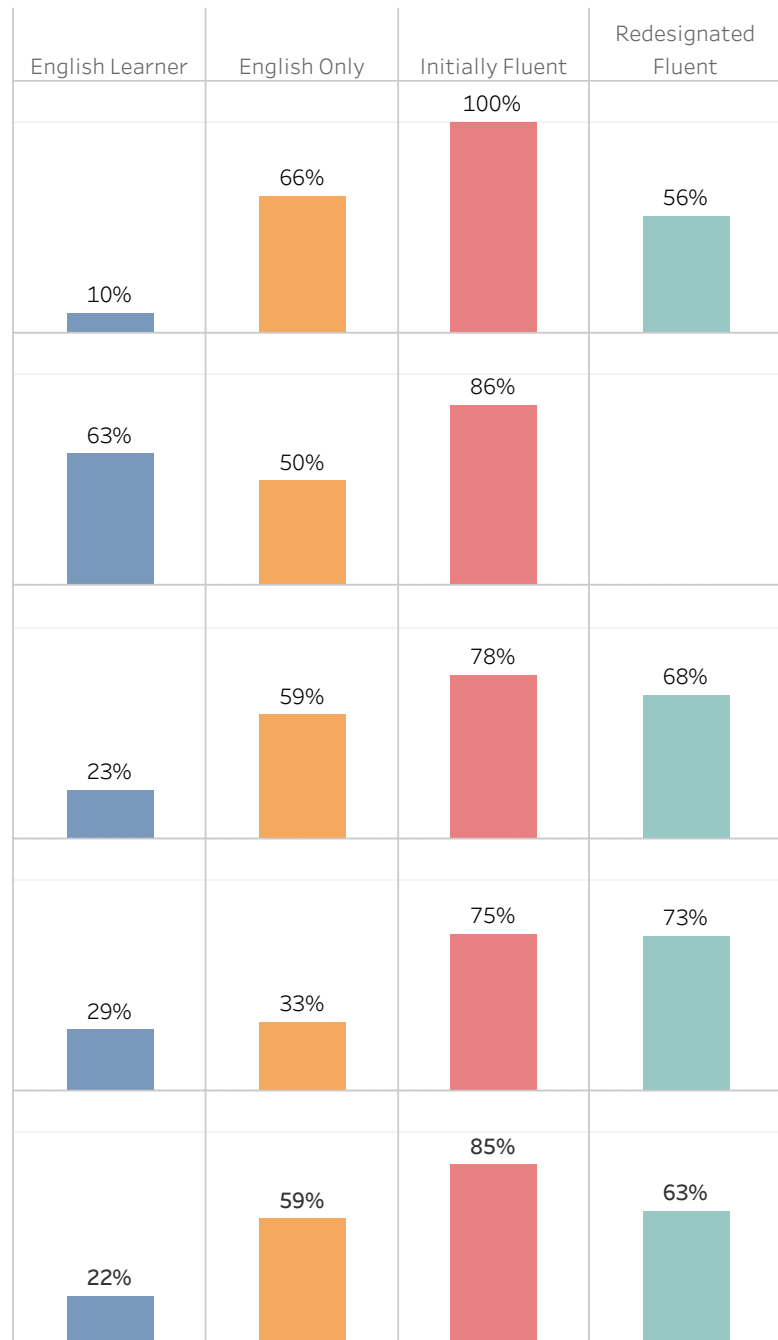
27. Math % Prof: Eco Dis?



28. ELA % Prof: English Proficiency



29. Math % Prof: English Proficiency



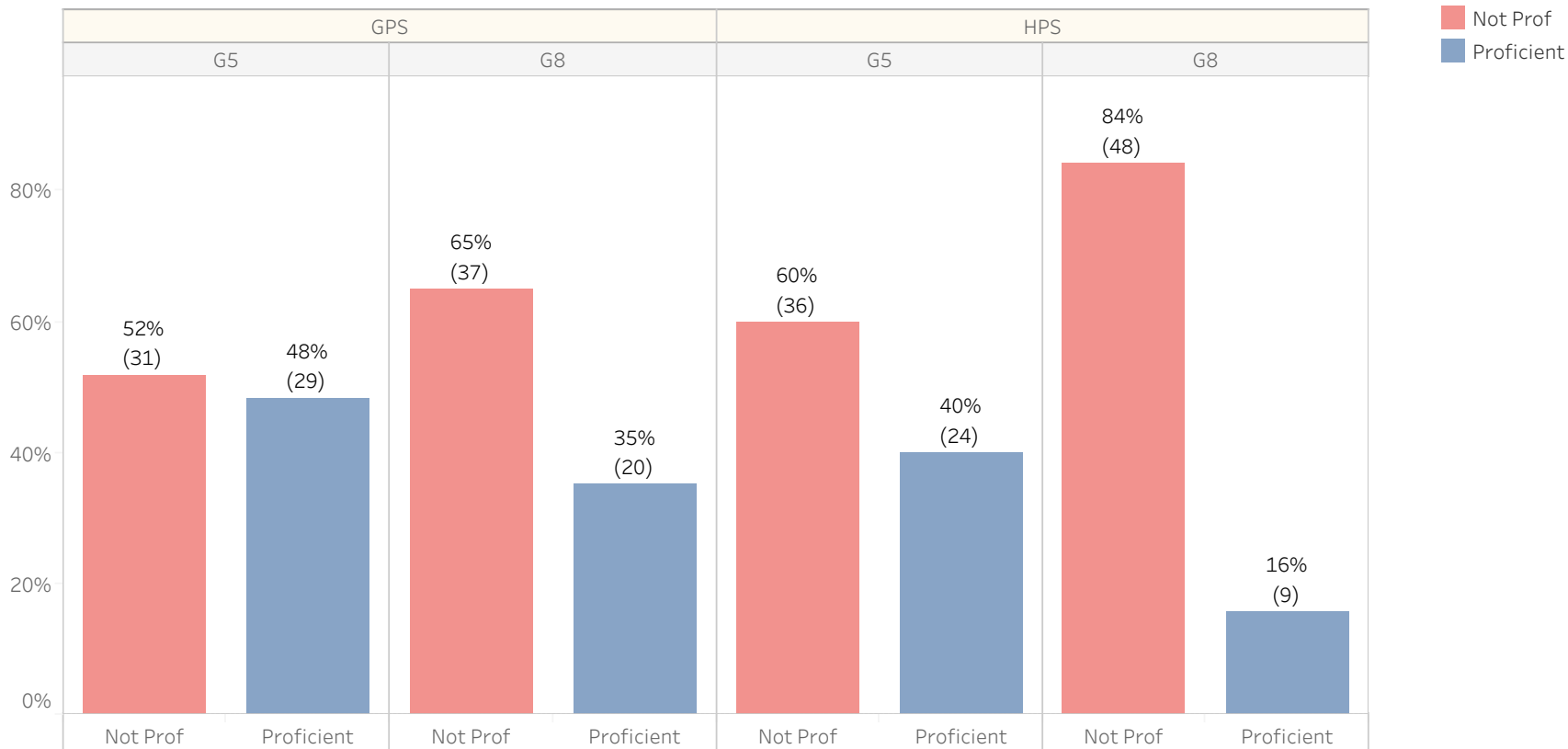
H. PROFICIENCY ELP

30. Science Achievement Level: Count by Grade Level

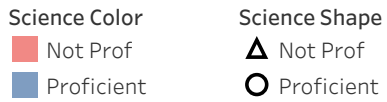
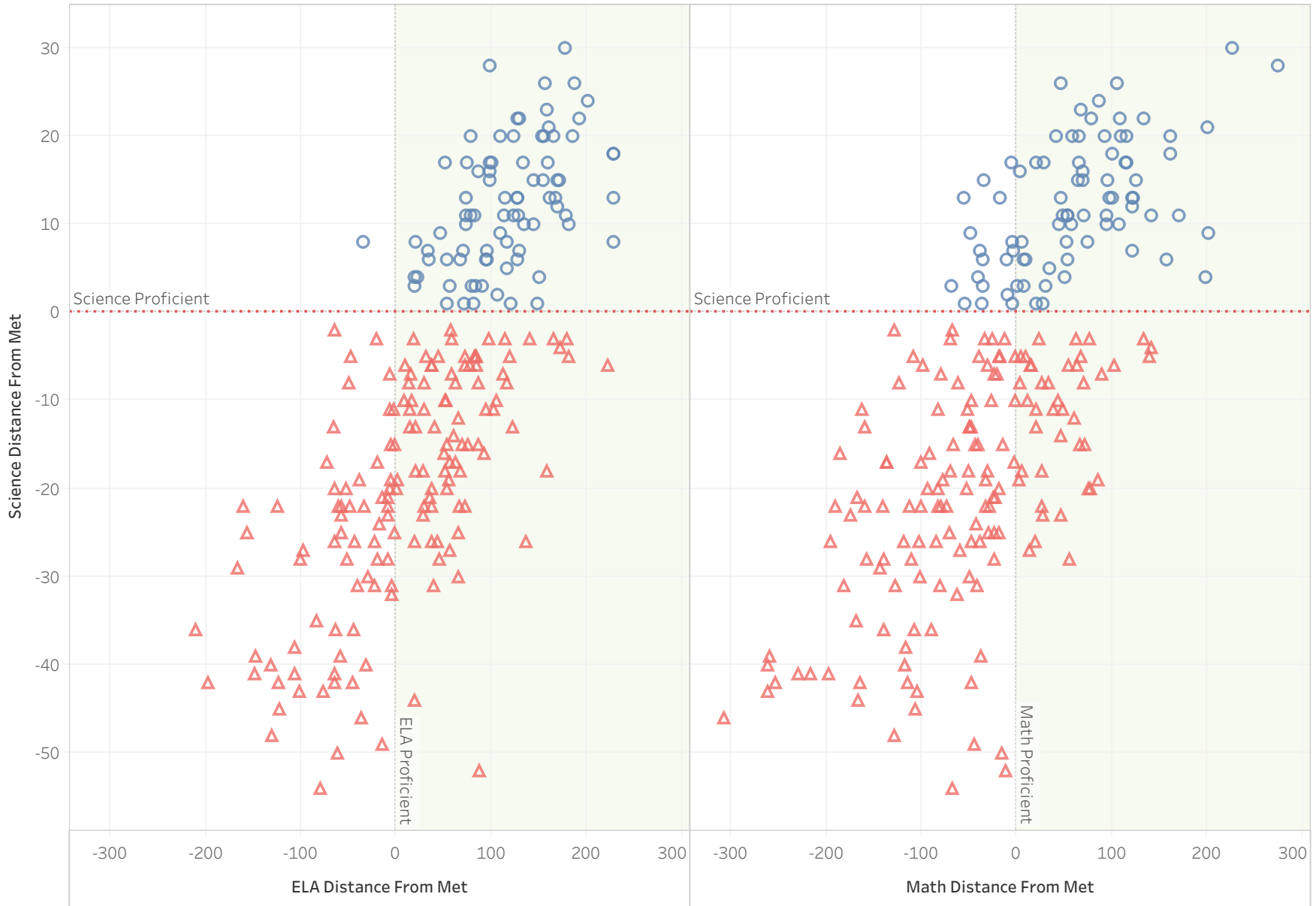
		GPS	HPS	NAV
G5	Standard Exceeded	10	7	17
	Standard Met	19	17	36
	Standard Nearly Met	26	32	58
	Standard Not Met	5	4	9
G8	Standard Exceeded	3	4	7
	Standard Met	17	5	22
	Standard Nearly Met	30	42	72
	Standard Not Met	7	6	13
All	117	117	234	

I. CALIFORNIA SCIENCE TEST
Grades 5 and 8

31. Science: Percent and (Count) of Students Proficient and Not Proficient by Grade Level



32. Science Proficiency vs ELA and Math Proficiency (NAV)



Each shape represents one student in Grade 5 or Grade 8.

Coversheet

Boys and Girls Club Proposal

Section: II. Committee Reports and Actions
Item: B. Boys and Girls Club Proposal
Purpose: Vote
Submitted by:
Related Material: ELOP Boys and Girls Club Memo and Materials.pdf



Date: October 21, 2022
 To: Board of Directors
 From: Kevin Sved, CEO
 Subject: Extended Learning Opportunities Program and the Boys and Girls Club

Background on Extended Learning Opportunities Program

The Expanded Learning Opportunities Program (ELOP) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. “Expanded learning” encompasses before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the legislature that expanded learning programs be pupil-centered, results driven, include community partners, and complement (but not replicate) learning activities in the regular school day and school year.

ELOP funding provided for 2020-21 was intended for planning purposes and could be carried forward to 2021-22. Funding for 2022-23 could be used for program planning or program implementation. Program implementation is mandated for the 2023-24 school year. ELOP funding allocations are listed below in Table 1 by school.

Table 1: ELOP Funding by School

School	Carryover from 2021-22	2022-23	Total Funding for 2022-23
GPS	148,545	438,885	587,430
HC	51,564	194,658	246,222
HPS	150,651	465,835	616,486
WPS	225,005	685,589	910,594

ELOP requires students to have an opportunity for nine hours of programming. On school days, these nine hours are inclusive of the school day. In addition, the program must provide at least 30 days of inter-session programming with each day also being a minimum of nine hours. Intersession days can take place during the summer or other breaks, including spring break or winter break. The program must be free for eligible students based on economic status (free or reduced price lunch), foster youth designation, or housing insecurity as defined by the McKinney-Vento Homeless Assistance Act. [Here](#) is the link to the CDE’s ELOP webpage for more information.

Proposal from Boys and Girls Club of Silicon Valley

Kirsten Carr, Director of Engagement and Partnerships, established a relationship with the CEO and COO of the Boys and Girls Club of Silicon Valley to explore how a partnership with the Boys and Girls Club of Silicon Valley (BGCSV) could support providing an enriching extended learning program for Navigator students. After a series of meetings, the attached proposal and memorandum of understanding was developed for BGCSV to provide after school programming at Gilroy Prep and Hollister Prep beginning

November 28, 2022. BGCSV includes Gilroy and Hollister in its region. In order for BGCSV to serve Watsonville Prep and Hayward Collegiate, BGCSV will need to obtain interagency agreements with the Boys and Girls Clubs that serve those regions. At this time, we are proceeding with Gilroy Prep and Hollister Prep with the plan to continue dialogue with BGCSV about the possibilities of also serving Watsonville Prep and Hayward Collegiate. Currently, Hayward Collegiate is operating an after school program with the ELOP funding that conforms to ELOP requirements. Watsonville Prep has a pay-based after school program provided by the YMCA.

In addition to the after school program, BGCSV also proposes to meet the intersession ELOP program requirement by providing 34 days summer school. The attached proposal describes the robust Boys and Girls Club program. BGCSV also provides ELOP programming for Alpha Public Schools and Rocketship.

The current proposal is to serve 100 students each at Gilroy Prep and Hollister Prep. If the demand exceeds 100 students, BGCSV is prepared to scale up the staffing to serve more students at an additional cost. The proposed costs of the program are described in Table 2.

Table 2: Program Costs, Boys and Girls Club of Silicon Valley

School	After School	Summer Program	Total
GPS	172,282	88,055	260,337
HPS	172,282	88,055	260,337

Analysis

The Boys and Girls Club has significant expertise in providing after school and summer programming, and it is deeply familiar with ELOP program requirements. The quality of Boys and Girls programs as evidenced by their materials and through conversations with other charter leaders who utilize the Boys and Girls Club program lend credibility and confidence to moving forward with the Boys and Girls Club program. Providing the after school program with Navigator staff, as we are doing in Hayward Collegiate, has some benefits, including building on relationships between staff and students. However, the challenges of hiring, professional development, and potential burnout for staff members who are working both the regular school day and after school makes it difficult and not as sustainable over the long term compared to a partnership with the Boys and Girls Club which specializes in after school programs.

Recommendation

It is recommended that the Board authorize the CEO to execute the attached Memorandum of Understanding between Navigator Schools and the Boys and Girls Club of Silicon Valley.

Attachments

- Boys and Girls Club Proposal
- Memorandum of Understanding

**MEMORANDUM OF UNDERSTANDING (MOU) 2022-2023
EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) GRANT**

By this agreement made and entered into on October 26, 2022 (“Effective Date”) between NAVIGATOR SCHOOLS (hereinafter referred to as **NAVIGATOR**), and BOYS & GIRLS CLUBS OF SILICON VALLEY (hereinafter referred to as **PROVIDER**), in consideration of their mutual covenants, the parties hereto agree as follows:

A. TERM OF AGREEMENT: The term of this Agreement shall commence on November 1, 2022 (the “Commencement Date”) and shall expire on the date in which the final grant award amount is provided from California Department of Education to NAVIGATOR, unless extended or sooner terminated in accordance with the terms of this Agreement. Regardless of the date of execution of this Agreement, this Agreement is effective as of the Commencement Date.

B. DUTIES OF PROVIDER: PROVIDER agrees to provide the following services, materials, and/or products:

Locations

- PROVIDER will operate programs at the following locations:

Gilroy Prep 277 IOOF Avenue Gilroy, CA 95020	Hollister Prep 881 Line Street Hollister, CA 95023
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Hours of Operation

- PROVIDER will ensure that the Program will operate every regular school day during the regular school year for 115 days. The program hours are after school beginning immediately upon the conclusion of the regular school day until 6:00 p.m.
- **EXCEPTION:** PROVIDER is allowed to close up to three days for training purposes as allowed by California Department of Education (CDE) guidelines. Proper notification of at least three weeks in advance will be given to NAVIGATOR staff, students, and families.

Early Release Policy

- PROVIDER will use an agreed upon Early Release policy and apply it on a student-by-student basis. Although students may be released early based on the established policy, the program must remain open until 6:00 p.m.

Program Elements

- PROVIDER will ensure the safety of students through close supervision, proper training of staff, and communication with parents/families and school. The State requires a minimum staff to student ratio of 1:20 for students in grades 1-8, 1:15 for students in kindergarten; and 1:10 for students in transitional kindergarten. Enrollment for the program will be up to 100 students.

- The program will integrate with the regular school day and other extended learning opportunities while providing a safe physical and emotional environment, opportunities for relationship-building, and promotion of active student engagement through the following required elements:

 - An educational literacy element, which includes tutoring and/or homework assistance designed to help students meet State standards in one or more of the following core academic subjects: language arts, mathematics, history and social science, science, or computer training.
 - An educational enrichment element, which offers an array of additional services, programs, and activities that reinforce and complement the regular academic program of participating students to support positive youth development. Enrichment activities may be designed to enhance the core curriculum. Examples of such activities include, but are not limited to, fine arts education activities, recreational activities, science related activities, physical fitness activities, sports leagues, career-technical education, prevention activities, and special events. Other learning support opportunities may include service-learning and mentoring.
 - When determining goals for the educational literacy and educational enrichment elements, PROVIDER will use research-based curricula and strategies that is aligned to California’s Common Core State Standards (CCSS) as well as work collaboratively with the school principal to align the goals and needs of the specific school. NAVIGATOR has selected to report data on the California Assessment of Student Performance and Progress (CAASPP) assessments for the Statewide Evaluation.
- The program will offer a daily nutritious snack that meets the requirements of the U.S. Department of Agriculture (USDA) National School Lunch Program for meal supplements. PROVIDER will distribute snacks from NAVIGATOR’s Child Nutrition Services and follow specific procedures regarding record keeping, disposing of unused snacks, and completing any necessary documentation.

Enrollment Process/Priority

- PROVIDER will work collaboratively with the school principals in using NAVIGATOR’s established criteria and process for the enrollment of students. Students will be enrolled in the following order:

 - First priority for enrollment is given to students who are identified in the NAVIGATOR’s student information system and/or on the PROVIDER’s application as homeless youth or in foster care at the time they apply for enrollment into the Program.
 - Second priority will be given to students who are identified in the NAVIGATOR’s student information system as qualifying for free or reduced price lunch and as an English learner
 - Third priority will be given to students who are identified in the NAVIGATOR’s student information system as qualifying for free or reduced price lunch, but not English learners
 - Fourth priority will be for English learners who do not qualify for free or reduced price lunch
- The school principals may decide to open enrollment to other students depending on individual cases with mitigating factors.

Staffing/Hiring

- Minimum staff to student ratio is 1:20 for students in grades 1-8; a minimum staff to student ratio is 1:15 for kindergarten students; and a minimum staff to student ratio is 1:10 for transitional kindergarten students.

- PROVIDER will do its own hiring and training of such staff and work collaboratively with the site principals to align the goals and needs of the specific school.

Attendance/Behavior Management

- PROVIDER will take daily attendance and check the school’s Daily Attendance Report (provided by Office Manager). PROVIDER will call parents/families of any student who was present during the regular school day but absent from the Program. This will be a safety precaution to account for any student who may be opting to go elsewhere after school.
- PROVIDER will check the school site’s Daily Attendance Report to see if a student was absent from the regular school day but chose to attend the Program. Students will not be allowed to attend after school if they miss the regular school day. The same guideline applies to students who have been suspended; they are not allowed to be on campus during or after school hours.
- PROVIDER will maintain an average daily attendance of 85% of the maximum total (e.g., 85 of 100 students).
- PROVIDER will be responsible for training its staff on behavior management and will work collaboratively with the school’s staff and principal to align the behavior expectations. PROVIDER will be responsible for implementing behavior management steps and will communicate with the school’s staff and principal any necessary concerns regarding specific students or families.
- PROVIDER will implement a specific process regarding consequences such as being dropped from the Program for students who are consistently absent or not following guidelines. Any such actions will be communicated to the school.

Data Collection & Reporting

- PROVIDER will work collaboratively with NAVIGATOR to collect and report data, according to State requirements. This will include semi-annual attendance reports, quarterly expenditure reports; and annual fiscal and evaluation reports as well as evaluation of the effectiveness of programs. Due dates to NAVIGATOR are as follows:
 - 10 business days before January 31, 2023 (and 10 business days before July 31, 2023 for the **semi-annual attendance reports**;
 - 10 business days before October 31, 2022, 10 business days before January 31, 2023, 10 business days before April 30, 2023, and 10 business days before July 31, 2023 for the **quarterly expenditure reports**;
 - 40 business days (approximately 8 weeks) before October 15, 2023, for the **annual evaluation reports**.
- PROVIDER will use the State’s standardized procedures and collection tools developed by the CDE for evaluation purposes.
- PROVIDER will keep accurate attendance records and implement a record keeping procedure for the purpose of data reporting to the State, as well as backup documentation for the school site (e.g., principal and parents) and NAVIGATOR (e.g., audits). PROVIDER will submit an Excel file with daily attendance lists as well as a summary of attendance numbers according to the specified time line above.
- PROVIDER will keep financial and attendance records for five years and will provide access upon request. PROVIDER will submit the CDE Quarterly Report and the detailed Quarterly Expenditure Report to NAVIGATOR according to the specified time line above.
- PROVIDER will complete and return daily the snack production records to Child Nutrition Services.

Program Effectiveness

- PROVIDER will use the evaluation results to monitor and revise the program to meet the goals of the NAVIGATOR and school.

Facilities

- PROVIDER shall be responsible for lost, damaged or stolen property as a result of PROVIDER's use of NAVIGATOR property.
- PROVIDER shall ensure that any space being used is left in a tidy manner and ready to be cleaned by NAVIGATOR's Maintenance staff (e.g., picking up trash from the floors, putting away books, materials, supplies, stacking chairs on tables, etc.)

C. NAVIGATOR CHARTER SCHOOLS OBLIGATIONS: For the period of this agreement, NAVIGATOR shall provide the following:

Enrollment Process/Priority

- First priority for enrollment is given to students who are identified in NAVIGATOR's student information system and/or on the PROVIDER's application as homeless youth or in foster care at the time they apply for enrollment into the Program.
- NAVIGATOR will provide and/or cross-reference student information and assessment data to school and PROVIDER in order to facilitate the enrollment process and recruitment of students.
- NAVIGATOR will work collaboratively with PROVIDER to select students using the established criteria and to recruit students through various ways of communication (e.g., posting a sign, assisting to call families, including information in newsletter).

Attendance/Behavior Management

- The school Office Manager will provide Daily Attendance Reports in PROVIDER's mailbox.
- The school staff and principals will work cooperatively with PROVIDER to ensure positive attendance and behavior management.

Data Collection & Reporting

- NAVIGATOR will work collaboratively with PROVIDER to collect and report data, according to State requirements. This will include semi-annual attendance reports, quarterly expenditure reports; and annual fiscal and evaluation reports as well as evaluation of the effectiveness of programs.
- NAVIGATOR will use the State's standardized procedures and collection tools developed by the CDE for evaluation purposes.

Program Effectiveness

- NAVIGATOR will share appropriate evaluation results with PROVIDER to facilitate the enhancement of the Program to align with NAVIGATOR and school goals.
- NAVIGATOR will include PROVIDER's staff in appropriate staff development (e.g., behavioral interventions, social-emotional wellness methods, language arts, math, etc.).

Facilities

- The physical locations where the Program is implemented will be designated as the program sites.

