



Navigator Schools

Board Meeting

Date and Time

Wednesday April 10, 2024 at 6:00 PM PDT

Location

277 I.O.O.F. Avenue, Gilroy, CA 95020

This meeting will be held in compliance with the Brown Act.

Members of the public who wish to access this board meeting online may do so via Zoom at <https://zoom.us/join> or via telephone by calling [\(669\) 900-6833](tel:6699006833) or [\(669\) 444-9171](tel:6694449171).

Meeting ID: 914 7642 3397

Passcode: 078473

Teleconference Locations / Ubicaciones de Teleconferencias

1. Hayward Collegiate Charter School, 166 West Harder Road, Hayward, CA 94544
2. Hollister Prep School, 881 Line Street, Hollister CA 95020
3. Watsonville Prep School, 407 Main Street, Watsonville, CA 95076
4. Gilroy Prep School, 277 I.O.O.F. Ave, Gilroy, CA 95020
5. 1065 Byers Street, Gilroy, CA 95020 (Santa Clara County)
6. 27324 Dobbel Avenue, Hayward, CA 94542
7. 900 Wiltshire Blvd, Los Angeles, CA 90017 (Check with the Concierge for room number.)
8. 5357 Federation Court, San Jose, CA 95123 (Santa Clara County)

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](#).

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 llevará a cabo de conformidad con la Brown Act.

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](tel:(669)900-6833) o al [\(669\) 444-9171](tel:(669)444-9171).

Meeting ID: 91476423397

Passcode: 078473

Los comentarios públicos 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 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	1 m
	The Board Chair will initiate confirmation of attendance via roll call.		
B. Call the Meeting to Order		Board Chair	1 m

	Purpose	Presenter	Time
C. Public Comments		Board Chair	5 m
The Board will receive public comments regarding non-agenda items, if any, following expectations and time limits reviewed by the Chairperson.			
D. Opening Remarks of the Board Chair		Board Chair	5 m
The Chairperson will provide introductory remarks.			
E. Chief Executive Officer & Superintendent Update		Caprice Young	5 m
Dr. Caprice Young, Chief Executive Officer & Superintendent of Navigator Schools, will provide current information on Unit 3 Academic Achievement, Chronic Absenteeism, Academic Achievement, and Special Education.			
F. Approve Minutes from Previous Board Meeting	Approve Minutes	Board Chair	1 m
Members will vote on the approval of minutes from the board meeting held on February 15, 2024.			
Proposed Motion: Approve the Board Meeting Minutes from February 15th, 2024.			
Approve minutes for Special Board Meeting on February 15, 2024			

II. Consent Agenda 6:18 PM

A. Approval of the Consent Agenda	Vote	Board Chair	5 m
The Board will vote on the approval of the consent agenda:			
<ol style="list-style-type: none"> 1. Hayward Collegiate Switchgear Contract 2. CSUMB Contract for Watsonville Prep 3. 2nd Interim Financial Reports 			
Proposed Motion: Approve the Consent Agenda			

III. Committees 6:23 PM

Committee Report Outs.

A. Audit Committee	FYI	Noël Russell-Unterburger	5 m
Noël Russell Unterburger, Staff Lead of the Audit Committee, will provide a summary of the March 14, 2024 Audit Committee Meeting.			

	Purpose	Presenter	Time
<p>B. Governance Committee</p> <p>Dr. Caprice Young, Staff Lead of the Governance Committee, will provide a summary of the March 22, 2024 and March 28, 2024 Governance Committee Meetings.</p>	FYI	Caprice Young	5 m
<p>C. Academic Success Committee</p> <p>James Dent, Staff Lead of the Academic Committee, will provide a summary of the March 27, 2024 Academic Success Committee Meeting.</p>	FYI	James Dent	5 m
IV. Topical			6:38 PM
<p>A. Public Hearing on Proposed Safety Plan & Policies</p> <p>Kirsten Carr, Director of Engagement & Partnerships, will present the Safety Plan & Policies approved and forwarded by the Governance Committee. The Board will consider testimony at a public hearing, held to provide public input on the Safety Plan & Policies.</p>	FYI	Kirsten Carr	10 m
<p>B. Safety Plan & Policies</p> <p>The Board will vote on the Safety Plan & Policies.</p>	Vote	Kirsten Carr	5 m
<p>C. Data Systems Integration Partnership</p> <p>Dr. Caprice Young, Chief Executive Officer & Superintendent of Navigator Schools, will present a proposal to establish a three-year partnership with a firm to provide data integration and instructional decision-making dashboards. The board will be asked to approve a contract with Parsec.</p>	Vote	Caprice Young	20 m
<p>D. Growth Plan</p> <p>At the January Board Retreat, The Board instructed staff to return with a more detailed growth plan for board approval at the April meeting. Staff will present a growth plan for board review and approval. If the Board approves, Staff will embark upon the fundraising and other actions necessary to fulfill the growth plan.</p>	Vote	Caprice Young	30 m
<p>E. 2024-25 Academic Calendar</p> <p>Dr. Caprice Young, Chief Executive Officer & Superintendent of Navigator Schools, will present the proposed 24-25 Academic Calendar for Board approval.</p>	Vote	Caprice Young	15 m
V. Closed Session			7:58 PM

	Purpose	Presenter	Time
A. Announcement and Vote to Enter Closed Session	Vote	Board Chair	1 m

The Board Chair will announce the reasons for closed session.