- NAVIGATOR will provide space as needed, to meet the attendance requirements as defined by the grant, such as classrooms, use of student restrooms, drinking fountains, playground facilities, and gym/multi-purpose rooms.
- NAVIGATOR will provide all water, electricity, lighting, heating, and trash removal service.
- NAVIGATOR will provide janitorial services to the space provided in school buildings at a minimum of three times per week (e.g., vacuum carpet, sweep and mop floors, wipe surfaces, clean bathrooms, and remove trash).

D. COMPENSATION: For the full performance of this agreement for no more than 100 students enrolled per location, NAVIGATOR shall pay PROVIDER \$344,564 as follows: \$172,282 (Gilroy Prep) and \$172,282 (Hollister Prep).

If demand for services exceeds enrollment threshold (i.e., 100 students), NAVIGATOR shall pay PROVIDER an additional \$5,500 per 20 students per month for the duration of the school year.

E. PAYMENT TERMS: Payment to be made as follows:

NAVIGATOR shall pay PROVIDER in seven equal monthly installments beginning with the execution of this agreement. PROVIDER shall submit an invoice on the first day of each month to generate payment. Payment shall be paid within two business weeks of date of invoice.

Billing Address:

NAVIGATOR Schools

Attn: Ami Ortiz, Director of Business and Finance

Address: 650 San Benito Street, Suite 230
Hollister, CA 95023

F. PERIOD OF MOU: PROVIDER's work as specified in this agreement shall commence on October 10, 2022 and shall be completed on or before June 30, 2023.

G. INSURANCE: Reference General Terms and Conditions, G.2.

The evidence of insurance is attached.

H. GENERAL TERMS AND CONDITIONS:

1. INDEMNIFICATION: PROVIDER agrees to indemnify, defend, and save harmless NAVIGATOR, its directors, officers, agents, employees, and volunteers from and against any liability, claim, action, cost, damage or loss, including reasonable costs and attorneys' fees, for injury, including death, to any person or damage to any property arising out of PROVIDER's activities under this memorandum of understanding, but excluding liability due to the sole negligence or willful conduct of NAVIGATOR. This obligation shall continue beyond the term of this agreement as to any act or omission which occurred during or under this agreement. This indemnification obligation is not limited in anyway by any limitation on the amount

or type of damages or compensation payable to or for PROVIDER or its employees or agents under workers' compensation acts, disability benefit acts, or other employee benefits acts.

2. INSURANCE: PROVIDER will maintain general liability insurance, automobile coverage, and workers compensation coverage in such an amount as set forth in Exhibit A herein to assure compliance with the Indemnification provision, herein above. NAVIGATOR shall be named as additional insured on an endorsement with respect to the liability coverage. PROVIDER agrees to provide Certificates of Insurance reflecting policies of insurance and NAVIGATOR'S additional insured status to NAVIGATOR prior to commencing any services.

3. NON-DISCRIMINATION: No discrimination shall be made in the employment of persons under this agreement because of the race, religion, sex, age, national origin, ancestry, political affiliations, disability, medical condition, marital status, or sexual orientation.

4. CONFLICT OF INTEREST: Before executing this agreement, PROVIDER shall disclose to NAVIGATOR the identities of any board member, officer, or employee of NAVIGATOR, or relatives thereof, who PROVIDER knows or should know will have any financial interest resulting from this agreement.

5. LICENSE AND AUTHORITY: PROVIDER will maintain all necessary licenses during the term of this agreement. If other than a natural person, PROVIDER is duly authorized to enter into this agreement by its governing or controlling body. Evidence or copies of all necessary licenses must accompany this agreement.

6. EQUIPMENT: PROVIDER will provide all necessary equipment to render his/her services pursuant to this agreement, unless otherwise agreed to by the parties.

7. USE OF ADDITIONAL WORKERS BY PROVIDER: PROVIDER may, at PROVIDER's own expense, employ additional workers or other PROVIDERS as necessary for the completion of this agreement and shall maintain workers' compensation insurance as required by state law. NAVIGATOR shall not control, direct, or supervise PROVIDER's additional workers or PROVIDERS in the performance of those services. PROVIDER assumes full and sole responsibility for the payment of all compensation and expenses of these additional workers or PROVIDERS and for all state and federal income tax, unemployment insurance, social security, disability insurance, and other applicable withholdings. PROVIDER shall not hire employees of NAVIGATOR for performance of this agreement.

8. ASSIGNMENT: Without the prior written consent of NAVIGATOR, this agreement is not assignable by PROVIDER.

9. SUCCESSORS AND ASSIGNS: This agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.

10. FINGERPRINTING AND CRIMINAL RECORDS CHECK: PROVIDER shall comply with the provisions of Education code section 45125.1 regarding the submission of employee fingerprints with the California Department of Justice and the completion of criminal background investigations of its employees. PROVIDER shall not permit any employees to have any contact with NAVIGATOR pupils until such time as PROVIDER has verified in writing to the governing board of NAVIGATOR that such employee has not been

convicted of a felony as defined in Education code 45125.1. PROVIDER's responsibility shall extend to all employees, subcontractors and employees of subcontractors regardless of whether such individuals are paid or unpaid, concurrently employed by the NAVIGATOR and/or acting as independent PROVIDERs of PROVIDER. Verification of compliance with this section shall be provided in writing to NAVIGATOR prior to the commencement of participation in the agreed project and prior to contact with students.

11. HEALTH EXAMINATION: No person shall be initially allowed to interact with students unless he/she has placed on file with PROVIDER or NAVIGATOR a certificate from a physician licensed under the Business and professions Code indicating that a tuberculosis examination within the past 60 days shows that he/she is free from active tuberculosis. The tuberculosis examination shall consist of an approved intradermal tuberculin test. An X-ray of the lungs shall be required only if the intradermal test is positive. (Education Code 49406).

12. GOVERNING LAW: The validity of this agreement and any of its terms or provisions as well as the rights and duties of the parties hereunder shall be governed by the laws of the state of California.

13. CHANGES OR ALTERATIONS: No changes, alterations, or variations of any kind to this agreement are authorized without the prior written consent of NAVIGATOR.

14. HEADINGS: All section headings contained herein are for clarification and convenience of reference only and are not intended to limit the scope of any provision of the agreement.

15. TERMINATION: Either party may terminate this agreement upon sixty days advance written notice. NAVIGATOR will be relieved of the payment of any consideration to the PROVIDER should PROVIDER fail to perform under this agreement or terminate agreement prior to the compensation date. In the event of such termination, NAVIGATOR may proceed with the work in any manner deemed proper by NAVIGATOR. The cost to NAVIGATOR shall be deducted from any sum due PROVIDER under this agreement.

16. SEVERABILITY: In the event any portion of this agreement shall be held by a Court to be invalid, such holding shall not invalidate the remainder of this agreement which shall remain in full force and effect.

17. AMBIGUITY: The language herein shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.

18. COPYRIGHT: Any written or electronic media product produced as a result of this contract shall be a work for hire and shall be the property of NAVIGATOR.

19. EXPENSES: PROVIDER will use the 85% of the grant's total for direct services to participants. PROVIDER will be responsible for administrative costs, all costs of equipment provided by PROVIDER, all fees, fines, licenses, bonds or taxes required of or imposed against PROVIDER, and all other of PROVIDER's costs of doing business. All contents and materials purchased through the Grant by either party is the property of NAVIGATOR.

20. INDEPENDENT CONTRACTOR STATUS: This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, PROVIDER certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of NAVIGATOR. Additionally, as the Contractor/PROVIDER is not a NAVIGATOR employee, NAVIGATOR is not responsible for obtaining workers' compensation insurance coverage for the Contractor/PROVIDER.

I. COMMUNICATIONS: Communications between the parties to this Agreement may be sent to the following addresses:

NAVIGATOR

Navigator Schools
Attn: Kevin Sved, CEO
Address: 650 San Benito Street, Suite 230
Hollister, CA 95023

PROVIDER

Boys & Girls Clubs of Silicon Valley
Attn: Steve Wymer, CEO
Address: 518 Valley Way
Milpitas, CA 95035

**NAVIGATOR SCHOOLS
WORKERS' COMPENSATION INSURANCE
PROVIDER'S
CERTIFICATE OF EXEMPTION**

I, Steve Wymer, doing business as Representative of Boys & Girls Clubs of Silicon Valley, hereby certify that I understand the requirements of the California Labor Code as they relate to Workers' Compensation Insurance. I certify that during the life of this MOU, I shall not employ any person in any manner so as to become subject to the Workers' Compensation requirements. In case any work is sublet, I shall require my sub-PROVIDERs similarly to provide Workers' Compensation Insurance for the sub-PROVIDER's employees, all in compliance with State laws.

I agree to fully protect NAVIGATOR SCHOOLS for any and all injury and death claims arising out of the work performed for NAVIGATOR. I agree to indemnify NAVIGATOR for any penalties and losses resulting to it from failure of either I or my sub-PROVIDERs to take out and maintain such insurance.

If, after making this Certificate of Exemption, I should become subject to the Workers' Compensation provisions of the Labor Code, I agree to forthwith comply with such provisions or this contract shall be deemed revoked.

Signature: 

10/25/2022

Name: Steve Wymer
Title: Chief Executive Officer
Address: 518 Valley Way
City, State: Milpitas, CA 95035
Phone: 408-957-9685

J. UNDERSTANDING AND ACCEPTANCE OF THE PARTIES: This Agreement constitutes the entire understanding of the parties. PROVIDER's signatures below signify both an understanding and acceptance of the contract (MOU) provisions.

NAVIGATOR:
NAVIGATOR SCHOOLS
By:

Name: Kevin Sved
Title: CEO
Date: 10/26/2022

PROVIDER:
Boys & Girls Clubs of Silicon Valley
By:



Name: Steve Wymer
Title: CEO
Date: 10/25/2022

EXHIBIT A INSURANCE

PROVIDER represents and warrants that, at PROVIDER sole cost and expense, it will maintain for the duration of this AGREEMENT self-insurance against claims for injuries to persons or damages to property which may arise from, or in connection with, the services provided hereunder by PROVIDER, its agents, representatives, employees or subcontractors and the indemnity provisions of Section H2 of this agreement.

The requirements of this section may be satisfied by the provision of similar coverage through self-insurance program.

A. MINIMUM SCOPE OF INSURANCE

Coverage shall be at least as broad as:

1. The coverage described in Insurance Services Office Form Commercial General Liability coverage ("occurrence") Form Number CG 0001, including products and completed operations, and X, C, U where applicable; and
2. The coverage described in Insurance Services Office Form Number CA 0001 covering Automobile Liability, Code 1 "any auto", or Code 2 "owned autos" and Endorsement CA 0025. Coverage shall also include Code 8 "hired autos" and Code 9 "non-owned autos"; and
3. Workers' Compensation insurance as required by the California Labor Code and Employers Liability insurance.

B. MINIMUM LIMITS OF INSURANCE

PROVIDER and NAVIGATOR shall maintain limits no less than:

1. Commercial General Liability: \$1,000,000 per occurrence for bodily injury, personal injury and property damage. If Commercial Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit; and
2. Automobile Liability: \$1,000,000 combined single limit per accident for bodily injury and property damage; and
3. Workers' Compensation and Employers' Liability: Workers' Compensation limits as required by the California Labor and Employers Liability limits of \$1,000,000 per accident.
4. Cyber Liability: \$2,000,000 limit/aggregate with \$5,000 retention for First and Third Party Liability.
5. Abusive Conduct (including but not limited to sexual molestation) Liability: \$1,000,000 occurrence/\$2,000,000 aggregate.

C. DEDUCTIBLES AND SELF-INSURED RETENTIONS

Any deductibles or self-insured retentions must be declared to, and approved by NAVIGATOR's Risk Manager. At the option of NAVIGATOR, either; the insurer shall reduce or eliminate such deductibles or

self-insured retentions as respects NAVIGATOR, its officers, employees, agents and PROVIDERS; or PROVIDER shall procure a bond guaranteeing payment of losses and related investigations, claim administration and defense expenses in an amount specified by NAVIGATOR's Risk Manager.

D. OTHER INSURANCE PROVISIONS

The policies are to contain, or be endorsed to contain, the following provisions:

1. Commercial General Liability and Automobile Liability Coverages

a. NAVIGATOR, its officers, employees, agents and PROVIDERS are to be covered as additional insureds as respects: Liability arising out of activities performed by or on behalf of, PROVIDER; products and completed operations of PROVIDER; premises owned, leased or used by PROVIDER; and automobiles owned, leased, hired or borrowed by PROVIDER. The coverage shall contain no special limitations on the scope of protection afforded to NAVIGATOR, its officers, employees, agents and PROVIDERS.

b. PROVIDER's insurance coverage shall be primary insurance as respects NAVIGATOR, its officers, employees, agents and PROVIDERS. Any insurance or self-insurance maintained by NAVIGATOR, its officers, employees, agents or PROVIDERS shall be excess of PROVIDER's insurance and shall not contribute with it. PROVIDER, its officers, employees, agents and PROVIDERS are to be covered as additional insured as respects: Liability arising out of activities performed by or on behalf of, NAVIGATOR; products and completed operations of NAVIGATOR; premises owned, leased or used by NAVIGATOR; and automobiles owned, leased, hired or borrowed by NAVIGATOR. The coverage shall contain no special limitations on the scope of protection afforded to the PROVIDER, its officers, employees, agents, and PROVIDERS.

c. Any failure to comply with reporting provisions of the policies by PROVIDER shall not affect coverage provided NAVIGATOR, its officers, employees, agents, or PROVIDER's.

d. Coverage shall state that PROVIDER's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

2. All Coverages

Each insurance policy required by this AGREEMENT shall be endorsed to state that coverage shall not be suspended, voided, canceled, or reduced in limits except after ninety (90) days' prior written notice has been given to NAVIGATOR.

E. ACCEPTABILITY OF INSURERS

Insurance is to be placed with insurers acceptable to NAVIGATOR's Chief Executive Officer or Authorized Signatory:

Ami Ortiz, Director of Business and Finance
650 San Benito Street, Suite 230
Hollister, CA 95023

F. VERIFICATION OF COVERAGE

PROVIDER shall furnish NAVIGATOR with an Affidavit of Insurance affecting coverage required by this AGREEMENT. The Affidavit of Insurance for each coverage are to be signed by a person authorized by that insurer to bind coverage on its behalf.

Proof of insurance shall be mailed to the following address or any subsequent address as may be directed in writing by NAVIGATOR's Chief Executive Officer or Authorized Signatory:

Ami Ortiz, Director of Business and Finance
650 San Benito Street, Suite 230
Hollister, CA 95023

G. SUBCONTRACTORS

PROVIDER shall include all subcontractors as insured under its policies or shall obtain separate certificates and endorsements for each subcontractor under similar limits of coverage.

GREAT FUTURES START HERE.



**BOYS & GIRLS CLUBS
OF SILICON VALLEY**

CORE ENRICHMENT PROPOSAL



Prepared for Navigator Schools

www.bgclub.org



Organization Description

Mission & History

Boys & Girls Clubs of Silicon Valley's (BGCSV) mission is *to inspire and empower all young people, especially those who need us most, to realize their full potential as productive, responsible and caring adults*. Serving approximately 5,000 youth annually, ages 5-18, we provide outcome- and needs-based programs that develop the 21st Century skills our members need to be successful in school, a career and life: Critical Thinking, Creativity, Collaboration, Communication and Citizenship.

By providing youth with accessible out-of-school enrichment programs, assistance and mentorship, we are part of the solution to close the opportunity gap to achieve greater economic, political and social equality among youth and the communities in which they live, ensuring that members are proactive about their education, their life and their future.

What began over 75 years ago as a club serving boys who needed a positive alternative to the streets, has now expanded, comprising 32 clubhouses throughout Santa Clara County and the broader Bay Area region.

Priority Outcomes & Core Enrichment Areas

BGCSV takes a holistic approach to creating well-rounded, confident, and healthy youth and aims to provide targeted programs and services that speak to all aspects of a child's development, assuring that members are 1) on track to graduate from high school with a plan for the future; 2) demonstrating good character and citizenship; and 3) living a healthy lifestyle. [**Attachment A**]

To achieve these priority outcomes, programs are provided [**Attachment B**] within the following Core Enrichment Areas that address the academic, cognitive growth and social-emotional needs of youth:

- Character and Leadership Development
- Education and Career Development
- Arts and Cultural Enrichment
- Health and Life Skills
- Sports, Fitness and Social Recreation

Providing comprehensive curricula year-round, the Club is open to members Monday through Friday from 2:30pm - 6:00pm during the school year and Monday through Friday (7:30am - 6:00pm) during non-school days, school breaks and intersessions.

Through our Core Enrichment Programs, our members:



-
- Develop meaningful, long-term relationships with adult professionals and peers
 - Improve attitudes towards learning and academics
 - Strengthen math, English-language arts and science proficiencies
 - Improve long-term academic performance
 - Improve basic computer literacy skills
 - Develop higher levels of critical-thinking and problem-solving skills
 - Improve organization and time management skills
 - Develop a higher sense of competency and creativity
 - Develop healthy attitudes of personal responsibility, pride and higher standards
 - Develop leadership skills through commitment to Club, school and community
 - Develop individual goals linking education and career aspirations with concrete actions
 - Develop an understanding of different cultures and the value of a pluralistic society
 - Increase fitness, nutrition and overall well-being

Impact

As a demonstration of our impact, stand-out data results from our 2020-2021 assessment are as follows:

- 92% of members ended the academic year on on-track (e.g. attending school 90%+ and 2.0+ GPA). All eligible high school seniors graduated on time and are attending the following colleges: De Anza College, Evergreen College and Foothill.
- 100% report positive relationships with Club staff.
- 98% report that the program helped them find ways to help their community.
- 95% abstained from substance use; and 95% abstained from sexual risk taking. (*Middle and High School only*)

Recent awards and recognition include:

- 2021 Excellence In Internship Success, San José Mayor's Office of Strategic Initiatives
- 2021 Advocate for Youth Award, Boys & Girls Clubs of America

Program Design

Mindful Strategies

Our Core Enrichment Programs engage young people in learning, encourage them to succeed and help them become the self-directed, lifelong learners we want them to be.

Boys & Girls Clubs of Silicon Valley enjoys strong collaborative partnerships with our local schools and administrators. Working with local schools, we develop a program mix that extends the learning day by supporting the needs of the school—and its unique culture—while also preserving BGCSV's mission, values and mandate.



And, as a youth development agency, we recognize the specific developmental needs of youth. In addition to our five key elements [**Attachment A**], we practice the following mindful strategies:

- **Listen** without judgment
- **Respect** their opinions and perspectives while setting clear goals, expectations and boundaries
- **Guide** without condescension and with the utmost honesty
- **Include** them in decisions that impact them

Schedule & Staffing

Afterschool sessions align with school calendars and are based on the trimester system. Youth are grouped into age cohorts with programs scheduled cyclically.

A typical after-school day consists of compulsory homework assistance and tutoring (aka Power Hour) followed by two 45-60 minute blocks of core programming [**Attachment B**] between 2:30pm-6:00pm, Monday – Friday.

Staff-to-youth ratio is 1:20.

Measurable Goals & Objectives

The success of our youth development programs is determined by a clear set of goals and objectives that ensure the integrity of our mission. Please see **Attachment C** for detailed goals and objectives and a list of assessment instruments.

Statement of Capacity

Our organization has the talent, leadership and fiscal discipline to sustain our organization and continue transforming the lives of our youth for decades to come. The following attributes attest to our capacity:

- **Our Youth Development Model** - What makes us successful and unique is that we are a mentoring agency—there for kids during the most important milestones of their young lives. The longevity of our relationships with each and every young person in our clubhouses is unrivalled by any other youth development agency in the region.
- **Experienced Leadership** - Leadership personnel average over 10 years of youth development and nonprofit management experience.
- **Professional Youth Development Staff** - Full-time and key senior program staff average over 5 years of youth development experience. We invest in all our staff's career development through ongoing professional development (PD) opportunities.



- **Award Winning Programs** - As an affiliate of the Boys & Girls Clubs of America, we implement nationally recognized, award winning programs. There are more than 40 programs to help meet the interests and needs of our members.
- **A Record of Success with ASES Contracts** – We have nearly a decade of experience in ASES contracts. 12 of our 16 sites are ASES funded through Alpha Public Schools, Downtown College Prep, Oak Grove School District, Escuela Popular and Santa Clara Unified School District. As an extension of the learning day, our staff work closely and communicate openly with district administrators, school principals and teachers as pertains to our members’ academic progress and behavior, reinforcing the link between learning and academic performance to future success.
- **Transparent & Accountable** - Our Clubs employ transparent, full reporting of finances and programmatic outcomes and engage in active, ongoing qualitative and quantitative program and organization evaluation informing our strategic plans.
- **Committed Board of Directors** - Our Board Members are business owners, educators, community leaders and professionals—representative of our diverse region. They are deeply committed to the future of all youth and are personally invested in the long-term sustainability of our Clubs.
- **Financially Sound** - Our Clubs enjoy broad-based financial support through a combination of corporate, foundation, federal, state and local government grants and contracts; individual donations; endowment funds and special events.

Face of the Future



Growing up in east San Jose, Jocelyn Woods—our 2016 Youth of the Year—had been subjected to the daily traumas of a neighborhood in peril: poverty, crime, drugs and gang violence. Raised by an impoverished single mother, she and her siblings experienced homelessness, often going hungry. But the day she started coming to Boys & Girls Clubs of Silicon Valley, her life—and that of her embattled family—changed. “The Club is, and will always be, my home. It has been one of the only constant, positive sources of light in my life.”

As a first generation college student, Jocelyn credits the Club with inspiring her to pursue a post-secondary education. “The Club helped me acquire the skills necessary to do my best in school.” And most importantly: “... helped me answer the question *why* an education matters.”



We are thrilled and ecstatic to share with our stakeholders that Jocelyn was selected as Boys & Girls Clubs of America’s National Youth of the Year. As a representative of our agency, Jocelyn has made history by winning competitions at the state, pacific region and, finally, national levels. This is merely the first step in her life’s journey as she completes her undergraduate degree in journalism at University of Southern California—on full-academic scholarship—with a plan to attend law school, with all costs covered by the scholarship money she earned (over \$150,000) over the course of each stage of competition.

2022-2023 SCHOOL YEAR OPERATIONS SNAPSHOT

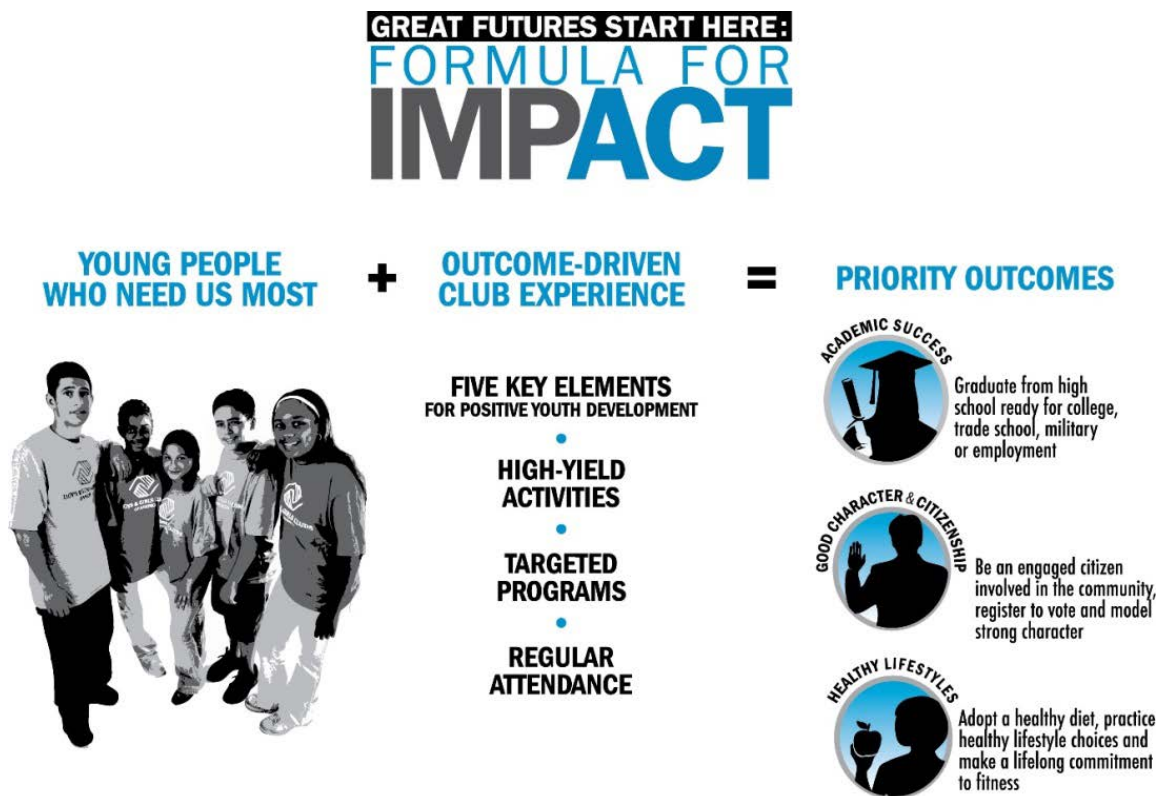
Schedule		
	Gilroy Prep	Hollister Prep
Dates	11/28/22 – 6/9/23	11/28/22 – 6/9/22
Days	Mon - Fri	Mon - Fri
Hours	~17+ hrs/wk	~17+ hrs/wk
Total Days	115	115
Staffing & Capacity		
	Gilroy Prep	Hollister Prep
Directors	1 FTE	1 FTE
Program Staff	5 PTE	5 PTE
Staff-to-Youth	1:20	1:20
Capacity	100	100
Budget*		
	Gilroy Prep	Hollister Prep
Total Expenses	\$172,282	\$172,282

**See Attachment D*



To make sure that all of our members have great futures, our organization has adopted the **Formula for Impact**, a research-based theory of change that describes how individual Clubs and the Movement as a whole can increase our impact – *exponentially* – on the young people of America.

Our Formula begins with the young people in our Clubs – especially those who need us most. It calls for us to consistently provide the most powerful Club Experience possible – by implementing the Five Key Elements for Positive Youth Development, offering high-yield activities and providing targeted programs – all of which help youth achieve priority outcomes. Then, because we also know that attending the Club more frequently and over a greater length of time makes young people more likely to achieve positive outcomes, Clubs must pursue strategies to increase attendance, program participation and member retention.



Boys & Girls Clubs of Silicon Valley believes in Five Key Elements for positive youth development that are essential to our mission. Youth must have:

- 1. A Safe, Positive Environment to Learn and Grow**
The Club is a safe haven where members feel physically and emotionally secure at all times.
- 2. Fun**
Offer high-yield learning activities and programs that develop members’ creativity, their critical thinking, communication, collaboration and citizenship (leadership) skills.
- 3. Supportive Relationships**
The Club ensures that every young person feels connected to one or more adults and has friendships with peers.

**4. Opportunities and Expectations**

Club staff and programs consistently communicate the expectation that every child has the potential to excel, be productive and succeed at the Club, in school and in life.

5. Recognition

The Club takes every opportunity to recognize and validate Club members' achievements and accomplishments.

Committed to our principles, we incorporate a youth development strategy that recognizes Four Elements that are critical for young people in an effective out-of-school environment:

- 1. Extended practice time with school-related skills and information**
- 2. An environment that provides continuity between home and school**
- 3. An environment that cultivates innate ability and stimulates independent learning**
- 4. An environment that values and honors academic success**

Through our Core Enrichment Programs, we engage young people in learning, encourage them to succeed and help them become the self-directed, lifelong learners and leaders we want them to be. To achieve our priority outcomes, we offer project-based, experiential and contextual learning programs that have real-world applications that youth can use throughout their lives.

Programs are provided within the following Core Enrichment Areas that address the 21st Century Skills our members need to be successful in school, a career and life—Critical Thinking, Creativity, Collaboration, Citizenship and Communication:

- **Character and Leadership Development** – programs that empower young people to support and influence their Club and community; identify and apply learning to everyday situations and develop values as pertains to civic, community and personal responsibility through group decision-making and collaborative projects.
- **Education and Career Development** – programs that enable youth to strengthen critical thinking and digital literacy skills; and deepen proficiencies in basic educational disciplines (English-language arts, math, science) enabling youth to set goals, explore careers and prepare them for postsecondary education and/or employment.
- **Arts and Cultural Enrichment** – programs that develop members' creativity, awareness and appreciation of cultural diversity through the visual, written and performing arts; hands-on exploration of a variety of mediums emphasizing historical context and cultural significance.
- **Health and Life Skills** – programs that help young people resist alcohol, tobacco, drugs and early sexuality; develop members' self-concept, interpersonal communication and conflict resolution abilities; set personal goals and live successfully as self-sufficient adults.
- **Sports, Fitness and Social Recreation** – programs that help members meet State physical fitness standards and address social-emotional development by building cooperation and team skills through structured activities.



A 2009 report, “Making Every Day Count”, produced by Public/Private Ventures, states that “The results of the analyses show that more time spent going to the (Boys & Girls) Clubs over the 30-month evaluation period was linked to positive change in each of the three broad outcome areas tracked.” These three outcome areas include: good character and citizenship, academic success and healthy lifestyles.

Such results could be credited to our youth development strategy. Core Enrichment Programs are planned and implemented using **Project Learn**—an educational enhancement program that extends the learning day by reinforcing critical skills and knowledge our members learned at school. Research by Dr. Reginald Clark of the New York Academy for Educational Development concluded that students who engaged in a variety of **high-yield learning activities** during non-school hours demonstrated higher school attendance, higher language redesignation rates and improved performance on standardized tests. Project Learn features **five major components**:

1. Homework help and tutoring
2. High-Yield learning and leisure activities
3. Parent (and other adult) involvement
4. Collaboration with schools
5. Recognition and incentives

The Search Institute—the organization that first identified 40 critical youth development assets—linked 62 Club strategies and hundreds of practices to the **five major components** central to administering Club programs. They concluded that “Boys & Girls Clubs’ is in the best possible position to provide developmentally sound and significant experiences to children and youth in communities throughout America” (*Deepening Impact through Quality Youth Development Strategies and Practices*, 2006). Project Learn addresses 32 of the 40 youth development assets—as defined by the Search Institute’s “40 Developmental Assets”—that provide building blocks to the healthy development of youth. Other studies have found that participants in high-quality after-school programming, like that found at the Boys & Girls Clubs of Silicon Valley, were found to have better work habits, fewer absences from school, higher grades, and expressed increased self-confidence.

BGCSV establishes only goals for which we have the capability of measuring. The Public/Private Ventures publication cited above lists the following qualitative outcomes in their analysis of our Core Enrichment programming when attending frequently:

- 1) **Academic Success:** Decreased number of times skipping school, increased academic confidence and increased school effort.
- 2) **Healthy Lifestyles:** Increased thinking about the connection between current activities and the future, decreased numbers of negative peers as friends, decreased number of times stopped by police, and lower likelihoods of carrying a weapon, smoking cigarettes or marijuana, drinking alcohol and having sexual intercourse.



- 3) **Good Character and Citizenship:** Higher levels of community service involvement, increased levels of integrity, decreased levels of shyness and decreased levels of aggression.

ACADEMIC SUCCESS

Education and Career Development

The U.S. has one of the highest high school dropout rates of any industrialized nation. Studies show that the average person who drops out of high school ends up costing our state and federal government \$268,133 to \$428,130 (Cohen, Mark. "The Monetary Value of Saving a High-Risk Youth." *Journal of Quantitative Criminology*, 1998). Conversely, over the course of a lifetime, the difference in earning potential between a high school graduate and a college graduate is more than \$1 million (U.S. Census Bureau, *Current Population Survey*). With a vision of ensuring that every member graduates from high school with a plan for college or a career, we support youth, engage parents, and collaborate with schools and community organizations. Core programs that promote academic success include:

- **Power Hour:** A comprehensive homework assistance and tutoring program designed to raise the academic proficiency of Club members. The philosophy underlying Power Hour is that the benefits of homework are threefold: academic, behavioral and social. By working on homework after school, members reinforce skills and concepts learned that day which impacts long-term improvements in members' grades and test scores.
- **KidzLit:** One in six children who are not reading proficiently in third grade do not graduate from high school on time, a rate four times greater than that for proficient readers.¹ Combining in-class instruction and enrichment activities that help youth, grades TK-3, build literacy skills, the program uses carefully selected texts to help improve children's reading motivation, capacity to read and social skills.
- **Literacy Lab:** a project-based literacy program developing critical thinking, reading and creative writing skills for youth grades 4-8. Literacy Lab features analysis and production of short stories, drama, poetry and nonfiction texts. Through individual and small group writing projects that align with state anchor standards, the program improves young people's written skills; interpretive and analytical skills.
- **Math Matters:** Students from low-income families who acquire strong math skills by the 8th grade are 10 times more likely to finish college than peers of the same background who do not.² Math Matters is a Common Core-aligned math program that allows our youngest members to practice and master skills through both small group and cooperative games that promote mathematical understanding and social development. For our older members, activities include self-paced, computer-based work that develop mathematical skills, help members gain confidence in their mathematical abilities and increase their enjoyment of mathematics.
- **NeoSci:** Students here in California and the Bay Area—in particular minority and economically disadvantaged students—are falling behind in science proficiency (Children Now, 2014). The major



reason: schools don't spend enough time teaching science. As an extension of the learning day, we are in a unique position to address the issue of the science proficiency gap by offering an out-of-school, extended learning program. NeoSci teaches members about scientific investigation and the Scientific Method through project-based learning challenges related to core scientific disciplines of astronomy, biology, chemistry, earth science, engineering, physics and more.

- **MyFuture:** Ready access to information and communications technology, resources and skills are necessary to fully participate as a citizen in today's global economy, democracy and culture. Technology use often leads to positive effects on student achievement and students' performance on standardized tests while increasing engagement and motivation to learn (Education Development Center, Center for Children and Technology, 2001). But the "digital divide" threatens to undermine the future success of our nation's most vulnerable population: disadvantaged youth. MyFuture bridges the digital divide, teaching youth valuable digital skills and helping them understand their media world, identify and develop digital interests, and earn certifications as they make progress. Components include:
 - **Essentials:** A suite of staff-facilitated project-based experiences that provide members of all ability levels with a foundation of technology skills. Projects are divided into three categories: Exploring, Building, and Communicating.
 - **ArtisTech:** Arts serve as a critical component to a complete education, proven to increase student academic achievement. ArtisTech combines technology and art to expose our members to creative uses for technology, including potential career interests. ArtisTech curriculum consists of web page and graphic design; digital photography and photo illustration; digital music composition and production; digital filmmaking and editing; digital and stop-motion animation. Members may submit their work to the annual Digital Arts Festivals, which run from September to May and are open to all participants.
 - **NetSmartz:** Helps members learn about the great benefits the Internet and media can provide while helping them realize the importance of guarding personal information and behaving responsibly in the online community. In addition, media literacy education helps members analyze and evaluate online sources so they may be used properly for school research and for self-directed learning opportunities.
- **Data Explorers:** a project-based data science program for middle-school youth that aligns with the United Nation's Sustainable Development Goals (SDGs) to end poverty and protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.
- **CS First:** Only one-in-ten K-12 schools in the US offers computer science (CS) classes. In addition, 75% of the population is underrepresented in computer science, even though exposure to CS leads to some of the highest paying jobs in the world. CS First ignites interest in a STEM-related career by developing foundational skills in coding and problem-solving while also deepening our youth's understanding of the theory and practice of computer science.
- **Techbridge Girls:** Women remain underrepresented in the science and engineering workforce with the greatest disparities occurring in engineering, computer science and the physical sciences. Women make up half of the total U.S. college-educated workforce, but only 28% of the science and engineering workforce.³ Techbridge Girls strengthens girls' (ages 9-14) STEM proficiencies while inspiring them to pursue post-secondary education and/or a career in STEM. Through an



inquiry/project-based approach, girls learn a variety of STEM concepts, are helped to grow their social-emotional skills and how STEM-skills and knowledge can be used as a tool to positively impact systems, their communities and their lives.

- **WeDo Robotics:** Robotics programs can raise student morale, motivation and creates more positive attitudes towards school. Through small-group classroom instruction, members work in teams to build and program a LEGO model featuring working motors and sensors. Cross-curricular, theme-based activities help develop members' skills in science, technology, engineering and mathematics.
- **Mindstorms EV3 Robotics:** An intermediate technology and engineering program introducing members to the science behind the design and operation of robots. Through small-group classroom instruction, hands-on and computer-based activities, members explore how a robot "senses", "thinks" and "acts". Participants design, construct, program and exhibit a working robot that interacts with its environment.
- **Zero Robotics:** a project-based learning challenge where members develop understanding of graphical interface to code a satellite for competition. Participants create code for SPHERES (Synchronized Position Hold Engage and Reorient Experimental Satellites) and then virtually compete in a simulation environment. Those finalists that win their respective state competitions have the opportunity to compete in the international competition—live-demonstrating their code in microgravity within the International Space Station (ISS).
- **College Bound:** "Should I go to college? What's the right school for me? How do I pay for it?" Traditionally, young people have turned to their parents and high school guidance counselors for advice on college options, information about loans and scholarships and help with the college application process. But what if your school's guidance counselor is inaccessible? (In California, pupil support services rank last out of 50 states in the nation in pupil-to-counselor ratio (US Department of Education, 2010)). And what if your parent didn't go to college? (Though lower-income and less well-educated parents have college aspirations for their children, there is a gap in knowledge about how the system works to give them the best advice—a factor that can determine their child's academic success or failure.) This is where non-traditional settings like BGCSV can and do help teens prepare for college and a career. A component of our **Leaders In Training** program, College Bound engages members with workshops and seminars to help middle and high school students understand why college is important and what tools can help them on the way while providing guidance in building an admission portfolio. The program includes academic preparation activities, college research, information about the application process, ACT/SAT preparation and financial aid, college tours, what to expect in college, and how to avoid risky behaviors.
- **Junior Achievement:** a business and economics education program meant to educate and inspire our members to value free enterprise, business and economics to improve the quality of their lives with a strong secondary emphasis on mathematics, reading and writing skills. Through small-group discussions, classroom instruction, hands-on and computer-based activities and projects, members are introduced to the economic role of individuals; the role of families in the local economy; the responsibilities and opportunities to those within a community; economic development, local businesses and career opportunities; economic and business resources in state and regional



economies; business operations and economic issues in the United States; and learn about a free enterprise system through participation in a simulated community.

- **Money Matters:** Using the latest research on financial education, behavioral economics and youth development, Money Matters develops teens' financial literacy skills that can lead them to workplace readiness, lifelong financial stability and overall success. Curriculum includes analysis of the role of financial institutions; budgeting; credit and interest; investing; job-related financial decisions; planning and financing one's education.
- **CareerLaunch:** members research careers and colleges; learn how to create a resume for employment; learn how to complete a college application and apply for financial aid. Staff help members develop **SMART goals** (**S**pecific, **M**easureable, **A**chievable, **R**elevant, **T**rackable) to tailor an academic track that links the real world with classroom coursework with the ultimate goal of graduating from high-school and college.
- **Junior Staff Career Development Program (JSCDP):** A component of our Leaders In Training program, Junior Staff is designed to prepare youth ages 13-17 for employment by developing leadership and job-readiness skills while inspiring them to envision a career as a Club professional or with other human service agencies. JSCDP consists of the following components: a) **Summer Internship Program** (June - August): a paid, job-shadowing and training program featuring one-on-one mentorship, weekly career readiness seminars and support meetings; college and corporate tours and teambuilding activities. Participants work 10-20 hours per week for the duration of the eight-week program; and b) **Apprentice Program** (October - May): a duplicate of our Summer Internship Program. Hours are scheduled according to each member's capacity to balance work-service and the demands of the academic school year.

The Arts

In these economically uncertain times, many schools have had to cut their arts programs—in particular, those schools in low-income communities. As an after-school program—and often the only provider of formalized arts instruction—BGCSV develops our members' literacy and interpersonal communication skills, problem-solving skills, as well as critical and divergent thinking skills through our Arts programs. A study conducted by the **National School Boards Association** and **Americans for the Arts** found that that the arts serve as a critical component to a complete education and are proven to increase student academic achievement including the areas of reading and language development and mathematics. Core programs that promote cultural diversity and creativity while contributing to the development of academic skills include:

- **Multicultural Arts Education:** exposes members to the diversity of cultural expression through art and asks members to use their imagination and their creativity to express themselves and their ideas visually. With an emphasis on fine arts, technology, found objects and renewable materials to create original artwork, our arts programs promote environmental awareness and resourcefulness.
- **National Fine Arts Exhibit:** Club members ages 6-18 enter local and regional exhibits in the following categories: drawing, painting, printmaking, collage, mixed media and sculpture. A judges' panel



selects works for inclusion in the National Fine Arts Exhibit displayed throughout the year at BGCA events.

- **Performing Arts:** exposes members to a variety of performance art forms including theatre, dance and music. Through an interdisciplinary and collaborative approach, members learn the history and basic elements of each respective art form and gain confidence through live exhibition.
- **Imagemakers National Photography Program:** A program encouraging Club members ages 6-18 to learn and practice black-and-white, color, digital and alternative process photography. Imagemakers culminates in an annual photography contest that provides local, regional and national recognition.

HEALTHY LIFESTYLES

Nutrition & Physical Fitness

In the United States, the childhood obesity rate has quadrupled over the last 50 years. The majority of the schools we serve tend to have the highest rate of overweight or obesity. According to the Santa Clara County Public Health Department, 17% of youth in Santa Clara County are overweight and only 40% participate in daily physical education. The risks of overweight and obesity among these students can lead to complications such as elevated blood pressure and cholesterol, joint problems, Type II diabetes, gallbladder disease, asthma, depression, anxiety and eating disorders. Our fitness and life-skills programs address the problems that exist in economically depressed communities and improve the lives of youth and families. Core programs that promote an active, healthy lifestyle include:

- **SPARK** (Sports, Play & Active Recreation for Kids): designed to meet State physical fitness guidelines while possibly affecting healthcare costs associated with conditions related to chronic obesity and overweight. Curricula directly addresses coordination and gross motor skills while using group-play as a tool to model community, teamwork and the collective achievement of a shared goal.
- **Healthy Habits:** helps members make smart food choices, understand appropriate portion sizes, and how to create balanced meals. The Healthy Habits nutrition curriculum was developed by BGCA in collaboration with the U.S. Department of Health and Human Services. Both in-class activities and discussions, as well as weekly food-preparation instruction, reinforce the life-long benefits of good nutrition and healthy habits.
- **Leagues and Electives:** include flag-football, basketball, soccer with additional sports such as baseball, futsal, baseball and volleyball dependent upon site location. Girls On the Run is offered as an elective at select sites for girls in grades 3-8.

Life-Skills

Our members come from communities and families left behind by the American Dream. Many know failure in school, abuse and neglect at home, and danger on the streets. These youths have peers who are



already testing the limits and who are all too eager to recruit companions for negative activities that compromise self and others. Media and neighborhood influences may converge to make young people think that the norms for young people include alcohol use, smoking, other drug involvement, criminal and gang activities and early sexual activity. Core programs that strengthen our members' self-efficacy include:

- **SMART (Skills Mastery and Resistance Training) Moves** is based on two rigorously tested curricula: Life Skills Training (Gilbert Botvin, Ph.D., Cornell University) and Project SMART (William Hansen, Ph.D., University of Southern California). A nationally recognized life skills and prevention program, SMART Moves utilizes a health promotion approach, which is focused on building youth's attitudes and skills that support healthy decision-making. It is asset based, focused on building foundational social-emotional skills, and addresses youth's agency in healthy decision-making.

SMART Moves consists of three components:

- **SMART Moves: Emotional Wellness:** focuses on building the social-emotional skills of self-regulation, impulse control and stress management. Participating youth build an effective toolbox for self-management and coping. (The Teen Expansion Pack is designed to integrate concepts of identifying emotions and self-regulation from the SMART Moves: Emotional Wellness targeted program into existing teen programs.)
- **SMART Moves: Core** (by grade levels): focuses on helping youth develop healthy decision-making attitudes and skills. The program teaches essential social-emotional skills that enable youth to communicate effectively, make healthy decisions and refuse to engage in unhealthy behaviors.
- **SMART Moves Modules:** focus on applying the skills from SMART Moves: Core to making decisions about specific health behaviors. These modules dive deeply into the health behavior and associated risks and build the knowledge, attitudes and skills of youth to avoid the behavior.
- **SMART Girls:** an interactive, small group program focusing on increasing girls understanding of their experiences related to physical, emotional and social changes; relationship-building and how to recognize and avoid abusive behavior and boundary setting. Weekly 60-90 minute sessions feature group discussions and activities relevant to pre-/adolescent girls through their personal journey into womanhood.
- **Passport to Manhood:** an interactive, small group program focusing on instilling values and morals that counteract negative pressures while developing a "code of conduct" to guide pre-/adolescent boys through their personal journey into manhood. Weekly 60-90 minute sessions feature group discussions and activities relevant to adolescent boys as they examine and express themselves, their role in the world, their strengths and fears as they confront important rites of passage.

GOOD CHARACTER AND CITIZENSHIP

High school drop outs are 50% less likely to vote. Studies show that youth who engage in community service and volunteer activities are more likely to avoid risky behaviors, do well in school, graduate, vote and be philanthropic. (UCLA/Higher Education Research Institute). Core programs that empower youth to support and influence their Club and community include:



- **Youth of the Year:** staff recognize all members who best demonstrate the values of the Club and the movement with Youth of the Month awards. Of those, a Youth of the Year is selected and receives the honor with public recognition—and scholarship—at our Annual Recognition Luncheon Event in December. The Youth of the Year is then eligible to participate in state competition and—if selected—move on to state, regional and national competitions.
- **Leaders In Training:** chartered service clubs dedicated to citizenship, leadership and fellowship. Built upon principles of self-government that allow members to self-express through the democratic experience, members develop values as pertains to civic, community and personal responsibility. Youth explore, develop and strengthen their leadership, communication, problem-solving and critical thinking skills through community service, volunteerism and fundraising activities.

ELECTIVES AND EVENTS

Interest- and youth-determined electives—led by staff and/or volunteers—augment Core programs and include Chess Club, Gaming Club, Science Clubs (e.g. engineering, physics, forensics, astronomy), Commix Club, Drama Club, Poetry Club, Lit Club, Journalism, Cooking Club, Dance and more.

Every trimester we host several events that align with our priority outcomes. Annual events include:

FALL

- **National Day of Service & Remembrance:** a day for our youth to reflect on the strength of our nation, remember the victims and survivors and honor those who rose to service in the aftermath of 9/11.
- **Worldwide Day of Play:** an annual event designed to encourage children and parents to play together. All clubs host events promoting fitness and group play.
- **International Week of the Girl Child:** celebrates and promotes girl's empowerment and fulfillment of their human rights while also highlighting the challenges that girls all over the world face including education, equality and gender-based violence.
- **Great California Shake Out:** an engaging annual event for our youth and staff to practice how to be safer during big earthquakes and to review and update our emergency preparedness plans
- **College Week:** a week-long event that reinforces our 'culture of expectation' by inspiring our members to think about pursuing a post-secondary education.
- **Lights on Afterschool:** we open our doors to the public as a way to bring attention to the need for safe, enriching, and academic activities during the critical hours between 3-6 pm.

WINTER

- **National Family Week:** an annual event that builds community and honors agencies that provide social services that strengthen familial bond, our clubs host holiday festivities that celebrate our extended family.



- **Computer Science Education Week:** a worldwide effort to celebrate computer science, Hour of Code is a one-hour introduction to computer science, designed to demystify "code", to show that anybody can learn the basics, and to broaden participation in the field of computer science.
- **STEM Decathlon:** a week designed to inspire our members and deepen their knowledge of science, technology, engineering and math all through the prism of FUN!
- **MLK Day of Service:** national day of service with members working collaboratively on large scale projects benefiting the military or community based organizations.
- **Youth of the Year:** an event that recognizes high school members that demonstrate leadership, academic achievement and/or outstanding contributions to his or her family, school, community or club. Finalists all receive a college scholarship.
- **National Fine Arts & Digital Arts Exhibit:** an event encouraging artistic expression in different categories of visual art. Our local exhibit selects art pieces and digital work to be sent to BGCA National Headquarters.
- **Chess Social:** an event introducing participants to Quad tournament play and provide opportunities to play pick-up matches. Volunteers needed to help support activities during early evening hours.

SPRING

- **Spelling Bee Interclub Tournament:** aligning with the Scripps National Spelling Bee competition, all sites host individual events in an effort to highlight literacy culminating in a final championship interclub event.
- **Boys & Girls Club Week:** we open our doors to the community to learn about our movement's 160-year history and how we are preparing the next generation of leaders and innovators.
- **Great American Litter Pick Up:** clubs participate in local City of San Jose Council Districts projects in celebration of Earth Day.
- **Tech Challenge:** annual team design challenge for students in grades 4-12 that introduces and reinforces the science and engineering design process with a hands-on project geared to solving a real-world problem.
- **Healthy Cook-Off:** our annual event featuring the results of our culinary program with teams presenting to a panel of judges their unique appetizer, main course or dessert.
- **Olympics Week:** a week-long event that is as old as the organization (70+ years), Olympics Week replicates the decathlon with all activities promoting collaboration and teamwork.
- **First Lego League Interclub Tournament:** FIRST LEGO League teams research a real-world problem and are challenged to develop a solution. Each team must then design, build and program a robot using LEGO MINDSTORMS®, culminating in our annual interclub tournament.
- **Junior Youth of the Year:** an event that recognizes elementary and middle school youth that demonstrate leadership, academic achievement and/or outstanding contributions to his or her family, school, community or club.
- **Annual Awards & Recognition Event:** a community event honoring our youth's talents and achievements in all our Core Program Areas.

¹Annie E. Casey Foundation. "Early Warning! Why Reading by the End of Third Grade Matters." 2010: Pg. 7. <http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/123/2010KCSpecReport/AEC_report_color_highres.pdf>.

GREAT FUTURES START HERE.



**ATTACHMENT B
TARGETED PROGRAMS BY PRIORITY OUTCOME**

² National Center on Education Statistics, 2005.

³ National Science Foundation, Science and Engineering Indicators, 2018. <https://nsf.gov/statistics/2018/nsb20181/>.



The success of our youth development programs is determined by a clear set of goals and objectives that ensure the integrity of our mission.

PERFORMANCE LOGIC MODEL EVALUATION SYSTEM

<i>Performance Accountability Model</i>	<i>Logic Model</i>	<i>BGCSV Evaluation Questions</i>	<i>Where We Get Data</i>	<i>Performance Goal</i>	<i>Theory of Change</i>
EFFORT	Inputs	What did BGCSV spend on services?	BGCSV Financial Data	Spend greater than 95% of funds.	THEORY OF CHANGE Child and Youth Developmental Theory as indicated in BGCSV Strategic Plan. Focused on Risk Avoidance, Protective, Resilience, and Social Attachment Assets as key elements in the betterment of children and youth.
	Staff	Who were the staffs providing service?	Staff Surveys, Focus Groups and Interviews	Staff hired and trained.	
	Customers	Who are our youth and teen customers?	BGCSV Vision MTS Data will be used to document customers	Serve youth indicated BGCSV work plan for the year.	
	Strategies	What service strategies did we conduct?	BGCSV Reports, Interviews, Surveys, and Site Visits	Provide service strategies contracted with City	
	Activities	How much service did we provide?	BGCSV Vision MTS Data will be used to document hours of service delivered.	Provide 95% of planned services.	
	Performance Measure Outputs	How much did the service cost per hour to deliver?	BGCSV hours of service delivered divided into the amount of funds spent.	Cost per hour is the same or below cost per hour planned.	
EFFECT	Performance Measure: Customer Satisfaction	Were our youth and parent customers satisfied with our service?	Surveys of Youth, Teens and Parents	Customer satisfaction rate is greater than 70%.	THEORY OF CHANGE Strengths-based approach to serving children, youth, and their families. Focused on how customers use their natural resiliency, strengths and assets to be better off.
	Performance Measure Productivity Initial Outcomes	Was our service effective in producing change for the better for our customers?	Surveys of Youth, Teens, Parents, and Staff	Service productivity is greater than 60%.	
RESULTS	Result Indicators & Intermediate Outcomes	How are BGCSV customers doing with the indicators for school success, health and wellness, and transition to adulthood?	Data collected by other agencies and BGCSV	No performance goals are set for those results attributed to the efforts and effects of everyone in SC County working to raise healthy and productive children and youth.	
	Population Long Term Outcomes	In general, how are the children and youth doing in San José over time? This is the result of everyone in our community working together.	Data collected by other agencies and BGCSV		



QUALITATIVE GOALS

BGCSV promotes leadership, character, health and career development of youth, while emphasizing their cognitive, social, cultural, physical, emotional and moral growth. Each year we strive to reach certain qualitative goals which will help us achieve our mission. These goals include:

- 1) **Cultural Enrichment** – youth engage in programs that emphasize multi-cultural appreciation and the value of a pluralistic, multi-cultural society.
- 2) **Personal (Intrapersonal) & Social (Interpersonal) Development** – members develop a positive self-concept, the ability to understand emotions and practice self-discipline; members improve their social skills by working with others, developing and sustaining friendships through cooperation, empathy, and negotiation, and developing judgment skills and coping systems.
- 3) **Educational (Cognitive) Development** – members develop critical thinking and reasoning skills; develop knowledge and an ability to appreciate and demonstrate creative expression and to problem-solve; develop valuable organizational skills, including time management, prioritization and task completion; improving in overall academic performance and become effective, life-long learners through academic assistance, in a supportive and positive learning environment.
- 4) **Health & Physical (Motor/Fine Motor) Development** – members acquire movement and coordination skills; learn how to maintain a healthy lifestyle that will assure future well-being such as exercise, good nutrition and understanding the consequences of risky behaviors.
- 5) **Citizenship, Career & Leadership Development** – members learn the importance of contributing to their community and to be involved in efforts that contribute to the broader good; improve computer literacy and job-readiness skills and prepare for positive futures through the provision of scholarship, college, job and career-related information.

QUANTITATIVE OUTCOMES

BGCSV aims to provide programs that positively impact each young person. In order to ensure that our programming is benefiting the youth we serve, BGCSV sets a variety of goals and employs a host of tools to determine program effectiveness.

IMPACT OF ACADEMICS

- **On-Track:** 70%+ youth will end the year on-track. On-track indicators include a school attendance of at least 90% and 2.0+ grade point average (GPA).
- **High School Graduation:** 90%+ of eligible seniors will graduate on time.
- **Academic Performance:** 70%+ of members will report that the program improved or sustained their academic performance.
- **Learning and Applying New Concepts:** 70%+ of members will report that the program improved or sustained their ability to learn new things.



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- **Future Academic Plan:** 70%+ of members will report that they plan to graduate from high school and attend college or a technical program.
 - **Expectations of Academic Success:** 80%+ of members will report that: a) academic success is important to their future; and b) that Club staff care about their learning and academic performance.
 - **Education Enrichment:** 65%+ of members will report improvement in knowledge, skills, abilities and/or attitude in the following enrichment areas:
 - Science, Technology, Engineering & Math
 - Literacy
 - Financial Literacy
 - **College Readiness:** a) 65%+ will report improvement in knowledge, skills, abilities and/or attitudes in the following areas: academic strengths and career interests; college and career research; application process; budget, savings and financial aid; personal statement writing and interviewing; and b) 80%+ of participants will report that the program helped them understand the importance of higher education to future earnings.
 - **Career Development & Job Readiness (Junior Staff):** a) 70%+ will report improvement in their understanding of social service and/or youth service careers; b) 70%+ will report improvement in their understanding of how to prepare for employment and a career; c) 70%+ will report that they learned skills important to leadership and/or job performance; and d) 35%+ will report an interest in pursuing a career in youth or human services.

IMPACT ON CHARACTER, CITIZENSHIP, LEADERSHIP & OTHER DEVELOPMENTAL ASSETS

- **Staff-Member Connectedness:** 80%+ of members will report positive relationships with Club staff.
- **Member-Member Connectedness:** 80%+ of members will report positive relationships with other members.
- **Self-Concept:** 80%+ of members will report that the program improved or sustained a positive understanding of who they are and their abilities.
- **Critical Thinking:** 80%+ of members will report that the program improved or sustained their ability to make informed and important choices.
- **Communication:** 80%+ of members will report that the program improved or sustained their interpersonal communication skills.
- **Collaboration:** 80%+ of members will report that the program improved or sustained their ability to work collaboratively with their peers.
- **Creativity:** 80%+ of members will report that the program improved or sustained their divergent and lateral thinking skills and their desire to express themselves creatively.
- **Citizenship:** 80%+ of members will report that the program helped them find ways to help their community.
- **Involvement with Juvenile Justice (*middle and high school only*):** 80%+ of members will report that they have not had any involvement with the juvenile justice system in the last twelve months.



IMPACT ON HEALTHY LIFESTYLES

- **Avoidance of Risky Behaviors** (*middle and high school only*): a) 70%+ of members will abstain from substance use; and b) 70%+ of members will abstain from sexual risk taking—defined as onset of sexual activity at an early age, having multiple sexual partners and/or engaging in unprotected sex.
- **Healthful Choices**: 80%+ of members will report that the program taught them how to make healthful lifestyle choices that nurture their personal well-being.

EVALUATION INSTRUMENTS

Instruments of evaluation and assessment may include:

- **Vision Membership Tracking Software**: tracks frequency of member attendance; specific program participation and demographic information.
- **Youth, Parent, Staff and/or Teacher Evaluation (if applicable)**: a comprehensive outcome-based evaluation that incorporates the use of performance, program-based outcomes, logic modeling, assessment of youth development asset productivity and assessments of BGCSV's target changes and outcomes. There are four types of questions included: satisfaction, asset development service productivity, agency-specified service productivity and/or change in status over time.
- **Program Survey**: written assessment asking members to evaluate specific programs and staff's ability to delivery on key outcomes.
- **Pre-/Post-Assessment**: measures change in knowledge, skill/s, ability and/or attitude.
- **Student Grade Reports**: measures student performance and quality of school work. When applicable, BGCSV has parental consent to obtain school records, transcripts, grade reports and test results of individual Club members.
- **California Assessment of Student Performance and Progress (CAASPP) System**: through our partnership with local school districts (and parental consent), BGCSV is privy to individual and aggregate assessment results in mathematics and/or English-Language Arts to evaluate the efficacy of our programs in addressing summer slide.

GREAT FUTURES START HERE.

ATTACHMENT D



2022 PROGRAM BUDGET (SINGLE SITE)	
Project Name:	Navigator School Year
Program Dates:	11/28/22 - 6/9/23
Instuctional Days:	115
Hours of Operation:	~17 hrs/wk
Number of Students:	100
Total Organization Budget:	\$ 11,977,438

EXPENSES	SCHOOL YEAR
Personnel*	
PT Specialists - 5 - 7 @ \$20 x 675 hrs / 320 hrs	\$ 77,983
FT Director - 1 @ \$33.75/hr x 1080 hrs / 320 hrs	\$ 45,446
3 FT Operations Staff - .0562 - .1124 FTE	\$ 15,682
Total Personnel Costs	\$ 139,111
Non-Labor	
Program Supplies	\$ 7,000
Field Trips	\$ 1,000
Staff Development, Materials & Travel	\$ 750
Misc. (insurance, cell phone, mileage, meals)	\$ 700
Office & General	\$ 650
Uniforms	\$ 600
Total Non-Labor Costs	\$ 10,700

Administration (~15%)	\$ 22,472
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TOTAL EXPENSES:	\$ 172,282
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*includes benefits and taxes

GREAT FUTURES START HERE.

ATTACHMENT D



2022 PROGRAM BUDGET (SINGLE SITE)		
Project Name:	Navigator School Year	Navigator Summer
Program Dates:	11/28/22 - 6/9/23	6/12/23 - 7/28/23
Instuctional Days:	115	34
Hours of Operation:	~17 hrs/wk	9 hrs/day
Number of Students:	100	100
Total Organization Budget:	\$ 11,977,438	

EXPENSES	SCHOOL YEAR	SUMMER
Personnel*		
PT Specialists - 5 - 7 @ \$20 x 675 hrs / 320 hrs	\$ 77,983	\$ 51,757
FT Director - 1 @ \$33.75/hr x 1080 hrs / 320 hrs	\$ 45,446	\$ 13,465
3 FT Operations Staff - .0562 - .1124 FTE	\$ 15,682	\$ 4,647
Total Personnel Costs	\$ 139,111	\$ 69,869
Non-Labor		
Program Supplies	\$ 7,000	\$ 4,000
Field Trips	\$ 1,000	\$ -
Staff Development, Materials & Travel	\$ 750	\$ 750
Misc. (insurance, cell phone, mileage, meals)	\$ 700	\$ 700
Office & General	\$ 650	\$ 650
Uniforms	\$ 600	\$ 600
Total Non-Labor Costs	\$ 10,700	\$ 6,700
Administration (~15%)	\$ 22,472	\$ 11,485
TOTAL EXPENSES:	\$ 172,282	\$ 88,055

*includes benefits and taxes

Coversheet

Finance Committee Report

Section: II. Committee Reports and Actions
Item: C. Finance Committee Report
Purpose: FYI
Submitted by:
Related Material: Finance Committee Minutes 2022_10_20.pdf

DRAFT



Navigator Schools

Minutes

Finance Committee

Date and Time

Thursday October 20, 2022 at 4:30 PM

Location

Zoom

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 [via e-mail](#) to Sean Martin, Executive Assistant to the CEO.

Meeting ID: 936 0268 7591

Passcode: 961711

Committee Members Present

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

Committee Members Absent

None

Guests Present

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 Thursday Oct 20, 2022 at 4:30 PM.

C. Committee Chair Update

The chair welcomed participants and highlighted the topic of facilities planning to be addressed at a future meeting.

D. Public Comments

E. Approve Minutes from Previous Meeting

J. Quiroga made a motion to approve the minutes from Finance Committee on 09-20-22.

V. Paredes-Colonia seconded the motion.

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

Roll Call

V. Paredes-Colonia Aye

J. Anderson Abstain

J. Quiroga Aye

II. Business and Finance

A. Unaudited Actuals

A. Ortiz explained the status, process, and next steps concerning the development of unaudited actuals. Members asked clarifying questions.

B. Proposed Budget Revise (2022-23)

A. Ortiz presented proposed revisions to the 2022-23 budget. She explained changes in revenues, expenses, and other variances, including the addition of new staff and contracted services, increases in state funding related to cost of living adjustments (COLA), and grants. She explained unique attributes of the Hayward Collegiate budget and its development.

III. Closing Items

A. Adjourn Meeting

J. Quiroga made a motion to adjourn.

J. Anderson seconded the motion.

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

Roll Call

V. Paredes-Colonia Aye

J. Anderson Aye

J. Quiroga Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:55 PM.

Respectfully Submitted,
S. Martin

Coversheet

Proposed Budget Revisions (2022-23)

Section: II. Committee Reports and Actions
Item: D. Proposed Budget Revisions (2022-23)
Purpose: Vote
Submitted by:
Related Material: 2022-23 Proposed Budget Revise.pdf



2022-23 Budget Narrative

Oct 19, 2022

Board of Directors Meeting

2022-23 Net Income

	Board Approved Budget Net Income	Proposed Revised Budget Net Income
Charter Management Organization (CMO)	-185K	-288K
Gilroy Prep School (GPS)	192K	466K
Hollister Prep School (HPS)	232K	600K
Watsonville Prep School (WPS)	368K	995K
Hayward Collegiate (HC)	62K	273K
Total	700K	2M

- Charter Management Organization (CMO)
 - \$140K favorable CMO management fee due to all sites LCFF revenue being increased
 - \$108K unfavorable variance in services and other operating expenses due to adding \$80k for CEO search and adjusting for other expenses that have occurred that were not budgeted for
 - Adding 1 FTE to support marketing and social media presence

- Gilroy Prep School (GPS)
 - \$231K favorable variance in LCFF funding due to recalculating funding using the new COLA of 12.84 up from 6.56 that was used to budget
 - \$169K favorable variance in Federal revenue due to increasing the child nutrition revenue
 - \$879K favorable variance in other State revenue due to additional funding from the State
 - \$663K Learning Recovery Block Grant
 - \$9K Mandated Block Grant
 - \$100K California Community Schools Partnership Program Grant
 - \$524K unfavorable variance in salaries and benefits due to additional staffing
 - 1 FTE Tier 3 Paraprofessional
 - .5 FTE Speech support
 - 3 FTE Teacher in Training



- 1 FTE Community Schools Coordinator
 - 1 FTE Campus Safety Lead
 - 2 FTE Special Education Paraprofessional
 - .10 FTE Extended Learning Opportunities Coordinator
 - \$200K unfavorable variance in Books and Supplies
 - \$155K for child nutrition (corresponds with revenue increase)
 - \$40K for additional technology, including additional staff technology, classroom TV replacements and replacement iPad carts
 - \$260K unfavorable variance due to adding expenses for the Boys & Girls Club
- Hollister Prep School (HPS)
 - \$285K favorable variance in LCFF funding due to recalculating funding using the new COLA of 12.84 up from 6.56 that was used to budget
 - \$908K favorable variance in other State revenue due to additional funding from the State
 - \$712K Learning Recovery Block Grant
 - \$9K Mandated Block Grant
 - \$100K California Community Schools Partnership Program Grant
 - \$503K unfavorable variance in salaries and benefits due to additional staffing
 - 1 FTE Tier 3 Paraprofessional
 - .5 FTE Speech support
 - 3 FTE Teacher in Training
 - 1 FTE Community Schools Coordinator
 - 1 FTE Campus Safety Lead
 - 2 FTE Special Education Paraprofessional
 - .10 FTE Extended Learning Opportunities Coordinator
 - \$260K unfavorable variance due to adding expenses for the Boys & Girls Club
- Watsonville Prep School (WPS)
 - \$269K favorable variance in LCFF funding due to recalculating funding using the new COLA of 12.84 up from 6.56 that was used to budget
 - \$1.1M favorable variance in other State revenue due to additional funding from the State
 - \$605K Learning Recovery Block Grant
 - \$7K Mandated Block Grant
 - \$100K California Community Schools Partnership Program Grant
 - \$388K additional ELOP funding that was not in original budget
 - \$463K unfavorable variance in salaries and benefits due to additional staffing
 - 1 FTE Tier 3 Paraprofessional
 - 1 FTE Community Schools Coordinator
 - 1 FTE Campus Safety Lead
 - 3 FTE Special Education Paraprofessional
 - 3 FTE Yard Duties



- .70 FTE Extended Learning Opportunities Coordinator
 - \$100K unfavorable variance in services and other operating expenses
 - \$100K for 407 parking lot project

- Hayward Collegiate (HC) *note-Navigator was not involved in creating the original budget
 - \$216K favorable variance in LCFF funding due to recalculating funding using the new COLA of 12.84 up from 6.56 that was used to budget
 - \$218K favorable variance in other State revenue due to additional funding from the State
 - \$227K Learning Recovery Block Grant
 - \$124K unfavorable variance in fundraising due to the original budget showing fundraising that is not realistic
 - \$350K unfavorable variance in salaries and benefits due to additional staffing
 - 1 FTE Teacher in Training
 - 1 FTE Small Group Instructor
 - 1 FTE Special Education Paraprofessional
 - 2 FTE After School Leaders
 - 3 FTE Yard Duty
 - .10 FTE Extended Learning Opportunities Coordinator
 - \$341K favorable variance in services and other operating expenses
 - \$204K for removing instructional consultant from budget
 - \$75K for lowering Special Education consultants that HC is no longer using
 - \$90K for removing “directors contingency” from budget

Navigator Schools - 2022-23 Preliminary Budget																		
				GPS			HPS			WPS			HC			CMO		
	Board Approved	Draft Revised	\$ Change	Board Approved	Draft Revised	\$ Change	Board Approved	Draft Revised	\$ Change	Board Approved	Draft Revised	\$ Change	Board Approved	Draft Revised	\$ Change	Board Approved	Draft Revised	\$ Change
	Budget	Budget		Budget	Budget		Budget	Budget		Budget	Budget		Budget	Budget		Budget	Budget	
	2022-23	2021-22		2022-23	2022-23		2022-23	2022-23		2022-23	2022-23		2022-23	2022-23		2022-23	2022-23	
Enrollment Projection	1490	1476		540	538	0	540	538	0	410	400		160	150				
REVENUE:																		
LCFF Revenue	17,293,395	16,201,228	1,092,167	5,270,870	5,502,502	-231,632	5,435,644	5,720,680	-285,036	4,708,888	4,978,046	-269,158	1,877,993	2,094,454	-\$216,461	0	0	
Federal Revenue	2,888,035	1,960,415	927,620	928,541	1,098,323	-169,782	942,947	947,605	-4,658	792,944	792,944	0	223,603	223,603	\$0	0	0	
Other State Revenue	3,709,379	5,872,532	-2,163,153	930,060	1,809,142	-879,082	913,670	1,821,765	-908,095	1,108,977	2,241,625	-1,132,648	756,672	975,136	-\$218,464	0	0	
Donations & Grants	940,000	765,000	175,000	7,500	7,500	0	7,500	7,500	0	50,000	0	50,000	125,000	500	124,500	750,000	750,000	0
Other Revenue	78,178	69,000	9,178	23,878	20,000	3,878	20,000	20,000	0	7,300	2,000	5,300	0	2,000	-2,000	27,000	27,000	0
CMO Management Fees	2,421,075	2,561,395	-140,320						0						0	2,421,075	2,561,395	-140,320
REVENUE	27,330,062	27,429,570	-99,508	7,160,849	8,437,467	0	7,319,761	8,517,550	-1,197,788	6,668,109	8,014,615	-1,346,506	2,983,268	3,295,693	-312,425	3,198,075	3,338,395	-140,320
EXPENDITURES:																		
Salaries	14,780,933	10,932,834	3,848,099	4,074,511	4,442,911	-368,400	4,110,215	4,478,615	-368,400	3,137,887	3,517,999	-380,112	1,179,414	1,504,914	-325,500	2,278,906	2,307,906	-29,000
Benefits & Taxes	3,777,311	2,809,085	968,226	1,024,631	1,180,290	-155,659	1,017,720	1,152,733	-135,013	844,909	927,798	-82,889	312,303	336,762	-24,459	577,749	604,444	-26,696
Books & Supplies	1,475,324	1,243,740	231,584	410,846	610,575	-199,729	276,055	276,894	-839	496,750	549,300	-52,550	253,273	247,175	6,098	38,400	57,218	-18,818
Services & Other Operating Expen	4,126,155	3,245,328	880,827	721,207	966,441	-245,234	922,450	1,208,233	-285,784	1,161,474	1,326,797	-165,323	832,059	490,556	341,503	488,965	596,963	-107,998
CMO Management Fees	2,421,075	2,072,138	348,937	737,922	770,350	-32,428	760,990	800,895	-39,905	659,244	696,926	-37,682	262,919	293,224	-30,305	0	0	0
Capital Outlay	80,572	60,000	20,572	0	0	0	0	0	0	0	0	0	80,572	150,000	-69,428	0	60000	-60,000
EXPENDITURES	26,661,370	20,363,125	6,298,245	6,969,116	7,970,567	-1,001,451	7,087,430	7,917,371	-829,941	6,300,265	7,018,821	-718,556	2,920,540	3,022,630	-102,090	3,384,020	3,626,531	-242,512
REVENUE LESS EXPENDITURES	668,692	2,047,800		191,733	466,900		232,331	600,179		367,844	995,794		62,728	273,063		-185,944	-288,136	
																\$160,000 from the Model Providing fund balance (see narrative)		
Beginning Fund Balance	9,304,837			2,056,307	2,056,307		2,012,549	2,012,549		698,417	698,417		1,736,848	1,736,848		2,800,716	2,800,716	
Ending Fund Balance	9,973,529			2,248,040	2,523,207		2,244,880	2,612,728		1,066,261	1,694,211		1,799,576	2,009,911		2,614,772	2,512,580	

Coversheet

Unaudited Actuals (June 30, 2022)

Section: II. Committee Reports and Actions
Item: E. Unaudited Actuals (June 30, 2022)
Purpose: FYI
Submitted by:
Related Material: June_30_2022_Unaudited_Actuals.pdf



2021-22 Financial Narrative

June 30, 2022

Unaudited Actuals

2021-22 Net Income (GAAP)

	BOD Approved Budget Net Income (GAAP)	Unaudited Actuals Net Income (GAAP)
Charter Management Organization (CMO)	156k	98k
Gilroy Prep School (GPS)	328k	913k
Hollister Prep School (HPS)	103k	163k
Watsonville Prep School (WPS)	180k	106k
Total	767k	1.3M

- Charter Management Organization (CMO)
 - \$50k unfavorable variance in fundraising
 - \$92k unfavorable variance in Services & Other Operating Expenses due to technology going over budget by \$45k and licenses going over budget by \$46k

- Gilroy Prep School
 - \$400k favorable variance in LCFF funding due to the Education Protection Act funding coming in higher than expected
 - \$300k favorable variance in LCFF funding due to the funding coming in higher than budgeted for
 - \$200k unfavorable variance in Other State funding due to budgeting for

- Hollister Prep School
 - \$187k favorable variance in LCFF funding due to the funding coming in higher than budgeted for
 -

- Watsonville Prep School
 - \$164k favorable variance in Federal funding for child nutrition due to the reimbursements continuing to be higher due to the pandemic
 - \$164k unfavorable variance in Federal funding for child nutrition due to more families receiving school based meals

Navigator Schools Balance Sheet

As of Date:

June 30, 2022

NAVIGATOR

407 MAIN ST LLC

Year To Date

Year To Date

06/30/2022

06/30/2022

Current Year Balance

Current Year Balance

Assets

Current Assets

Cash and Cash Equivalents 5,626,408 331,866

Accounts Receivable, Net 3,571,649 -

Other Current Assets 713,117 -

Total Current Assets 9,911,174 331,866

Long-term Assets

Property & Equipment 962,120 8,046,248

Other Long-term Assets 4,763 -

Total Long-term Assets 966,883 8,046,248

Total Assets 10,878,057 8,378,114

Liabilities and Net Assets

Liabilities

Short-term Liabilities

Accounts Payable 539,650 -77,157

Other Short-term Liabilities 558,930 480,083

Total Short-term Liabilities 1,098,580 402,926

Long Term Liabilities

Other Long-term Liabilities 421,004 9,123,635

Total Long Term Liabilities 421,004 9,123,635

Total Liabilities 1,519,584 9,526,561

Net Assets 9,358,473 -1,148,447

Total Liabilities and Net Assets 10,878,057 8,378,114

**Loans Payable-Navigator Schools

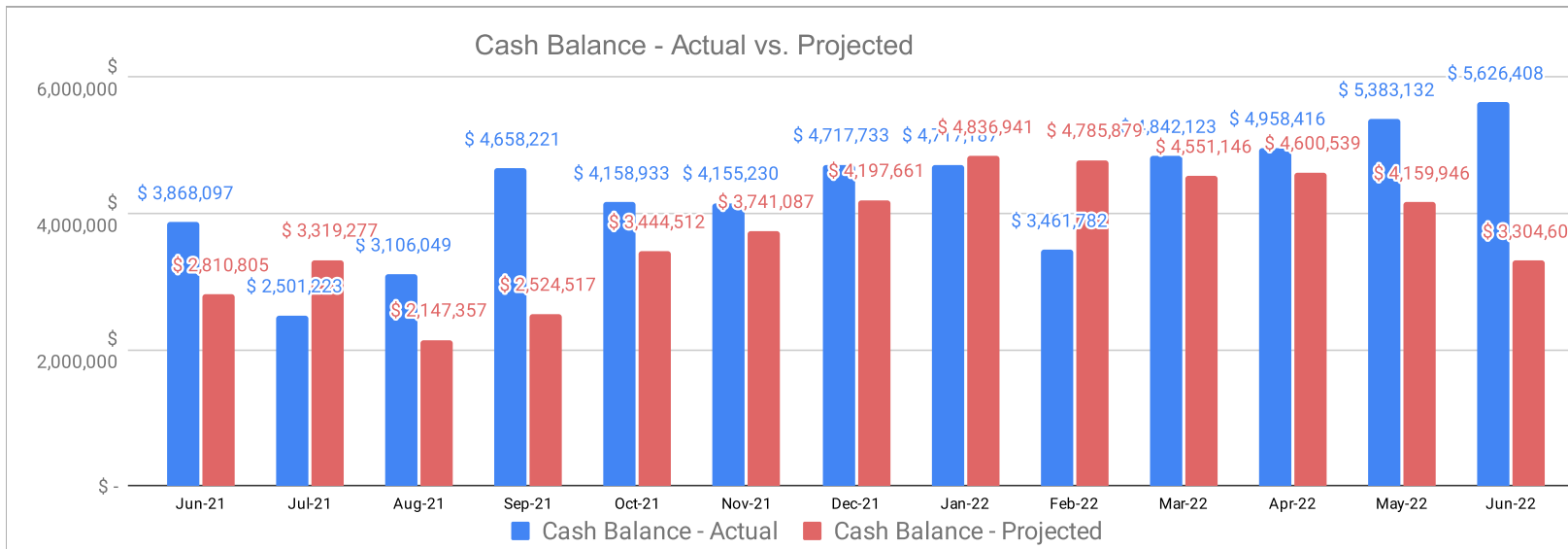
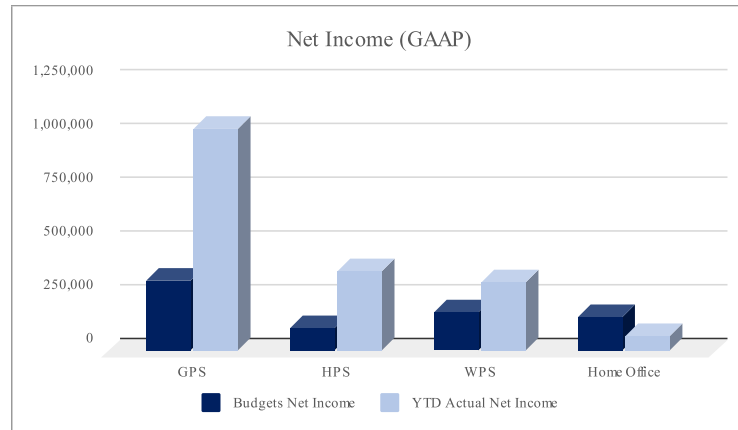
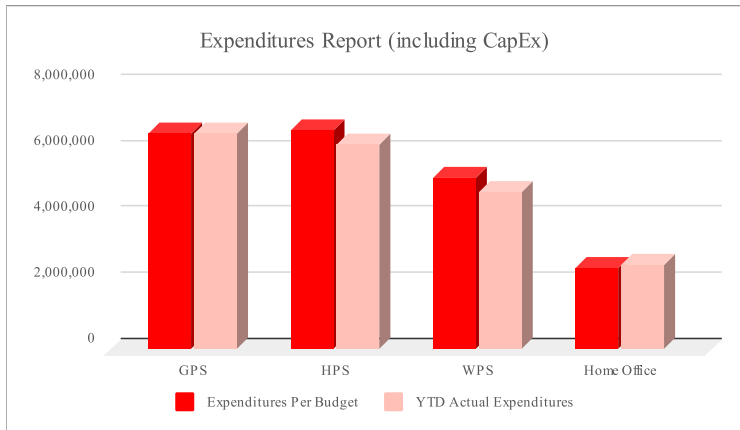
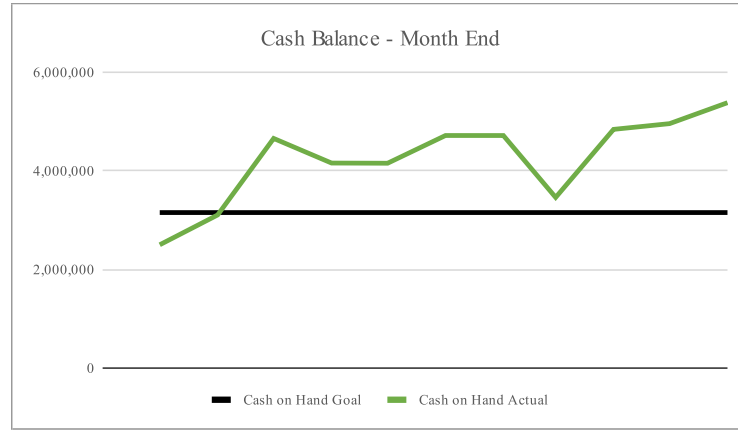
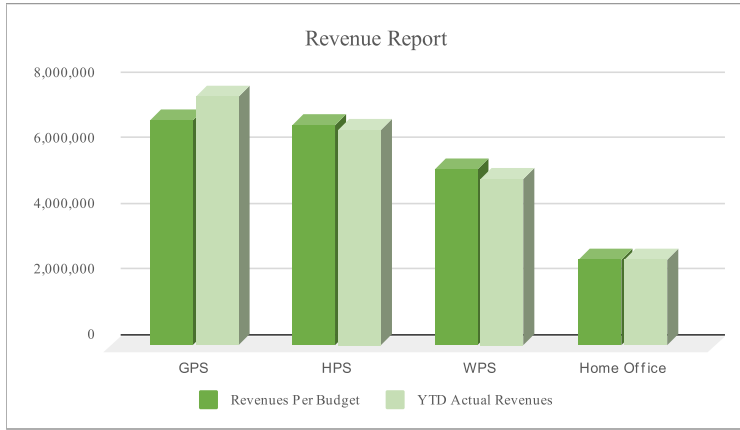
Watsonville Prep School	\$190,216	CDE
Watsonville Prep School	\$230,789	PCSD

** Loans Payable - 407 Main St

\$5,880,000	Civic Builders
\$1,545,758	LIIF
\$1,169,211	PCSD

**Other Long Term Liability-407 Main St

\$528,665	Deferred Rent 407
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Navigator Schools - Board Meeting - Agenda - Tuesday October 25, 2022 at 6:00 PM

Navigator Schools - 2021-22 Budget vs. Projection

June 30, 2022	Total 2021-22	TOTAL 2021-22	Total Variance to Budget	GPS 2021-22	GPS 2021-22	GPS Variance to Budget	HPS 2021-22	HPS 2021-22	HPS Variance to Budget	WPS 2021-22	WPS 2021-22	WPS Variance to Budget	CMO 2021-22	CMO 2021-22	CMO Variance to Budget
BOD Approved Budget	Unaudited Actuals			BOD Approved Budget	Unaudited Actuals		BOD Approved Budget	Unaudited Actuals		BOD Approved Budget	Unaudited Actuals		BOD Approved Budget	Unaudited Actuals	
Enrollment 1405	1390			540	540		540	540		325	310				
REVENUE:															
LCFF Revenue	13,469,729	14,089,635	(619,906)	4,940,034	5,638,417	(698,383)	5,012,919	5,079,638	(66,719)	3,516,776	3,371,580	145,196	0	0	0
Federal Revenue	2,440,415	2,673,735	(233,320)	920,334	1,075,393	(155,059)	710,481	608,453	102,028	809,600	989,889	(180,289)	0	0	0
Other State Revenue	2,761,254	2,398,352	362,902	968,992	840,497	128,495	964,555	891,266	73,289	827,707	666,589	161,118	0	0	0
Donations & Grants	756,729	572,203	184,526	7,500	6,713	787	7,500	4,961	2,539	200,500	39,500	161,000	500,000	521,029	(21,029)
Other Revenue	110,929	30,118	80,811	48,729	17,904	30,825	20,000	1,025	18,975	15,200	1,435	13,765	27,000	9,754	17,246
CMO Management Fees	2,072,137	2,072,137	0										2,072,137	2,072,137	0
REVENUE	21,569,964	21,836,180	(266,216)	6,885,589	7,578,924	(693,335)	6,715,455	6,585,343	130,112	5,369,783	5,068,993	300,790	2,599,137	2,602,920	(3,783)
EXPENDITURES:															
Salaries	11,353,655	10,871,933	481,722	3,605,210	3,460,883	144,327	3,668,875	3,450,375	218,500	2,562,689	2,408,115	154,574	1,516,881	1,552,561	(35,680)
Benefits & Taxes	2,905,672	2,832,235	73,437	886,550	959,747	(73,197)	874,290	924,491	(50,201)	684,740	518,489	166,251	460,092	429,508	30,584
Books & Supplies	1,358,654	1,660,591	(301,937)	549,104	693,545	(144,441)	370,250	286,506	83,744	360,900	607,826	(246,926)	78,400	72,714	5,686
Services & Other Operating Expense	3,112,200	2,610,007	502,193	744,212	657,988	86,224	915,919	768,646	147,273	1,064,652	702,380	362,272	387,417	480,993	(93,576)
CMO Management Fees	2,072,138	2,072,138	0	772,605	772,605	0	782,809	782,809	0	516,724	516,724	0			
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EXPENDITURES	20,802,319	20,046,904	755,415	6,557,681	6,544,768	12,913	6,612,143	6,212,827	399,316	5,189,705	4,753,534	436,171	2,442,790	2,535,776	(92,986)
REVENUE LESS EXPENDITURES	767,645	1,789,276	(1,021,631)	327,908	1,034,156	(706,248)	103,312	372,516	(269,204)	180,078	315,459	(135,381)	156,347	67,145	89,202
GAAP Adjustments:															
Revenue Less Expenditures	767,645	1,789,276	(1,021,631)	327,908	1,034,156	(706,248)	103,312	372,516	59,918	180,078	315,459	(135,381)	156,347	67,145	89,202
Add back Capita Outlay to Net income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtract Depreciation Expense	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income - GAAP Basis 2021/22	767,645	1,789,276	(1,021,631)	327,908	1,034,156	(706,248)	103,312	372,516	59,918	180,078	315,459	(135,381)	156,347	67,145	89,202
Beginning Net Assets @ 6/30/21	7,567,952	7,567,952		2,056,307	2,056,307		2,012,549	2,012,549		698,417	698,417		2,800,679	2,800,679	
Net Income - GAAP Basis 2021-22	767,645	1,789,276		327,908	1,034,156		103,312	372,516		180,078	315,459		156,347	67,145	
Ending Net Assets @ 6/30/22	8,335,597	9,357,228		2,384,215	3,090,463		2,115,861	2,385,065		878,495	1,013,876		2,957,026	2,867,824	

Navigator Schools - Financial Data

June 30, 2022

<u>Attendance and Enrollment Data</u>	<u>Total</u>	<u>GPS</u>	<u>HPS</u>	<u>WPS</u>
2021-22 ADA - Approved Budget	1342.3	518.4	518.4	305.5
2021-22 ADA	1300.3	487.8	510.6	301.87
2021-22 ADA %- Approved Budget	95.5%	96.0%	96.0%	94%
2021-22 ADA %	93.7%	93.72%	94.91%	93.17%
2021-22 Enrollment - Approved Budget	1405.0	540.0	540.0	325
2021-22 Enrollment	1387.0	525.0	538.0	324



	<u>Actual</u>
Cash balance as of 6/30/2022	5,626,408
Annual Expenditures (not including CMO Mgmt Fees)	17,974,766
Number of Months Cash on Hand	3.76

Coversheet

Governance Committee Report

Section: II. Committee Reports and Actions
Item: F. Governance Committee Report
Purpose: FYI
Submitted by:
Related Material: Governance Committee Minutes 2022_10_18.pdf

DRAFT



Navigator Schools

Minutes

Governance Committee

Date and Time

Tuesday October 18, 2022 at 1:30 PM

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 [via e-mail](#) to Sean Martin, Executive Assistant to the CEO.

Committee Members Present

I. Connell (remote), J. Anderson (remote), J. Flaherty (remote)

Committee Members Absent

None

Guests Present

K. Carr (remote), 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 Tuesday Oct 18, 2022 at 1:37 PM.

C. Committee Chair Update

The chair welcomed participants.

D.

Public Comments

There were no public comments.

E. Approval of Minutes from Previous Committee Meeting

I. Connell made a motion to approve the minutes from Governance Committee on 06-10-22.

J. Anderson seconded the motion.

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

Roll Call

I. Connell Aye

J. Anderson Aye

J. Flaherty Aye

II. Topical Items

A. Board Committees

The committee reviewed the current composition and officers of committees. Members asked questions of the general counsel concerning committee participation.

B. Compliance Review Resolution: Watsonville Prep School

The committee reviewed the status of and next steps for board review of upcoming compliance materials. The committee chair thanked K. Carr for her work in this area.

C. Hayward Collegiate Update

K. Sved shared information concerning culture-building efforts at Hayward Collegiate, including high-impact coaching, formats for feedback, and assistance provided by the support office. Members asked clarifying questions, discussed next steps, and elicited insights from general counsel.

D. CEO Search

The chair listed three potential CEO search firms. K. Sved led a discussion exploring and comparing the merits of each firm. The committee narrowed the search to the two firms with the strongest presence in California. Attendees reviewed fees, best practices, timelines, and next steps, including the scheduling of interviews of the search firms under consideration.

E. CEO Compensation

The committee clarified the status of CEO compensation, specifically a cost of living adjustment (COLA). Members reviewed the unique requirements pertaining to board approval of the COLA for the CEO, and outlined next steps to bring the action before the board for approval.

F. General Counsel Services

The committee explored the topic of contracting general counsel services, including current fees as compared to similar organizations. Members highlighted the beneficial skills and knowledge of the current general counsel, Tom Peraic.

The committee tasked the chair and the CEO to discuss compensation comparables in advance of the board meeting.

G. Study Session Follow-Up

The chair reviewed five major principles that emerged as key areas of board focus as a result of the study session meetings held in September. These principles are documented in a report developed by the Ad Hoc Committee. Members emphasized the importance of parent involvement, communications, and advocacy.

III. Closing Items

A. Adjourn Meeting

J. Anderson made a motion to adjourn.

I. Connell seconded the motion.

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

Roll Call

J. Anderson Aye

I. Connell Aye

J. Flaherty Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:40 PM.

Respectfully Submitted,
S. Martin

Coversheet

Watsonville Prep School Compliance Review

Section: II. Committee Reports and Actions
Item: G. Watsonville Prep School Compliance Review
Purpose: Vote
Submitted by:
Related Material: WPS Compliance Memo and Materials.pdf



Date: October 21, 2022
To: Navigator Schools Board of Directors
From: Kevin Sved, Chief Executive Officer
Subject: Watsonville Prep School Compliance

Watsonville Prep School (WPS), as a state-authorized charter school, undergoes an annual compliance review conducted by the California Department of Education (CDE). This review includes classroom observations, stakeholder interviews, and inspection of documents and records. The complete list of compliance documents can be found in the attached document prepared by Kirsten Carr, Director of Engagement and Partnerships. As part of the compliance review, it is required that the Governing Board take formal action indicating that it has reviewed the school's compliance with the items listed in the compliance review. The Governance Committee reviewed the material on October 18, 2022.

Recommendation

It is recommended that the Board approve Resolution BR 2023-06 to certify that it has reviewed WPS compliance related policies, systems, and procedures.

RESOLUTION BR 2023-06

October 25, 2022

**RESOLUTION CERTIFYING GOVERNING BOARD REVIEW
OF WATSONVILLE PREP SCHOOL COMPLIANCE**

WHEREAS, on January 9, 2019, the charter petition to create Watsonville Prep School (WPS) was approved by the State Board of Education (SBE);

WHEREAS, the California Department of Education (CDE) on behalf of the SBE, conducts an annual review of compliance related policies, systems, and procedures for WPS;

WHEREAS, the annual compliance review requires certification from the Governing Board of WPS that it has also reviewed the compliance related policies, systems, and procedures for WPS;

WHEREAS, on October 25, 2022 the Board of Directors of Navigator Schools (the Governing Board of WPS) was briefed on the various components of the compliance review process for WPS;

WHEREAS, the WPS Compliance Review document was shared with the Navigator Schools Board of Directors during its meeting on October 25, 2022;

NOW THEREFORE, BE IT RESOLVED, that the Board by passing this resolution, certifies that it has reviewed the compliance related policies, systems, and procedures for WPS as indicated on the attached Certification of Governing Board Compliance Review form;

BE IT FURTHER RESOLVED, that Board Chair, John Flaherty, on behalf of the Board of Directors of Navigator Schools, is hereby authorized to sign the attached Certification of Governing Board Compliance Review form.

This resolution shall take effect immediately upon its adoption.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting held on October 25, 2022 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

Ian Connell
Board Secretary
Navigator Schools, a California Nonprofit Public Benefit Corporation

Date

Navigator Schools participates in a compliance verification as part of the Watsonville Prep School annual review by the California Department of Education. The actual assurance form (attached) will be submitted as part of the record once both signatures have been obtained. The information below goes into more detail about what is required and how Navigator and WPS comply.

1. The charter school follows the credentialing requirements in California Education Code (EC), Section 47605 (l)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in EC, sections 44339, 44330, and 44341 ([Credential information attached](#))
2. The charter school maintains timely and current verification of tuberculosis clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). EC, sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406. ([TB clearance file available from Human Resource department and was shared in a confidential space with state consultant](#))
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2022–2023 Board meetings calendar. [Website link](#)
4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines. [Website link](#)
5. The charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to:
 - Child Abuse Mandated Reporter Training Assembly Bill (AB) 1432 (2014); EC 44691; Penal Code Section 11165.7 [Attached is a sample of the required trainings](#)
 - Blood borne Pathogens training California Code of Regulations, Title 8, Section 5193 (All staff receive a list of mandated trainings required each year. [Attached is a sample of the required trainings.](#))
 - Pupil Suicide Prevention Policy, AB 2246 (2016) ([Included in our petitions/renewals and attached](#))
6. The charter school's school climate and student discipline systems and procedures align with best practices. (Included in parent handbook - [website link](#))
7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request. [All required student discipline data is submitted to the state on a quarterly basis through CALPads.](#)

8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of the school's approved charter as well as applicable law (e.g., translated for 15 percent and above languages) [Parents receive regular communications through ParentSquare \(all communications are translated into Spanish\), through community meetings, via the website, and site Facebook pages.](#)

9. The charter school's occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act, EC 47610 ([Site authorization letter attached](#))

10. The charter school complies with all federal and state laws related to public entities, including, but not limited to:

- Ralph M. Brown Act - [The board participated in a Brown Act training on Jun 14, 2022](#)
- Political Reform Act - [Navigator collects Form 700s from all applicable staff and board members](#)
- Public Records Act
- Government Code, Section 1090

11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school. ([website link](#))

12. By-laws are current and consistent with the approved charter, Governing Board-approved, and signed by the Governing Board secretary. ([website link](#))

13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements. Guidance provided at <http://www.cde.ca.gov/re/cp/uc/>. ([website link](#))

15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and EC 48850 [Included in petition and submitted to the state](#)

16. The charter school has a form posted on their website for complaints pursuant to EC 47605(d)(4) to be filed with the charter authorizer. ([website link](#))

17. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies. (referenced above and attached)



Kirsten Carr <kirsten.carr@navigatorschools.org>

Vector Training, K-12 Edition Online Training

Navigator Schools <administrator+E2113EC0-4144-11E5-87A9-44DF35C69AC2@safeschools.com>

Thu, Aug 12, 2021 at 6:18 PM

Reply-To: Navigator Schools <admin+E2113EC0-4144-11E5-87A9-44DF35C69AC2@safeschools.com>

To: kirsten.carr@navigatorschools.org

Hi Kirsten Carr,

Navigator Schools is using Vector Training, K-12 Edition to offer training courses online for your convenience. Follow these easy steps to complete your Navigator Schools safety training requirements:

Using your web browser, go to the Vector Training, K-12 Edition website for Navigator Schools:

<https://navigatorschools-ca.safeschools.com/>

Enter your Username: kcarr

Once you log into the site, click on a course title to begin the training. Each course has audio, so be sure to turn up your speakers if you'd like to listen. You must complete each section of the course in order to receive full credit.

Your Navigator Schools Vector Training, K-12 Edition contact:

Annie Stevens

annie.stevens@navigatorschools.org

Below is your complete Vector Training, K-12 Edition training plan along with your coursework status:

Mandatory Training

Course	Days Till Due	Due Date	Time Required	Course Status
Bullying: Recognition & Response (Full Course (California))	36	Fri Sep 17th, 2021	56 minutes	Not Started
Drug Free Workplace (Full Course)	36	Fri Sep 17th, 2021	24 minutes	Not Started
First Aid (Full Course)	36	Fri Sep 17th, 2021	34 minutes	Not Started
Mandated Reporter: Child Abuse and Neglect (Full Course California)	36	Fri Sep 17th, 2021	39 minutes	Not Started
Sexual Harassment: Policy and Prevention (California AB1825 Full)	36	Fri Sep 17th, 2021	2 hours	Not Started
Youth Suicide: Awareness, Prevention and Postvention (Full Course)	141	Fri Dec 31st, 2021	39 minutes	Not Started

Thanks for making Navigator Schools a safer place to work and learn.

Navigator Schools Youth Suicide Prevention Policy

Navigator Schools recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control (CDC) and Prevention, 2015). When compared to other cities in California according to 2018 data from the CDC, Morgan Hill had the second highest rate of suicide after Palo Alto, with 12.7 suicides per 100,000 people. San Benito County had one of the lower rates with 5.4 suicides per 100,000. For middle schoolers, the overall national rate of suicide was 2.8 per 100,000 as of 2014 which was more than double the rates from 2007.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Chief Executive Officer (CEO) or Designee, (see attached 2018/2019 Crisis Response Team Staff Directory) shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (after school) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The CEO or Designee, the Director of Student Services, shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The CEO or Designee shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

Community Solutions

Gilroy (Headquarters):
9015 Murray Avenue, #100
Gilroy, CA 95020
Mon-Fri / 8:30am to 5:30pm
408.842.7138

Rebekah's Children Services
290 IOOF Ave.
Gilroy, CA
95020
408.846.2100

School Resource Officer;
Mark Tarasco,
408.846.0403
Gilroy,CA 95020

Youth Alliance
310 4th St. #101
Hollister, CA 95023
831.636.2853

San Benito County Behavioral Health
1131 San Felipe Rd.
Hollister, CA
831.636.4020

School Resource Officer;
C.Rodriguez/T.Aguilera,
831.636.4331

Hollister,CA 95023

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the school. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Navigator Schools will review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide with the students we serve.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>

- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

B. Suicide Prevention Training and Education

The Navigator Schools along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-hired mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a general suicide prevention training (Navi 201 Pre-Service Training Week). Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
 - CMO-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - CMO-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;

- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>

- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

C. Employee Qualifications and Scope of Services

Employees of the Navigator Schools and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Navigator Schools.

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Navigator Schools suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Navigator Schools Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

F. Student Participation and Education

The Navigator Schools along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, science, and physical education).

The Navigator Schools will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks)

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their

school's needs. See the SAVE Web page at

<https://www.save.org/what-we-do/education/smart-schools-program-2/>

- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention, Assessment, Referral

A. Staff

Two Navigator Schools staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and CMO websites. Navigator Schools has identified a primary suicide prevention liaison and a secondary suicide prevention liaison.

Members of the crisis team also include: Site vice principals, the lead student services staff members, several general education teachers from each site.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The CEO or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Crisis intervention procedures, including counseling and other support systems:

1. Peer, Parent or Staff Concern Identified
 - a. When a staff member has an immediate concern, directed to NOT leave student alone
2. After adult is notified (from peer or parent), Counselor is to be informed who will assess student for risk level using 'Lethality Assessment'
3. When Student is identified as 'Low Risk', demonstrating warning signs with no intent to act:
 - a. Family is notified
 - b. Community Resources provided to family, including hotline numbers
 - c. Develop care plan (counseling 1 x a month)
 - d. Follow up after 6 weeks of intervention

When Student is identified as 'Medium' or 'High' Risk, demonstrating self-harm behavior, threats, ideation, plan or prior attempts:

- a. Notify nearest CRT member to notify Admin
- b. SRO/Community Agency contacted for possible 5150
- c. Family Notified
- d. If needed, activate CRT plan (active harm, others in danger)
- e. If student is not transported per agency results, provide resources in person to parent
- f. Develop safety plan
- g. Develop care plan (2x-weekly counseling sessions)
- h. Provide community resources for follow up
- i. Meet with parents for additional follow up within 6 weeks of intervention, more as needed
- j. If there are extended absences, meet with student and family to set up re-entry
- k. Debrief with those involved

When Student is identified as 'Extreme Risk", student attempts suicide, self-harms on campus or has means on person:

Alert nearest adult (if peer)

Staff to contact nearest CRT members, activate CRT plan

DO NOT LEAVE STUDENT ALONE

Remain with student

Provide first aid as needed

If student has means, remove (do NOT take by force)

Clear area of other students

Contact SRO/911 for 5150

911 for emergency transport and SRO for assessment.

Family notified

Resources provided to parents

Debrief with those involved

Follow up with parents immediately, next day to determine if there will be extended absences and to set up time to create re-entry plan.

(Below is the lethality assessment mentioned above).

Student Name

Date

Reason for student referral.

Detailed account for referral, additional information including but not limited to self-harm, antecedent to incident and adults present.

Best regards,

Eva Jimenez

Counselor

Lethality assessment form

Lethality Assessment: Risk Level - (Printable .pdf)

	High	Medium	Low
Plan of Suicide			
Time Frame			
Method			
Availability			
Location			
Mood			
Behaviors			
Eating Pattern			
Health			

Isolation			
Reckless			
Sleeping Patterns			
Talks/Jokes of Death			
Possessions			<u>No plans for possessions</u>
Feelings			
Suicidal			
Helpless			
Restless			
Worthless			
Chemical Use/Abuse			
Drugs			
Alcohol			
Previous Suicide Attempt			
Number of Attempts			
Time Frame of Attempts			
Loss (or Trauma)			
Real			
Perception			
Psychiatric Care			

Past			

[Intervention Plan - \(Printable .pdf\)](#)

Lethality Assessment	Intervention	Follow-up	Emotional Encouragement
High	Stay with individual until Community Agency or SRO arrive Remove means Safety plan created CRT active Provide first aid as needed Contacted building administrator/designee Contact parent/guardian and document contact Resources provided Follow up with parents to prepare for re-entry if needed	One day	Weekly-face to face
Medium	Stay with individual Safety plan created Remove means CRT may be activated Contact parent/guardian and document contact Contact building administrator/designee Resources provided	2-5 Days	Bi-weekly-face to face
Low	<u>Sign Life Pact</u> <u>Contact parent/guardian and document contact</u> <u>Inform building administrator/designee</u> <u>Offer assistance</u> <u>Provide resources</u>	1 week	<u>Monthly-face to face</u>

Results of assessment, including risk level, contact with parent/admin and/or community agency.

If agency contacted, record name of rep or SRO and the case# as it applies.

Best regards,

Eva Jimenez

D. Parental Notification and Involvement

Each school within the Navigator Schools shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. The contact number for San Benito County CPS is 831-636-4190 or 831-636-4330. The contact number for South Santa Clara County CPS is 408-633-0601.

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;

- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Navigator Schools property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;

- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Eva Jimenez, Primary Liaison and Sharon Waller, Secondary Liaison for the Navigator Schools shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
 - Identify a staff member to confirm death and cause (school site administrator);
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.

- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Communicate details about funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

2018/2019 Staff Leads

Kevin Sved, CEO, Navigator Schools, Suicide Prevention Policy Lead
Sharon Waller, Director of Student Services, Suicide Prevention Policy Designee

Crisis Response Team Members

Primary suicide prevention liaison is Eva Jimenez, School Counselor
Secondary liaison is Sharon Waller, Director of Student Services

Team Members include the following school staff:

Aimee Hubbard, Vice Principal
Debbie Benitez, Vice Principal
Tina Hill, RSP teacher
Jessica Sanchez, RSP Teacher

Discipline and Climate: Excerpt from WPS Parent and Student Handbook (2021)

1. Navigator Behavioral Policies and Practices
 - 1.1. Navigator Schools emphasize a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors that foster a positive school environment. The schools are committed to upholding the citizenship code fairly and consistently while the community is entrusted with the task of guiding, reporting, and correcting when appropriate.
 - 1.2. Do the Right Thing, Never Give Up and Be the Change are values instilled in Navigator Students. Whether in the classroom, on the playground, at lunch, or anywhere else on the campus, students are expected to exhibit positive and respectful interactions (words, gestures, and actions) with each other, staff, or volunteers working at the school.
 - 1.3. Navigator Schools acknowledge individual actions can affect one another and the quality of the learning community. We want all students to thrive and learn; therefore, we are committed to providing a safe, supportive, and respectful environment to allow students positive opportunities to engage in their learning.
2. Navigator Behavioral Systems
 - 2.1. In a diverse school, norms in behavior vary from family to family. In order to fairly expect appropriate behavior, staff must directly teach what behaviors are expected from students. Clear and consistent school-wide behavior expectations are presented to staff, students, and the community that focus on sustaining desired behaviors. The Navigator “Values” behavior matrix outlines the behavior expectations for specific locations that students rotate throughout during a given day. Students are taught the expected behaviors using a direct instruction approach of explain, model, and practice. Reminders and prompts and/or corrections are used to reinforce expected behaviors using the following school behavioral and social emotional learning systems: The Values matrix, PBIS rewards system, Behavior referral system (done in Illuminate), use of restorative practices, Toolbox, PATHS (K-5), and Second Step (6-8).
3. Restorative Practices/Detention/Saturday School
 - 3.1. Restorative Practices
 - 3.1.1. Data has shown that suspension does not work in changing a student’s behavior. It may even reinforce their undesired behavior. Suspension does not address the social-emotional needs of students. The California Legislature recently passed a law that prohibits suspension for particular offenses. Suspension rate is

followed closely by the California Department of Education to measure school climate. How can a school adjust to these changes and better serve their students?

- 3.1.2. Restorative practices involve a combination of strategies and ideologies. PBIS, teaching the expectation (intervention), restorative, reflective, and instructional activities that serve in place of many punitive, traditional consequences. Restorative practices is a framework for how student behavior is addressed.
- 3.1.3. The core values of restorative practices are the 5 R's.
 - 3.1.3.1. Relationships
 - 3.1.3.2. Respect
 - 3.1.3.3. Responsibility
 - 3.1.3.4. Repair
 - 3.1.3.5. Reintegration
- 3.1.4. Tier 1 strategies include the continuum of least invasive strategies, affective language, community-building circles, narrating the positive, and positive framing. These strategies are also a mainstay of the PBIS framework, which plays a large part in creating a positive school culture and is interwoven in a restorative practices framework.
- 3.2. Navigator is exploring the use of restorative practices and will be implementing the strategies above. In addition, alternatives to suspension that promote repair and accountability will be utilized when appropriate.
- 3.3. There will be no formal recess detention, however grade level spans or individual teachers can take it on themselves to hold students in when needed. We understand there are times when a student needs that immediate consequence or to complete work.
- 3.4. Saturday school (if the campus has it) is open the last Saturday of each month from 8am - 11am.
- 3.5. Reasons a student might have to attend
 - 3.5.1. Has had a minimum of 4 detentions in the month
 - 3.5.2. Has had an extreme behavior that the Vice Principal of Operations and Culture (VPOC) determined them eligible for Saturday School
 - 3.5.3. Used as a restorative practice that falls under some Tier 3 behavior consequences



Kirsten Carr <kirsten.carr@navigatorschools.org>

Authorization to Open School Facility

Amber Ferreira <AFerreira@cde.ca.gov>

Fri, Aug 20, 2021 at 9:13 AM

To: Kirsten Carr <kirsten.carr@navigatorschools.org>, Andrea Hernandez <andrea.hernandez@navigatorschools.org>

Cc: Craig Heimbichner <CHeimbichner@cde.ca.gov>

Dear Watsonville Prep School:

On Wednesday, August 4, 2021, California Department of Education (CDE) staff conducted a preopening site visit for the facility of Watsonville Prep School (WPS) located at [407 Main Street, Watsonville, California 95076](#). The site was found to be safe and clean as well as compliant with local building codes and zoning provisions.

The CDE has determined that WPS has complied with the conditions set forth by the California State Board of Education (SBE) pertaining to the opening and operation of a new, expanded, and/or remodeled school. Accordingly, we confirm the authorization for WPS to operate the facility located in Watsonville, California. Furthermore, we confirm that WPS has complied with all conditions set forth by the SBE with regard to facilities.

If you have any questions regarding this subject, please contact Amber Ferreira, Education Programs Consultant, Charter Schools Division, by phone at 916-445-6761 or by email at aferreira@cde.ca.gov.

Sincerely,

Amber Ferreira

Amber Ferreira (she/her/hers)

Education Programs Consultant

Charter Schools Division

California Department of Education

[1430 N Street, Suite 5410](#)

[Sacramento CA 95814](#)

Phone: (916)445-6761

aferreira@cde.ca.gov



Date: June 11, 2019

To: Board of Directors

From: Sharon Waller, Benjamin Moeller, Sean Martin

Re: Attendance and Truancy, McKinney-Vento (Homeless), and Title IX Policies Memo

Navigator Schools has established a working group to review policy development, management, and compliance. Its first order of business is to identify and review policies that are of the highest priority in terms of school operations and compliance. For every policy under review, the team researches highly-regarded sources for guidance and sample documents. These reputable sources include the California Charter Schools Association (CCSA), the Charter Schools Development Center (CSDC), the California Department of Education (CDE), outstanding charter schools, and the law offices of Young, Minney, and Corr (YMC).

Three policies have been fast-tracked for updates and revision. The three policies are

1. Attendance and Truancy
 - a. This policy establishes expectations and sets out procedures for documenting, supporting, and reporting student attendance. Definitions and procedures for tardies and truancies are included. The policy promotes a positive, non-punitive approach to promoting student attendance and communicating with families.
2. McKinney-Vento
 - a. The McKinney-Vento Homeless Assistance Act, reauthorized in December 2001, ensures educational rights and protections for children and youth experiencing homelessness. This policy provides definitions for homelessness, establishes an official homeless-student liason, summarizes assurances, and outlines related procedures, supports, and services.
3. Title IX, Harassment, Intimidation, and Bullying
 - a. Title IX continues to evolve, and it requires updated policies and procedures covering multiple topics. Policies related to Title IX are ultimately guided by federal law. As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying include verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation.

Navigator staff will continue to review, update, and develop these and other policies to ensure compliance, inclusion, health, safety, equity, and achievement, organization-wide. We recommend that the board approve these three essential policies.



Attendance and Truancy Policy

Navigator Schools believes that prompt and regular attendance is essential to the learning process and is an important life and work skill. By choosing to attend Navigator Schools, students and families accept that regular attendance is part of the social contract that helps students succeed. California's compulsory education laws require children between six and eighteen years of age to attend school, with a limited number of specified exceptions.

Terms

Tardy	Students who arrive to school after the scheduled start time but less than thirty minutes late. Excessive tardies will generate a consequence.
Late	Students who arrive to school more than thirty minutes after the scheduled start time are late.
Excused absence	An absence is excused when a student who is absent from school provides an approved excuse to the attendance office within forty-eight hours of the student's return to school. Approved excuses are: <ul style="list-style-type: none"> ● Student illness ● Quarantine of student under the direction of county or city health officer ● Medical, eye, or dental appointments ● Attending funeral services of immediate family members ● Observance of religious holiday or a bereavement period ● Pupil's Naturalization Ceremony to become a US Citizen Excessive absences (over 3 days) may require verification by a school official or physician.
Unexcused absences	An absence is unexcused when a student who is absent or late from school without an approved excuse communicated to the attendance office within forty-eight hours of the student's return to school. This definition applies to family-approved vacations.
Legally truant	Legally truant is defined as any pupil subject to full-time education who misses more than thirty minutes of instruction (three combined occurrences of unexcused absences or lates) without a valid excuse three or more times in one school year.
Habitual truant	An habitual truant is any pupil subject to full-time education who is absent or late from school without a valid excuse six or more times in one school year. Six combined occurrences of unexcused absences and/or lates will result in a student being classified as an habitual truant.

Early Out	An early-out is when a student departs from school with a parent/guardian prior to the official end of the school day. Excused early-outs apply to medical and dental appointments. Other reasons are not excused. These instances are part of the normal attendance calculations and can be used to further identify attendance issues for a student. Excessive early-outs will generate a consequence. Medical and dental excuses may require verification by a school official.
Note: Occurrences are combined unexcused absences and lates. For example, a student with 1 absence and 2 lates is legally truant. A student with 4 absences and 2 lates is an habitual truant.	

Policy

Attendance is taken each morning as the start of each school day. Students not in class at that time will be marked absent. Students who arrive after assembly in the morning must first visit the office and receive a hall pass to enter class. Students without a valid hall pass will not be admitted to class. Students who arrive between 1-29 minutes after the scheduled start of class will simply be marked Tardy (T) for that day. Students who are more than 30 minutes late will be marked Late (L). Early departures from school are recorded in a student’s permanent attendance record as Excused or Unexcused.

The office staff will check Illuminate daily for any student who has two unexcused absences and/or lates. An office staff member or designee will make a personal call to the student’s family with the purpose of offering support to increase attendance.

The Administrator will review unexcused absences, lates, tardies, early outs and measures will be taken if the absences are determined to be unauthorized or excessive.

Once a student is classified as “Legally Truant” (three occurrences) a “Notification of Truancy” (**Letter 1**) is sent out via mail notifying the parents of their student’s status [Figure 1] along with a copy of this policy.

Student Attendance Review Board (SARB)

An habitually truant pupil (six occurrences) will trigger the SARB process which includes the following steps:

6 th Occurrence	Letter 2	An Habitual Truancy letter and a brochure with suggestions to improve student attendance are sent home to parent.
7 th Occurrence	Letter 3	<ul style="list-style-type: none"> ● Third Notice of Truancy is sent home. ● A parent conference with the school administrator is scheduled at which time the SARB process is explained by the administrator. ● Student and parent receive a brochure about attendance and sign a notice verifying

		understanding of the Attendance and Truancy Policy and expectations.
8 th Occurrence	Letter 4	<ul style="list-style-type: none"> ● Fourth Notification of Truancy is sent home. The Administrator and/or School Resource Officer may schedule a home visit or contact the Office of the District Attorney.
<p>Beyond 8 occurrences in a year:</p> <ul style="list-style-type: none"> ● A second parent/guardian conference is scheduled. An intervention form with attendance resources is presented to parent. A student-parent-school agreement is developed and signed. This agreement may include the use of check in and check outs at school, plans for alternative transportation, evening parenting classes, a mandatory after-school program, and/or Saturday School attendance to assist the student in maintaining academic skills. ● If unexcused absences continue, legal action may be taken against the parents. Enrollment at the School may be jeopardized. The case is referred to the Director of Student Services for review. If approved, the director may refer the case to the District Attorney’s office. 		

Early Out and/or Excessive Tardies

A student who is picked up from school prior to the release of school will only be excused for reasons listed in the definition of excused absences (see above). All other reasons will be marked as unexcused. These occurrences are not added to the calculation of attendance, but they are tracked for review by the school administrator. Excessive early-outs and/or tardies (a combination of ten or more) are discouraged and detract from a student’s overall attendance performance. After determining that the excessive early outs and/or tardies are affecting academic progress, the school administrator will hold a parent conference and discuss consequences and solutions.

Office Staff Responsibilities

The school office staff generates a weekly truancy report in Illuminate. Letters will be sent to families per the **Attendance and Truancy Policy**. The office staff will contact teachers to identify students with excessive early-outs, tardies, and absences. Meetings with parent/guardian regarding student truancy will be initiated by the school administrator and these meetings will include the student’s classroom teacher.



Póliza de Asistencia y Ausentismo Escolar

Las Escuelas Navegantes creen que la asistencia puntual y regular es esencial para el proceso de aprendizaje y es una importante habilidad de la vida y trabajo. Al elegir a asistir a las Escuelas Navegantes, los estudiantes y las familias aceptan que la asistencia regular es parte del contrato social que ayuda a los estudiantes a tener éxito. Las leyes de educación obligatoria de California exigen que los niños de entre seis y dieciocho años asistan a la escuela, con un número limitado de excepciones especificadas.

Condiciones

Tarde	Los estudiantes que llegan a la escuela después de la hora de inicio programada pero menos de treinta minutos tarde. Las tardanzas excesivas generarán una consecuencia.
Tardío	Los estudiantes que llegan a la escuela más de treinta minutos después de la hora de inicio programada llegan tarde.
Ausencia justificada	<p>Una ausencia es justificada cuando un estudiante que está ausente de la escuela proporciona una excusa aprobada a la oficina de asistencia dentro de las cuarenta y ocho horas posteriores al regreso del estudiante a la escuela. Las excusas aprobadas son:</p> <ul style="list-style-type: none"> ● Enfermedad del estudiante, ● Cuarentena de los estudiantes bajo la dirección del condado o funcionario de salud de la ciudad ● Citas médicas, oculares o dentales ● Asistir a los servicios fúnebres de los miembros de la familia inmediata ● La observancia de un día religioso o un período de duelo. ● Ceremonia de naturalización del alumno para convertirse en ciudadano estadounidense. <p>Las ausencias excesivas (más de 3 días) pueden requerir verificación por un oficial de la escuela o un médico.</p>
Ausencias injustificadas	Una ausencia es injustificada cuando un estudiante que está ausente o llega tarde a la escuela sin una excusa aprobada comunicada a la oficina de asistencia dentro de las cuarenta y ocho horas posteriores al regreso del estudiante a la escuela. Esta definición se aplica a las vacaciones aprobadas por la familia.

Legalmente Ausente	Legalmente ausente se define como cualquier alumno sujeto a educación de tiempo completo que pierde más de treinta minutos de instrucción (tres casos combinados de ausencias injustificadas o ausencias) sin una excusa válida tres o más veces en un año escolar.
Absentismo Habitual:	Un ausente habitual es cualquier alumno sujeto a la educación de tiempo completo que está ausente o llega tarde a la escuela sin una excusa válida seis o más veces en un año escolar. Seis ocurrencias combinadas de ausencias injustificadas y / o retrasos resultará en que un estudiante sea clasificado como ausente habitual.
Salida temprana	Una salida temprana es cuando un estudiante sale de la escuela con un padre / tutor antes del final oficial del día escolar. Las salidas anticipadas justificadas se aplican a las citas médicas y dentales. Otras razones no son justificadas. Estas instancias son parte de los cálculos de asistencia normales y se pueden usar para identificar mejor los problemas de asistencia para un estudiante. Un exceso de salidas anticipadas generará una consecuencia. Las excusas médicas y dentales pueden requerir la verificación de un funcionario escolar.
Nota: Las ocurrencias ausencias injustificadas y tardes se combinan. Por ejemplo, un estudiante con 1 ausencia y 2 tardes está legalmente ausente. Un estudiante con 4 ausencias y 2 tardes es un ausente habitual.	

Poliza

La asistencia se toma cada mañana al comienzo de cada día escolar. Los estudiantes que no estén en clase en ese momento serán marcados como ausentes. Los estudiantes que llegan después de la asamblea en la mañana deben primero visitar la oficina y recibir un pase de entrada para entrar a la clase. Los estudiantes que no tengan un pase válido no serán admitidos en clase. Los estudiantes que lleguen entre 1-29 minutos después del inicio programado de la clase simplemente se marcarán como Tarde (T) para ese día. Los estudiantes que lleguen más de 30 minutos tarde se marcarán tarde (L). Las salidas tempranas de la escuela se registran en el registro de asistencia permanente de un estudiante como excusado o no injustificado.

El personal de la oficina revisará Illuminate diariamente para detectar cualquier estudiante que tenga dos ausencias y / o retrasos injustificados. Un miembro del personal de la oficina o persona designada realizará una llamada personal a la familia del estudiante con el propósito de ofrecer apoyo para aumentar la asistencia.

El administrador revisará ausencias injustificadas, tardías, tardanzas, salidas anticipadas y medidas disciplinarias serán tomadas si las ausencias están determinadas a ser no autorizadas o excesivas.

Una vez que un estudiante es clasificado como "legalmente ausente" (tres ocurrencias) se envía una "Notificación de Absentismo" (**carta 1**) por correo notificando a los padres del estado de su estudiante [Figura 1] junto con una copia de esta política.

Junta de Examinación de Asistencia Estudiantil (SARB)

Un alumno habitualmente ausente (seis ocurrencias) activará el proceso de SARB que incluye lo siguientes pasos:

6ª Ocurrencia	Carta 2	Una carta de Ausencia Habitual y un folleto con sugerencias para mejorar la asistencia de los estudiantes. Se envían a casa a los padres.
7ª Ocurrencia	Carta 3	<ul style="list-style-type: none"> ● Tercer Aviso de Ausentismo es enviado a casa. ● Se programa una conferencia de padres con el administrador de la escuela en la que el administrador explica el proceso SARB. ● El estudiante y los padres reciben un folleto sobre la asistencia y firman un aviso que verifica la comprensión de la Política de asistencia y ausentismo y las expectativas.
8ª Ocurrencia	Carta 4	<ul style="list-style-type: none"> ● La Cuarta Notificación de Ausencia se envía a casa. El Administrador y / o el Oficial de Recursos Escolares pueden programar una visita al hogar o comunicarse con la Oficina del Fiscal del Distrito.
<p>Más de 8 ocurrencias en un año:</p> <ul style="list-style-type: none"> ● Una segunda conferencia de padres / tutores está programada. Un formulario de intervención con recursos de asistencia se presenta a los padres. Se desarrolla y firma un acuerdo entre el estudiante y los padres y la escuela. Este acuerdo puede incluir el uso de registrar su entrada y salida de la escuela, planes de transporte alternativo, clases nocturnas para padres, un programa obligatorio después de la escuela y / o asistencia a la escuela del sábado para ayudar al estudiante a mantener sus habilidades académicas. ● Si continúan las ausencias injustificadas, se pueden tomar acciones legales contra los padres. La inscripción en la escuela puede estar en peligro. El caso se remite al Director de Servicios Estudiantiles para su revisión. Si se aprueba, el director puede remitir el caso a la oficina del fiscal de distrito. 		

Salidas tempranas y / o excesivas

Un estudiante que es recogido de la escuela antes de la salida de la escuela sólo será excusado por las razones enumeradas en la definición de ausencias justificadas (ver arriba). Todas las demás razones serán marcadas como injustificadas. Estas ocurrencias no se agregan al cálculo de la asistencia, pero son revisadas por el Administrador de la escuela. Salidas tempranas y / o tardanzas excesiva son desalentadas y contribuyen al desempeño

general de asistencia del estudiante. Después de determinar que las salidas tempranas y / o tardanzas son excesivas (una combinación de 10 o más) están afectando el progreso académico, el Administrador llevará a cabo una conferencia de padres y discutirá las consecuencias y soluciones.

Responsabilidades del Personal de Oficina

El personal de la oficina de la escuela genera un informe semanal de absentismo escolar en Illuminate. Se enviarán cartas a las familias de acuerdo con la **Política de asistencia y absentismo**. El personal de la oficina se pondrá en contacto con los maestros para identificar a los estudiantes con salidas tempranas, tardanzas y ausencias excesivas. El administrador de la escuela iniciará las reuniones con los padres / tutores con respecto al absentismo del estudiante y estas reuniones incluirán al maestro del aula del estudiante.



McKinney-Vento Policy and Procedures

1. Purpose

Title IA (Section 111(a)(1)) requires that a district (including independent charter schools) receiving Title IA funds include a plan to provide services to homeless students to ensure compliance with the McKinney-Vento Act. The McKinney-Vento Homeless Assistance Act, reauthorized in December 2001, ensures educational rights and protections for children and youth experiencing homelessness.

2. Definitions

Homeless children and youth means children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks (does not include trailers or mobile homes in a mobile home park) or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; cars; public spaces; abandoned or condemned buildings or garages; bus or train stations or similar settings; or are abandoned in hospitals;
- Living in a primary nighttime residence that is private or public place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Migratory children who qualify as homeless because they are living in circumstances described above

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison and it includes a youth not in the physical custody of a parent or guardian. A child or unaccompanied youth shall be considered homeless for as long as s/he is in a living situation described above.

3. Homeless Liaison

The Navigator Schools (NS) liaison currently serves students at Watsonville Prep School, Gilroy Prep School and Hollister Prep School.

Current Liaison:

Sharon Waller

Director of Student Services

(831) 235-0484

swaller@navigatorschools.org

The Homeless Liaison is required to:

- Ensure that homeless children and youth are identified by school personnel and through coordination with other entities and agencies.
- Ensure that homeless students enroll in, and have full and equal opportunity to succeed in, the schools of the Local Education Agency (LEA).
- Ensure that homeless families, children, and youth receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the LEA, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services
- Ensure that parents and guardians are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
- Ensure that enrollment disputes are mediated in accordance with the dispute resolution provisions.
- Ensure that the parent/guardian of a homeless child or youth, or any unaccompanied youth, is fully informed of all transportation services and is assisted in accessing transportation services, if available and feasible.
- Assist unaccompanied youth in placement/enrollment decisions.
- School personnel providing services receive professional development and other support.
- Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- Assist homeless children and youth who do not have immunizations, or immunization or medical records to obtain necessary immunizations, or immunization or medical records.
- Collaborate and coordinate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youth.
- Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students

under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

4. General Assurances

Navigator Schools provides the following general assurances:

- Homeless children and youth shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.
- Homeless children and youth shall be provided services comparable to those received by other students in the school, including transportation services, and education programs for which students meet eligibility criteria, such as services provided under Title 1 or similar state and local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.
- Homeless children and youth will have access to district administrative level reservation of funds (set-asides) for serving homeless students.
- NS shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.
- NS shall provide and post notices of the educational rights of homeless children and youth.

5. Identification and Reporting

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification) including McKinney-Vento Affidavit in applicable language
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

NS will comply with all federal, state, county (Santa Clara County, Santa Cruz County, and/or San Benito County), and other data collections and reporting requirements regarding homeless children and youth.

6. School Selection

Homeless students have a right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

A homeless child or youth's right to attend their school of origin extends for the duration of homelessness. If a child or youth becomes permanently housed during the academic year, he or she is entitled to stay in the school of origin for the remainder of the academic year.

7. Enrollment and Records

Homeless students may be identified at the time of enrollment (through self-reports). As all NS schools are independent charter schools, and therefore schools of choice rather than assigned district schools, placement decisions are based solely on parent request through the application process. In order to provide equal access to its schools, the NS annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers.

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current NS enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The NS designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

In accordance with current NS enrollment policies and state regulations regarding charter schools, if the grade level for which a homeless child or youth has applied has more applicants than spaces available, a random public lottery will take place annually in order to determine enrollment for the following school year. An "in-district" priority will apply during the lottery to homeless youth who self-identify as homeless during the application process as to not discriminate against homeless children or youth due to lack of permanent housing. If a homeless child or youth applies for admission after the annual random public lottery, he or she will be placed on the waitlist in the order in which the application was received, even if the application is incomplete at the time of submission.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for

special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

8. Nutrition Programs

Homeless students automatically qualify for free breakfast and lunch at NS. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

9. Transportation

Per the McKinney–Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

NS, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth, shall provide transportation to students experiencing homelessness to ensure the students are able to stay at the NS school of their choice for the duration of their homelessness. NS may work with the youth's district of residence or other agencies to provide transportation services

10. Enrollment Dispute Resolution Process

(per CDE Homeless Education Dispute Resolution Process
<http://www.cde.ca.gov/sp/hs/cy/disputeres.asp>)

If a dispute arises over admissions/enrollment, the student shall be immediately admitted in the school in which he/she is requesting enrollment, pending resolution of the dispute. Enrollment is defined as "attending classes and participating fully in school activities."

The School must refer the student, parent, or guardian to the LEA's homeless liaison to carry out the dispute resolution process as expeditiously as possible. The homeless liaison must ensure the dispute resolution process is also followed for unaccompanied youth.

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the School Liaison. The written explanation shall be complete, as brief as possible, simply stated, and provided in a language that the parent, guardian, or unaccompanied youth can understand.

If the dispute remains unresolved at the district level or is appealed, then the district homeless liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the LEA and parent of the decision.

If the dispute remains unresolved or is appealed, the COE homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. Upon the review of the LEA, COE, and parent information, the CDE will notify the parent of the final school selection or enrollment decision within ten (10) working days of receipt of materials.

11. Professional Development

All administrators, teachers and employees of NS will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. All identified or suspected homeless children and youth will be referred to the School Liaison.

12. Transportation

The School shall ensure that transportation is provided for homeless students to and from The School, at the request of the parent or guardian (or liaison).

Navigator Schools
Adopted/Ratified:
Revision Date:



TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Navigator Schools prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Navigator Schools will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Sharon Waller
Director of Student Services
650 San Benito Street, Suite 230, Hollister, CA 95023
831-235-0484

Definitions

Prohibited Unlawful Harassments

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 **et. seq**; 34 C.F.R. § 106.1 **et. seq**) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

The Charter School is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience

- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

"Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Sharon Waller
Director of Student Services
650 San Benito Street, Suite 230, Hollister, CA 95023
831-235-0484

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years

thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of The Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Policy (“UCP”) complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

5. Right of Appeal

Should the reporting individual find the Coordinator’s resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in the Navigator Schools Employee Handbook and the Navigator Schools Parent/Student Handbook.

Navigator Schools

Policy Adopted/Ratified:

Policy Revision Date:



Navigator Schools

Title IX, Harassment, Intimidation, Discrimination and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Navigator Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant Date: _____

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____



Date: August 18, 2020

To: Navigator Schools Board

From: Sean Martin, Executive Assistant to the CEO / Special Projects Coordinator

Subject: Conflict of Interest Code

State legislation requires the California Fair Political Practices Commission (FPPC) to collect a Statement of Economic Interest (Form 700) from elected officials and public employees. This practice promotes transparency and accountability, ensuring officials do not make decisions for their own financial gain or personal interest. Organizations are required to adopt a Conflict of Interest Code to inform the Form 700 process.

As part of the adoption procedure, Navigator's proposed Conflict of Interest Code was posted for public review for a period of forty-five days. The review period ended on August 14, 2020 without comment. The Code is now cleared for formal approval by the Board of Directors of Navigator Schools. After approval, the Code will be forwarded to relevant county boards of supervisors. This step is required of Navigator Schools due to the fact that the organization manages schools in multiple counties.

As a final step, the Code will be submitted to the FPPC along with Navigator's complete Form 700 packet. The Code identifies staff and board roles for which the submission of Form 700 is required. It also adds specificity to future Form 700 reporting requirements, limiting the scope of interest to the realm of education and the management of schools.

It is recommended that the board vote to approve the Conflict of Interest Code for Navigator Schools.

NOTICE OF INTENTION TO ADOPT
THE CONFLICT OF INTEREST CODE OF NAVIGATOR SCHOOLS

NOTICE IS HEREBY GIVEN that the Navigator Schools pursuant to the authority vested in it by section 87306 of the Government Code proposes to adopt a conflict of interest code. A comment period has been established commencing on July 1, 2020 and closing on August 14, 2020. All inquiries should be directed to the contact listed below.

The Navigator School's proposed conflict of interest code includes employee positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest, as set forth in subdivision (a) of section 87302 of the Government Code. The code adoption carries out the purposes of the law and no other alternative would do so and be less burdensome to affected persons.

The proposed code adoption can be obtained from the agency's contact. Any interested person may submit written comments relating to the proposed code by submitting them no later than **August 14, 2020**, or at the conclusion of the public hearing, if requested, whichever comes later. At this time, no public hearing is scheduled. A person may request a hearing no later than **July 30, 2020**.

Navigator Schools has determined that the proposed code adoption:

1. Imposes no mandate on local agencies or school districts.
2. Imposes no costs or savings on any state agency.
3. Imposes no costs on any local agency or school district that are required to be reimbursed under Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.
4. Will not result in any nondiscretionary costs or savings to local agencies.
5. Will not result in any costs or savings in federal funding to the state.
6. Will not have any potential cost impact on private persons, businesses or small businesses.

All inquiries concerning this proposed code adoption and any communication required by this notice should be directed to: Sean Martin, Executive Assistant to the Chief Executive Officer, (831) 217-4894, sean.martin@navigatorschools.org.

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.

**NAVIGATOR SCHOOLS
WRITTEN EXPLANATION OF REASONS FOR DESIGNATIONS AND
DISCLOSURE RESPONSIBILITIES**

Pursuant to the California Fair Political Practices Commission Regulation 18750 (2 CCR §18750) Navigator Schools provides this written explanation of the reasons for designation and disclosure responsibilities:

Designation

The positions of Members of the Board of Directors, Corporate Officers (e.g., President, CFO/Treasurer, Secretary), Chief Executive Officer, Chief Academic Officer, Principal, Director of Human Resources, Director of Engagement and Partnerships, Director of Information Technology and Operations, Director of Student Services, Manager of Information Technology, Director of Business and Finance, and Consultants have been designated as those positions subject to the provisions of the Conflict of Interest Code in that those positions are the only positions having any substantial responsibility relative to the decision-making process or policy of Navigator Schools.

Disclosure Responsibilities

The categories relative to the types of interests that must be disclosed are based upon the types of financial interests within the boundaries of Navigator Schools and/or interests that may foreseeably be affected by any decision made or participated in by Navigator Schools.

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	

**COMPLIANCE MONITORING AND
CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW
2022–2023**

School Name: _____

(CDS Code Number): _____

Compliance Requirements
1. The charter school follows the credentialing requirements in California <i>Education Code (EC)</i> , Section 47605 (I)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in <i>EC</i> , sections 44339, 44330, and 44341
2. The charter school maintains timely and current verification of tuberculosis clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). <i>EC</i> , sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406.
3. The Charter Schools Division has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2022–2023 Board meetings calendar.
4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines.
5. The charter school shall ensure that staff receives annual training on the charter school’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: <ul style="list-style-type: none"> • Health, Safety and Emergency Preparedness Plan (School Safety Plan) <i>EC</i> 32280–32289 • Child Abuse Mandated Reporter Training Assembly Bill (AB) 1432 (2014); <i>EC</i> 44691; <i>Penal Code</i> Section 11165.7 <ul style="list-style-type: none"> ▪ Blood borne Pathogens training <i>California Code of Regulations</i>, Title 8, Section 5193 ▪ Pupil Suicide Prevention Policy, AB 2246 (2016)

Compliance Requirements
6. The charter school's school climate and student discipline systems and procedures align with best practices.
7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.
8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of the school's approved charter as well as applicable law (e.g., translated for 15 percent and above languages)
9. The charter school's occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act, EC 47610
10. The charter school complies with all federal and state laws related to public entities, including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act • Political Reform Act • Public Records Act • <i>Government Code</i>, Section 1090
11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.
12. By-laws are current and consistent with the approved charter, Governing Board-approved, and signed by the Governing Board secretary.
13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements. Guidance provided at http://www.cde.ca.gov/re/cp/uc/ .

Compliance Requirements
14. The Governing Board oversees the development of and approves/adopts the Local Control Accountability Plan for the 2022–2023 school year (<i>EC 47606.5</i>).
15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and <i>EC 48850</i>
16. The charter school has a form posted on their website for complaints pursuant to <i>EC 47605(d)(4)</i> to be filed with the charter authorizer. The California Department of Education has provided a template form for use by charter schools. This template form must be modified before distributing to parents and posting on the charter school's website. The template form can be found at https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf .
17. For schools serving grade nine only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015.
18. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.
19. For high schools only: The charter school has obtained or is in the process of obtaining, Western Association of Schools and Colleges accreditation and University of California Office of the President Doorways Course Approval.

Please attach the relevant Governing Board agenda(s) and approved minutes for the meeting(s) at which the Governing Board has reviewed the school’s compliance with the items listed above.

California Department of Education reserves the right to request, at any time supporting documentation for the requirements listed below.

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(by October 31, 2022)

The undersigned hereby certifies that, on _____ the
School Administrator of
Date(s)

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

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CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW

(by October 31, 2022)

The undersigned hereby certifies that, on _____ the
Governing Board of
Date(s)

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

<i>Printed Name of Governing Board Chair</i>	<i>Signature of Governing Board Chair</i>	<i>Date Signed</i>

Coversheet

General Counsel Agreement

Section: II. Committee Reports and Actions
Item: H. General Counsel Agreement
Purpose: Vote
Submitted by:
Related Material: Memo and Legal Services Agreement.pdf



Date: October 21, 2022
To: Board of Directors of Navigator Schools
From: Kevin Sved, CEO
Subject: Legal Services Agreement

Since September 2022, Tom has served as Navigator’s General Counsel and has provided invaluable and timely support over the last year. Contracting Tom’s services as General Counsel has helped Navigator streamline legal services and more effectively mitigate risk. Navigator Schools has utilized the legal services of Tomislav “Tom” Peraic since February 2017 in a variety of capacities. Tom has proven his ability to provide sound legal guidance in a variety of fields, including human resources, facilities, contracts, student services and more. Frequently, Tom has been able to provide sound legal advice in a more cost effective manner than when utilizing larger firms.

It is recommended that the Navigator Schools Board of Directors authorize the CEO to execute the attached legal services agreement with Tomislav “Tom” Peraic beginning September 1, 2022.

Attachments as referenced.

LEGAL SERVICES AGREEMENT

This Legal Services Agreement (“Agreement”) is made effective on September 1, 2022, and is entered into by and between NAVIGATOR SCHOOLS, a California non-profit public benefit corporation (“Client”) and TOMISLAV PERAIC, ESQ. (“Attorney”) as set forth below.

1. CONDITIONS

This Agreement will not take effect, and Attorney will have no obligation to provide legal services pursuant to these terms until: (a) Client returns a signed copy of this Agreement; (b) Client pays the initial deposit called for under Paragraph 4; and (c) Attorney acknowledges acceptance of representation by counter-signing this Agreement and returning a fully executed copy to Client.

2. SERVICES AND ATTORNEY’S DUTIES

Client hires Attorney to provide legal services in the following matter: General Counsel services, including but not limited to general non-litigation matters as requested by Client from time to time and as accepted by Attorney. Attorney will provide those legal services reasonably required to represent Client. Attorney will take reasonable steps to keep Client informed of progress and to respond to Client’s inquiries. This Agreement does not cover litigation services of any kind, whether in court, arbitration, administrative hearings, or government agency hearings. A separate written agreement for these services or services in any other matter not described above will be required.

3. CLIENT’S DUTIES

Client agrees to be truthful with Attorney, to not withhold information, to cooperate, to keep Attorney informed of any information or developments which may come to Client’s attention, to abide by this Agreement, to pay Attorney’s bills on time, and to assist Attorney by timely providing necessary information and documents when requested.

4. DEPOSIT

Attorney does not require a deposit for these services and Client agrees to pay Attorney an initial deposit of \$0 (zero).

5. LEGAL FEES AND BILLING PRACTICES

Client agrees to pay Attorney at the flat rate of \$7500.00 per month. Attorney agrees to provide approximately 30 hours of services per month. Monthly surplus or deficit hours are carried forward to the following month for which there will be a reconciliation on June 30, 2023. The time charged will include, but is not limited to, time on telephone calls, e-mails, other electronic communications, and travel. Time is billed in minimum increments of one-quarter (0.25) of an hour.

6. COSTS AND OTHER CHARGES

Attorney may incur various costs and expenses in performing legal services under this Agreement. Client agrees to pay for all costs, disbursements and expenses in addition to fees. External costs and expenses, including but not limited to postage, will be charged at Attorney’s

cost. Internal costs and expenses will be charged at the following rates: (1) Mileage – IRS Standard Mileage Rate; (2) in-house copies – \$0.25 cents per page; (3) fax – \$1.00 per page; and (4) computerized legal research at cost. Attorney will obtain Client’s consent before incurring any costs in excess of \$100.00.

7. BILLS

Attorney will send Client periodic bills for fees and costs incurred. Each bill will be payable within thirty (30) days of its mailing date. Client may request a bill at intervals of no less than thirty (30) days. If Client so requests, Attorney will provide one within ten (10) days. Bills for the fee portion of the bill will include the amount, rate, basis for calculation, or other method of determination of the Attorney’s fees. Bills for the cost and expense portion of the bill will clearly identify the costs and expenses incurred and the amount of the costs and expenses. Client agrees to promptly review all bills rendered by Attorney and to promptly communicate any objections, questions, or concerns about their contents.

8. CLIENT APPROVAL NECESSARY FOR SETTLEMENT

Attorney will not make any settlement or compromise of any nature of any of Client’s claims without Client’s prior approval. Client retains the absolute right to accept or reject any settlement.

9. DISCHARGE AND WITHDRAWAL

Client may discharge Attorney at any time. Attorney may withdraw with Client’s consent or for good cause or if permitted under the Rules of Professional Conduct of the State Bar of California and/or applicable law. Among the circumstances under which Attorney may withdraw are: (a) with the consent of Client; (b) Client’s conduct renders it unreasonably difficult for the Attorney to carry out the employment effectively; and/or (c) Client fails to pay Attorney’s fees or costs as required by this Agreement. Notwithstanding the discharge, Client will remain obligated to pay Attorney at the agreed rates for all services provided and to reimburse Attorney for all costs advanced.

10. CONCLUSION OF SERVICES

When Attorney’s services conclude, whether by completing the services covered by this Agreement, or by discharge or withdrawal, all unpaid charges for fees or costs will be due and payable immediately. Client may have access to Client’s case file at any reasonable time. At the end of the engagement, Client may request the return of Client’s case file. If Client has not requested the return of Client’s file, and to the extent Attorney has not otherwise delivered it or disposed of it consistent with Client’s directions, Attorney will retain the case file for a period of five (5) years, after which Attorney is authorized by this agreement to have the case file destroyed.

11. DISCLAIMER OF GUARANTEE

Nothing in this Agreement and nothing in Attorney’s statements to Client will be construed as a promise or guarantee about the outcome of the matter. Attorney makes no such promises or guarantees. Attorney’s comments about the outcome of the matter are expressions of

opinion only, are neither promises nor guarantees, and will not be construed as promises or guarantees.

12. ARBITRATION

Any dispute between Client and Attorney regarding the construction, application or performance of any services under this Agreement, and any claim arising out of or relating to this Agreement or its breach, including, without limitation, claims for breach of contract, professional negligence, breach of fiduciary duty, misrepresentation, fraud and disputes regarding attorney fees and/or costs charged under this Agreement (except as provided below) shall be submitted to JAMS binding arbitration upon the written request of one party after the service of that request on the other party. The parties shall appoint one person to hear and determine the dispute. If the parties cannot agree on the selection of an arbitrator, a party may petition the Superior Court of California and the procedures set forth in Code of Civil Procedure Section 1281.6 for Appointment of Arbitrators shall apply. The court will choose an impartial arbitrator and the court’s decision shall be final and conclusive on all parties. Attorney and Client shall each have the right of discovery in connection with any arbitration proceeding in accordance with Code of Civil Procedure Section 1283.05. Each party shall bear its own costs, expenses, attorney’s fees and an equal share of the arbitrators’ and administrative fees. The venue for the arbitration and any post-award proceeding to confirm, correct or vacate the award shall be in the City and County of Sacramento, State of California. Client and Attorney confirm that they have read and understand this paragraph and voluntarily agree to binding arbitration. In doing so, Client and Attorney voluntarily give up important Constitutional rights to trial by judge or jury, as well as rights to appeal. Client may consult with an independent lawyer of Client’s choice to review these provisions (and entire agreement) prior to signing this Agreement.

Notwithstanding the above, the parties acknowledge that in any dispute over attorney’s fees, costs or both subject to the jurisdiction of the State of California over attorney’s fees, charges, costs or expenses, Client has the right to elect arbitration pursuant to procedures as set forth in California Business and Professions Code Sections 6200-6206 (the Mandatory Fee Arbitration Act). If, after receiving a Notice of Client’s Right to Fee Arbitration, Client does not elect to proceed under the Mandatory Fee Arbitration Act procedures by failing to file a request for fee arbitration within 30 days, any dispute over fees, charges, costs or expenses, will be resolved by binding arbitration as provided in the previous paragraph. Arbitration pursuant to the Mandatory Fee Arbitration Act is non-binding unless the parties agree in writing, after the dispute has arisen, to be bound by the arbitration award. The Mandatory Fee Arbitration Act procedures permit a court trial after non-binding arbitration, or a subsequent binding contractual arbitration if the parties have agreed to binding arbitration, if either party rejects the award within 30 days after the award is mailed to the parties.

_____ (Initial by Client)

_____ (Initial by Attorney)

13. NO TAX ADVICE

Attorney has not been retained to provide Client with any tax advice. Any document prepared by Attorney may have specific tax ramifications. Client should consult with tax advisors regarding these matters.

14. ENTIRE AGREEMENT

This Agreement contains the entire agreement of the parties. No other agreement, statement, or promise made on or before the effective date of this Agreement will be binding on the parties. All prior agreements are void and merged herein. To this end, Client and Attorney are currently parties to a Legal Services Agreement dated September 1, 2021, pursuant to which there are 92.0 hours of surplus hours which will be carried over to this Agreement. This Agreement intends to amend and modify such agreement and therefore is subject to California Rule of Professional Conduct 1.8.1, which states in pertinent part: "A lawyer shall not enter into a business transaction with a client...unless each of the following requirements has been satisfied: (a) the transaction...and its terms are fair and reasonable to the client and the terms and the lawyer's role...are fully disclosed and transmitted in writing to the client in a manner that should reasonably have been understood by the client; (b) the client either is represented...by an independent lawyer of the client's choice or the client is advised in writing to seek the advice of an independent lawyer of the client's choice and is given a reasonable opportunity to seek that advice; and (c) the client thereafter provides informed written consent...to the lawyer's role in it." Client is hereby advised to seek the advice of an independent lawyer of Client's choice and agrees that it is being given a reasonable opportunity to seek that advice. Client's execution of this Agreement shall be deemed both entry into this Agreement and its informed written consent to Attorney's role.

15. SEVERABILITY IN EVENT OF PARTIAL INVALIDITY

If any provision of this Agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire Agreement will be severable and remain in effect.

16. MODIFICATION BY SUBSEQUENT AGREEMENT

This Agreement may be modified by subsequent agreement of the parties only by an instrument in writing signed by both of them.

17. CONSENT TO USE OF E-MAIL AND CLOUD SERVICES

In order to provide Client with efficient and convenient legal services, Attorney will frequently communicate and transmit documents using e-mail. Because e-mail continues to evolve, there may be risks communicating in this manner, including risks related to confidentiality and security. By entering into this Agreement, Client is consenting to such e-mail transmissions with Client and Client's representatives and agents. In addition, Attorney uses a cloud computing service with servers located in a facility other than Attorney's office. By entering into this Agreement, Client understands and consents to having communications, documents and information pertinent to the Client's matter stored through such a cloud-based service.

THE PARTIES HAVE READ AND UNDERSTOOD THE FOREGOING TERMS AND AGREE TO THEM AS OF THE DATE ATTORNEY FIRST PROVIDED SERVICES. SIGNATORIES WARRANT AND REPRESENT THAT THEY HAVE THE AUTHORITY TO ENTER INTO THIS AGREEMENT ON BEHALF OF ANY ASSOCIATED REPRESENTED ENTITY. CLIENT WILL RECEIVE A FULLY EXECUTED COPY OF THIS AGREEMENT FOR ITS FILES AND RECORDS.

DATED: _____

NAVIGATOR SCHOOLS

By: KEVIN SVED, Executive Director

DATED: _____

“ATTORNEY”

By: TOMISLAV PERAIC, ESQ.

Coversheet

CEO Search

Section: II. Committee Reports and Actions
Item: K. CEO Search
Purpose: Vote
Submitted by:
Related Material: Edgility Search Proposal.pdf
Leveled Talent Proposal and Executive Search Overview.pdf



CEO Search Proposal

Navigator Schools

10/12/2022

Our team was thrilled to be able to work with the Navigator Schools board and community seven years ago in support of your last CEO search. Since that time, Navigator has added two additional schools, extending its reach in the Central Coast and up into the East Bay as well.

Edgility Consulting is the national leader in leading equity-focused searches for charter school organizations and other mission-driven nonprofits. And with the two of us being located in Northern California, we have a particular investment in ensuring that successful organizations like Navigator build the leadership teams they need to thrive. We would love to support you again by leading this CEO search.

Sincerely,

Christina Greenberg, Co-Founder and Partner

Serena Moy, Principal



Contents

Who We Are

- ∖ [Why We Exist](#)
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- ∖ [Team](#)

Project Proposal

- ∖ [Process](#)
- ∖ [Timeline](#)
- ∖ [Fees](#)

Case Studies

- ∖ [GO Public Schools](#)

Who We Are

Why We Exist

Put your values to work. Act on equity.

People are what matter most in almost every field — especially in social impact organizations. Yet default practices reinforce existing structures, costing organizations the genius and diversity they need. Edgility runs executive searches to place transformational leaders — then we help those and other social impact organizations bring practice and structure into alignment with their values.

\ **Our Why:** With the right leaders and the right talent systems, equity can be achieved.

if we...

- \ place **equity minded leaders** into **equity centered systems**
- \ measure our **impact over time**
- \ make **consistent improvements**



we will...

- \ close **wage gaps**
- \ close **opportunity gaps**
- \ build a **leadership bench** in our sector that is truly **reflective of the communities we serve**

Our Services

Placing Exceptional Leaders	Closing Wage Gaps	Closing Opportunity Gaps
<ul style="list-style-type: none"><li data-bbox="253 467 600 500">\ Executive Search<li data-bbox="253 558 523 642">\ Recruitment Campaigns<li data-bbox="253 694 629 727">\ Transition Support	<ul style="list-style-type: none"><li data-bbox="788 467 1244 551">\ Compensation Program Design<li data-bbox="788 603 1244 636">\ Wage Gap Assessment<li data-bbox="788 694 1112 778">\ Implementation Support	<ul style="list-style-type: none"><li data-bbox="1321 467 1702 500">\ Equity Assessment<li data-bbox="1321 558 1731 642">\ Performance Management Design<li data-bbox="1321 694 1663 778">\ Career Pathways Design

Our Clients

We work with social impact organizations striving to build a more equitable world for **youth, families and communities.**



Our Results

79%

of candidates placed in Edgility searches in the last three years identify as people of color

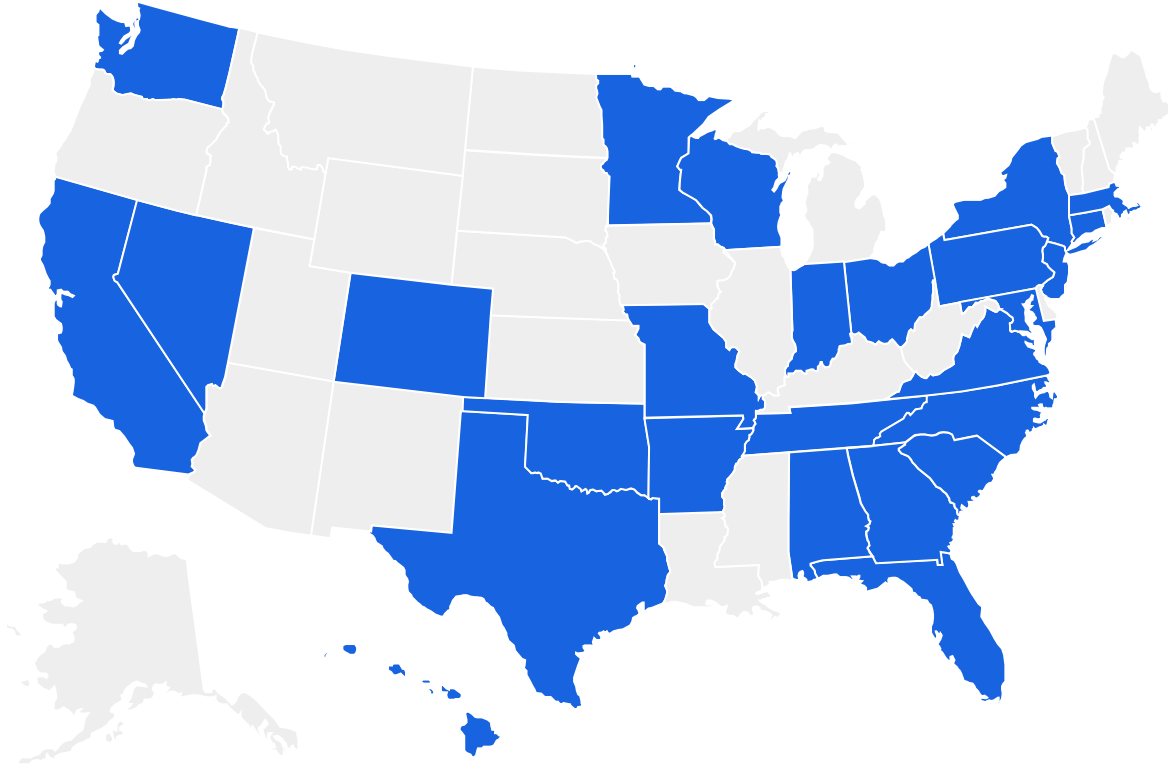
65%

of candidates placed in Edgility searches in the last three years identify as non-male

96%

of clients say they are satisfied, very satisfied, or extremely satisfied with Edgility's work

Our Placements



Our Team

The Edgility team reflects the diverse staff, experiences and perspectives that exist in our clients' organizations. We live all across the country with deep networks and real-world knowledge to help solve today's greatest equity challenges. **We understand mission-driven organizations because we've walked in your shoes—as recruiters, internal talent professionals and organizational leaders.** For us, equity in the workplace is all about putting values into action. We won't stop until it's the standard for the way organizations everywhere hire, compensate and grow their teams.

Management Team



Allison Wyatt, Co-Founder and Partner

- ✍ Prior to founding Edgility, Allison built and scaled a human capital consulting practice at a nationally recognized executive search firm.
- ✍ As the Vice President of Human Capital for Education Pioneers she built the HR department of a national, education reform organization from the ground up and increased its staff by over 500%.
- ✍ She holds a Master's degree in Business Administration from The MIT Sloan School of Management and Bachelor of Arts in East Asian Studies from Wesleyan University.



Christina Greenberg, Co-Founder and Partner

- ✍ Before launching Edgility, Christina owned and ran Redwood Circle Consulting, a recruitment and talent management firm, for five years.
- ✍ Christina has spent 17 years as a recruiter - leading searches for professionals serving in a range of executive leadership roles in education, youth development and social justice organizations.
- ✍ She holds a Master's degree in Public Affairs from the School of Public and International Affairs at Princeton University and a Bachelor of Arts in Political Science from UCLA.

Recruitment Team



Serena Moy, Principal

- Before joining Edgility, Serena Moy's career encompassed over 20 years of human resources experience in multiple sectors.
- She holds a Master's degree in Nonprofit Management from New York University's Wagner School of Public Service and a Bachelor of Arts in Sociology with a Minor in Education from the University of California, Davis.



Celena Jenkins, Recruitment Consultant

- After 5 years of teaching, Celena joined a charter school in D.C. as their Recruitment Manager leading the recruitment process for vice principals, teachers, and other school staff.
- She holds a Master's degree in Secondary Education from Johns Hopkins University and a BS in Psychology from Morgan State University.

Powered by BoardOnTrack



Corina Ramos, Recruitment Associate

- Corina's previous work at schools allowed her to co-lead the Recruitment Team, sparking her passion for connecting with individuals passionate about educational equity and providing all students with excellent resources.
- She holds a Master's in Secondary Education from Johns Hopkins University and a BS in Psychology.

Project Proposal

Process

For an equity-driven organization to be truly successful, we believe a diverse group of people must lead the work. When paired with the right opportunity, a person's unique identity becomes one of their greatest professional assets. We focus on candidates' experience, skills, knowledge and career goals, rather than who they know and where they went to school.

By introducing a more objective process that challenges biases and assumptions, people who most experience structural racism and discrimination have greater opportunity to reach an organization's highest levels. And this means they're more reflective of the communities they serve.

1 Stakeholder Engagement

2 Candidate Cultivation

3 Candidate Screening & Assessment

4 Hiring Process Support

Process

Stakeholder Engagement

We meet with your key constituents—from board members to community members—to develop an ideal candidate profile and position competencies.

Deliverables

- ✓ Ideal candidate profile
- ✓ Job description and marketing materials
- ✓ Competency-aligned rubric
- ✓ Compensation study specific to your position

1 Stakeholder Engagement

2 Candidate Cultivation

3 Candidate Screening & Assessment

4 Hiring Process Support

Process

Candidate Cultivation

We build and execute a recruitment strategy that leverages our network of over 50,000 nominators, personalized outreach, as well as social media and online tools to reach a diverse talent pool.

Deliverables

- Candidate outreach materials and job posting list
- Targeted candidate list based on your profile
- Real-time tracking and reporting of metrics related to marketing outreach, email/phone responses and applicant sources

1 Stakeholder Engagement

2 Candidate Cultivation

3 Candidate Screening & Assessment

4 Hiring Process Support

Process

Candidate Screening & Assessment

We shepherd incoming candidates through a consistent, transparent, and competency-based process before passing the top candidates along to your team.

Deliverables

- One-way-video interview screens
- Phone interviews conducted to follow-up on video
- Report out of candidates' proficiency against selection competencies at each stage of the process
- Submission of 4-6 candidates for you to interview

1 Stakeholder Engagement

2 Candidate Cultivation

3 Candidate Screening & Assessment

4 Hiring Process Support

Process

Hiring Process Support

We support your candidate diligence process, project manage your onsite interviews, and facilitate hiring committee debriefs grounded in anti-bias principles.

Deliverables

- Interview guides (including competency-aligned questions and performance tasks) for each phase of the process
- Anti-bias and interview norming session held with hiring committee and/or key decision makers
- Facilitation of client interviews
- Support with candidate offer process

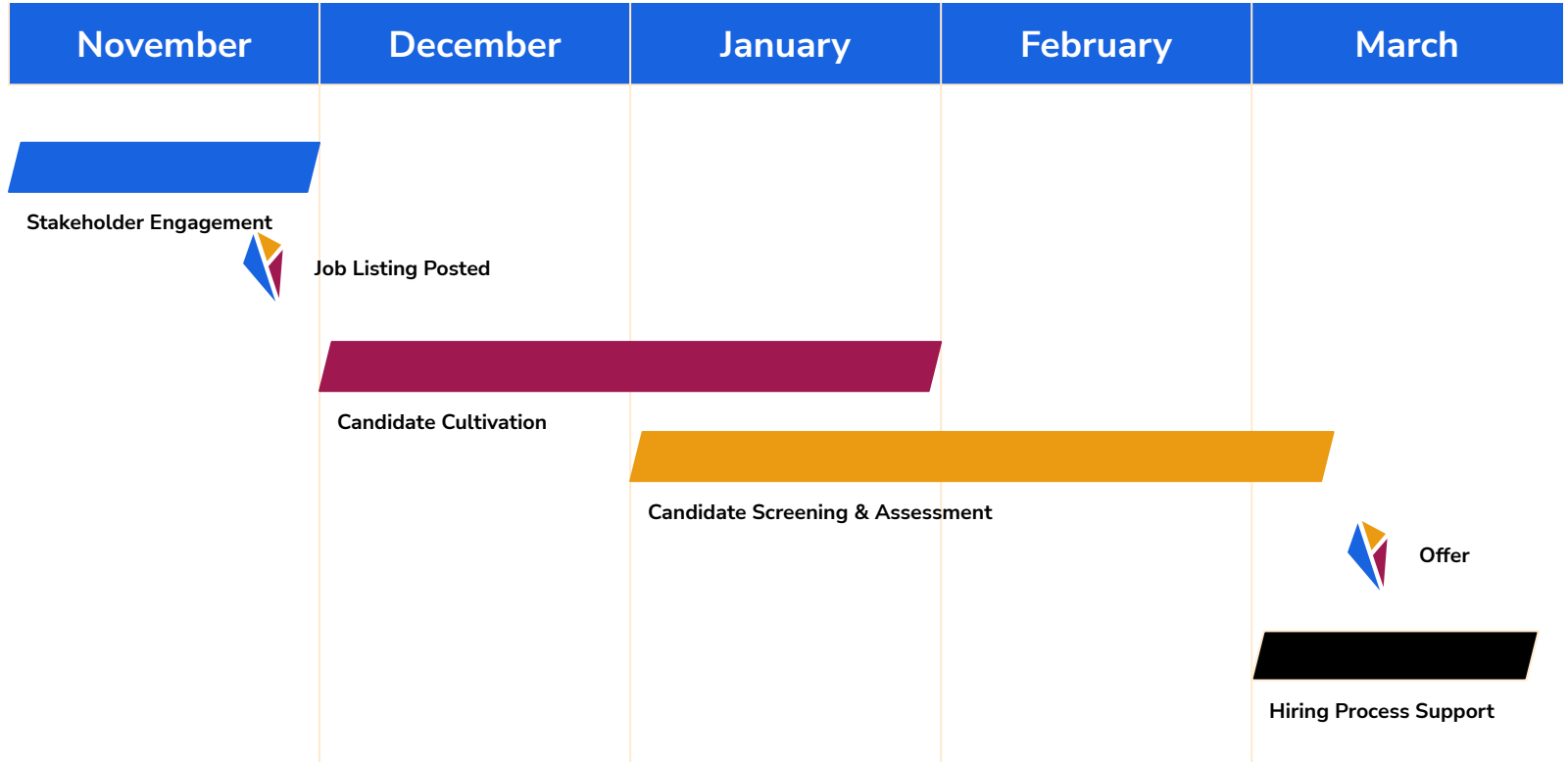
1 Stakeholder Engagement

2 Candidate Cultivation

3 Candidate Screening & Assessment




4 Hiring Process Support

Timeline



Fees

The fee for this project as outlined above would be **\$70,000** assessed on the following schedule:

-  50% payable upon signature of the contract;
-  25% when three highly qualified candidates are presented;
-  25% when offer letter is signed.

*This total does not include a \$1,500 advertising fee. Travel and other hard expenses are pre-approved by the Client and will be billed back as actuals.

Case Study



We're so grateful to Edgility for helping us go beyond simply posting a job description online. **Its deep network of qualified candidates and thorough vetting process far exceeded our own abilities to find new leaders to champion quality education in California's underserved communities.**

-Darcel Sanders
CEO, GO Public Schools

[Learn More >](#)



Thank you.

Christina Greenberg

cgreenberg@edgilityconsulting.com

Leveled Talent - Executive Search

Oct 2022

Leveled Talent is a people centered executive search and talent support firm that focuses on placing leaders of color in executive level positions across the country. Our clients deeply believe that racial and cultural diversity at the senior level is critical to get the best results and have greater social impact. Our approach to Talent Management is with the mission of building strong partnerships with clients to understand their culture, people, and practices that enable staff to do their best, and organizations to accomplish outstanding results for students, families and communities. Through a rigorous process, we work to identify strengths and support the development of human capital strategies, organizational development, and serve as a thought partner and advisor throughout the engagement.

Partnering with Navigator Schools

Committed to developing top-tier educators that deliver phenomenal outcomes for all students; The Chief Executive Officer search will start with exactly that —the history and values of Navigator Schools. As partners, we will help Navigator Schools (Navigator) to push the culture forward on issues of equity and inclusion. The work of Leveled Talent begins with a thoughtful clarification of the competencies required for the position you seek and a robust understanding of the unique context of Navigator. The goal is a hands-on and high-touch approach. Every search has a focus on organizational capacity-building, so that clients may replicate the search process in future searches beyond our engagement. At Leveled Talent, we bring a thorough understanding of urban school systems, nonprofits, CMOs and a dedication to having a positive impact for students and families.

Alignment to values and mission of Navigator Schools

Leveled Talent has a deep commitment to equity, community, being data-driven, and excellence. Each Leveled Talent team member has worked in education and/or education adjacent environments and has seen the power of a meaningful education. We understand our clients work hard toward their mission and we incorporate their values in interview questions, and assessment rubrics, and ensure that advanced candidates have a strong alignment to the organization model.

Our firm has a specific focus on diversifying teams at the highest level so that executive teams model inclusion and reflect the community. Our team operates with a vision of leveling representation gaps across the county one hire at a time. Each search we engage in is approached by enhancing the client's ability to lead more internal searches that garner diverse hires. We work to build capacity with the board, hiring manager, and team members across the organization by conducting bias training, facilitating equity-centered debriefs and providing safe spaces for feedback throughout the process. We show up as authentic leaders, we name when moments feel inequitable, and work toward finding better solutions. We care about getting the right hire, a person that can inspire, shows up as a learner, leads with humility, and integrity.

Leveled Talent Network

Prior to starting Leveled Talent, our founder [Raven Woods](#) who would be managing the CEO search worked at The Broad Center, focusing on national recruitment of CMO, district, and state leaders at the executive level. Raven and the members of our firm have a wide reach specifically in nonprofits and public education. Growing up in Oakland, CA and working in Atlanta, New York, Mumbai, Nong Khai, and Los Angeles, Raven has built critical partnerships and relationships with leaders who have a strong sense of community and a belief in excellence. We also believe in going beyond our network and often see that there is a long list of leaders who are overlooked or just simply committed to doing their day-to-day work and have not thought about their next steps. We find those leaders, and we vet, cultivate, and support them in engaging in our processes.

A few of our recent Charter clients have included: KIPP SoCal, Freedom Prep, Equitas Academy, E.L. Haynes Public Charter School, and CWC LA. Our searches have a wide range at the C-level, including CEO, Chief People Officer, Chief Equity Officer, Chief Diversity Officer, Executive Director, and Chief Financial Officer.

Potential Full Day Assessments:

Monday, Oct 31, 2022

Friday, Nov 4, 2022

*Additional Availability provided per request

The typical approach includes the following steps:

1. Broad Engagement, Candidate Profile and Job Description

We review any job descriptions already created and facilitate conversations with key stakeholders to clarify and confirm the most important competencies required of the position, and those traits that contribute to a successful team culture within Navigator Schools. Based on this assessment, we create/refine the candidate profile, explicitly describing those leadership attributes most important for the role. Our goal is to have every stakeholder have a full understanding of the ideal candidate and be able to describe the most crucial part of the role including any regional context that might be important for this person to succeed in the position.

2. Recruitment Strategy and Execution

Based on the role clarification, we will research the local and national market and craft a recruitment strategy, with recommended sources to recruit top candidates, and will develop a network contact list for personal outreach to help spread the word about the position and pursue recommendations of high-potential candidates. We will then partner with the Navigator Schools leaders and/or the hiring committee to build a pool of potential candidates and monitor the results of recruitment efforts.

3. Interview Scripts and Assessment Tools

In addition to designing the recruitment strategy, we will propose the steps of a screening process for the role and if needed, draft all interview tools. Decisions will include which internal team members and/or stakeholders should be engaged in the screening process, key roles in the interview process, and sequence of steps from first screen to final hiring decision. This will also include the creation of performance tasks to assess the competencies required for the role. The purpose is to minimize bias at every step in the process, and keep the process focused on assessing those skills most important for the position.

4. Monitoring of Talent Pool and Initial Calibration of Top Candidates

This stage involves monitoring incoming applications together with the client and will work proactively to ensure a strong pool of candidates. As part of this effort, I will meet with the hiring manager or search lead weekly to review progress, and will provide reports with clear metrics to understand the strength and diversity of the pool and status on candidates in process, including the number of candidates at each step (e.g. first screen, second screen, rejections, etc). We will carry out first-round interviews via Zoom and recommend candidates for second round interviews to be completed by the hiring lead. Candidate profiles will be provided for interviewed candidates summarizing strengths, questions, and recommendation on whether to advance.

5. Finalist Interviews

Stakeholders at Navigator will facilitate in-person/Zoom interviews and debrief based on competency-driven interviewer feedback. I will continue to calibrate on desired competencies and strengthen pre-screening along the way until the client finds the chosen candidate and has an accepted offer.

6. Knowledge Transfer

We will engage in a debrief call following each search and will provide a final write-up to advise on which practices and lessons learned for this process can be applied to the organization's long-term approach to executive succession planning and hiring.

Summary of Outcomes Delivered in a Typical Full Search

- Discussion and confirmation of competencies required for the role
- Candidate profile and job description
- Documented recruitment strategy
- Documented screening process with supporting interview protocols and materials for each round of the process and drafted interview guides for stakeholder interviews.
- Posted job description and proactive sourcing as broadly as possible to produce ideal applicants for the role

- Review and monitoring of incoming interest
- Materials and support for facilitation of finalist round interviews
- Post-search call, including sharing of search stats and lessons learned

Budget and Invoicing Schedule

We charge a fixed fee for **full** searches, with a total budget of \$75,000 for CEO searches. Costs are inclusive of all expenses associated with the project, including a full day on-site or Zoom assessment. Work completes when a successful candidate is hired, which we expect will be within 2-3 months of project launch, however, will continue until the search is complete. We propose the following invoicing schedule:

- 20% (\$15,000) upon delivery of job description and recruiting strategy, estimated within 3 weeks of project start. Clients will be billed 30% of first deliverable at the launch of the project (\$4,500).
- 30% (\$22,500) upon delivery/completion of the first set of first-round screens, and first set of candidates delivered, typically 4 to 5 weeks following recruitment launch.
- 35% (\$26,250) when second round screening materials are delivered and satisfactory delivery of the finalist candidate pool, typically 8 to 10 weeks after search launches, and runs through completion of the interview process.
- Final payment of 15% (\$11,250) when selection/offer decision is made, typically within 2-3 months, but can be longer.

Our clients have a strong commitment to social justice and the majority work in public education and nonprofits. We specialize in recruiting C-suite executives, Superintendents, State Commissioners of Education, Chief Academic Officers, COO's and CPO's and have close partnerships with talent teams in multinational impact driven companies.

Read what people say about our work [here](#).

References available upon request.



Leveled Talent

2022

Overview

Leveled Talent is a full-service executive search and talent support network that assists organizations in hiring exceptional leaders, enhancing culture and fostering long-term organizational success.

We work to provide teams with balance and inclusive hiring choices that are intentionally centered in equity and result in diversifying teams at the leadership level.

What We Do

We support our partners by leading searches for executive level and high impact positions, building sustainable internal talent structures that enhance hiring, performance evaluation and inclusivity.

We believe in a world where racial and ethnic diversity is valued and represented at the highest level of leadership and in the rooms where decisions are made. Our goal is to support our partners in their hiring needs and build their organizational capacity so that they are able to implement what works best for them and have lasting results.

How We Do It

Our work starts with partnering with clients that deeply believe that racial and cultural diversity at the senior level is critical to get the best results and have greater social impact. Our approach to Executive Search is with the mission of building strong partnerships with clients to understand their culture, people, and practices that enable staff to do their best, and organizations to accomplish outstanding results for individuals, families, communities and the world.

To recruit high potential candidates, Leveled Talent proposes the following key strategic steps:

- Targeted Outreach to LT Network
- Education and Non-Profit Outreach
- Social Justice Affiliate Orgs
- Nomination Campaigns
- Advertisement on National Job Boards
- Diverse Affinity Leadership Orgs
- High Profile Targeted Outreach
- Direct Skill-Based Sourcing

Executive Search

Through a rigorous process, we work with hiring managers and leadership to identify strengths and support the development of human capital strategies, organizational development, and serve as a thought partner and advisor throughout the engagement.

Activity	Goal
Candidate Profile and Job Description	Competency Based Hiring
Recruitment Strategy and Launch	Thorough Role Specific Search Strategy
Leadership Skills and Diversity Tracker	Focus Search to Current Representation Gaps
Applications and Candidate Pool Review	Progress Monitoring and Weekly Updates
Mid-point Check-in	Hiring Committee, Board & Team Members
Monitor Search to Hiring Deadline	Closing Searches (C-level Search within 3-4 Months)

[Website: Leveled Talent](#)

Talent Management & Coaching

We help our clients build and implement strong talent systems to support their most challenging needs.

We build authentic relationships. We want to know what you care about and what pressing work challenges keep you up at night. We spend our time with clients listening and learning to determine how best to work alongside you to make lasting organizational change.

Partnerships with our clients are the most meaningful part of our work. Our process starts with identifying and building off the strengths of your organization. We assess the areas of opportunity, and we create concrete actionable plans that are designed to last far beyond our partnership.



Pricing

We charge a sliding fixed fee for full searches, with a budget ranging from \$55,000-\$75,000. We determine the search cost based on the type of role and how public a search might be (i.e. community involvement, supporting political campaign, Board management, etc.) The majority of our full searches are priced at \$55,000-60,000.

Costs are inclusive of all expenses associated with the project, including two full day on-site or Zoom assessments. Work completes when a successful candidate is hired, which we expect will be within 3-4 months of project launch, however, will continue until the search is complete.

- Invoicing schedule is centered around executive search deliverables and often spread out into 4 payments over the duration of the search.

- Clients will be billed 30% of their first deliverable at the launch of the project (typically averaging no more than \$5,000).

Monthly Retainer

We charge a sliding fixed monthly retainer fee, with a budget ranging from \$9,500-\$14,500 for one search. The retainer for consulting projects includes sourcing executive level candidates, conducting first round 1-hour interviews for one and/or multiple positions and is personalized to organizational needs (may include refreshing evaluation materials, creating hiring rubrics, etc.).

Work outcomes are reviewed on a bi-monthly basis and the client will receive a monthly invoice. The recommended engagement for the scope of this project is at least 2-3 months, which we expect will cover the foundation building and project launch, however, the client can decide to end or have a discussion of extending the project at any time.

Sourcing & Interview - ONLY

Based on your hiring needs, we partner our clients with a contract recruiter that specializes in sourcing diverse talent, conducting screening calls and making next round hiring recommendations. Our sourcing support is billed at \$300/hr and clients are able to cap the weekly hours.

We recommend this package to clients that have strong talent processes, diverse representation of team members and have an internal team to oversee and lead the search.

*Please note that all pricing models offer flexible packages tailored to the needs of our clients.

References are available upon request.

At Leveled Talent we know that there isn't a shortage of exceptional leaders of color—they are everywhere, but oftentimes the correct strategies are not in place to identify, recruit or attract. We also know that recruiting Black and brown leaders from various backgrounds isn't the "end all be all", we must create inclusive environments for leaders to thrive.

Read what people say about our work [here](#).

[Website: Leveled Talent](#)

About Us

Leveled Talent started with the belief that companies are long overdue for change when it comes to action, and the employment of leaders of color in senior leadership roles. Far too long we've used language like the "pipeline challenge" or "people of color are just not applying."

At our core we believe in equity.

In our work, we strive to enhance that belief in the day-to-day work of our clients.

We put our heart into each engagement, and we look forward to **leveling the gaps** that exist in workplaces throughout the country.



Raven Woods (left)

Founder & CEO

"Our clients have a strong commitment to social justice and the majority work in public education and nonprofits. We specialize in recruiting C-suite executives, Superintendents, State Commissioners of Education, Chief Academic Officers, COO's and CPO's and have close partnerships with talent teams in multinational impact driven companies."