- Anticipated Litigation: One case (Gov't Code 54956.9(b))
- CEO & Superintendent Performance Evaluation (Gov't Code 54957)

Proposed Motion: Enter Closed Session

B. Closed Session	Discuss	Tom Peraic	30 m
--------------------------	---------	------------	------

The Board will meet in closed session.

C. Announcement of Action Taken During Closed Session	FYI	Board Chair	1 m
--	-----	-------------	-----

Returning to open session, the Board Chair will announce action taken during closed session.

VI. Closing Items 8:30 PM

A. Adjourn Meeting	Vote	Board Chair	1 m
---------------------------	------	-------------	-----

Board members will vote on adjournment of the meeting. Votes will be recorded via roll call.

Proposed Motion: Adjourn

Coversheet

Chief Executive Officer & Superintendent Update

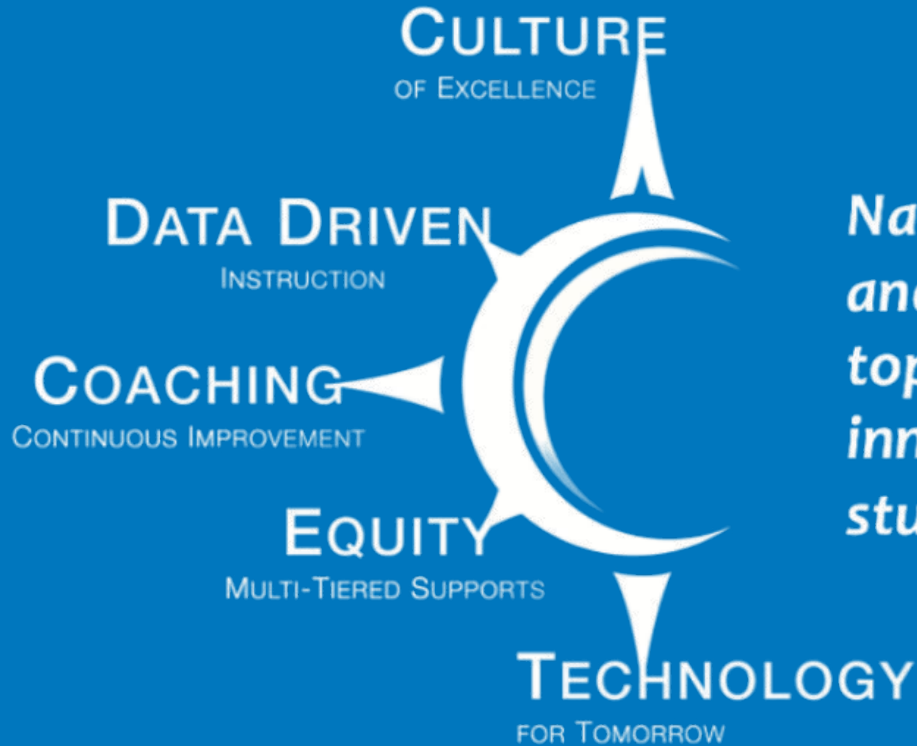
Section: I. Opening Items
Item: E. Chief Executive Officer & Superintendent Update
Purpose: FYI
Submitted by:
Related Material: CEO and Superintendent Update 2024 04 10.pdf



Navigator Schools Superintendent and CEO Update

April 10, 2024

Navigator Schools



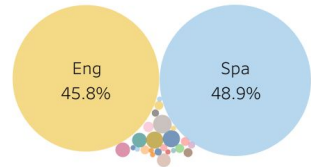
Navigator Schools equips students to become learners and leaders in high school, college, and beyond. We develop top-tier teams of educators who continuously improve and innovate schools that deliver phenomenal outcomes for all students, regardless of their circumstances.

Navigator Enrollment Statistics as of April 01, 2024

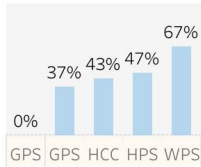
A. Navigator Schools Enrollment Summary

Report Date April 1, 2024

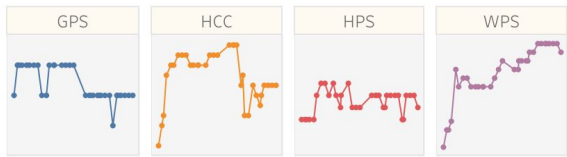
1. NAV Home Primary Language



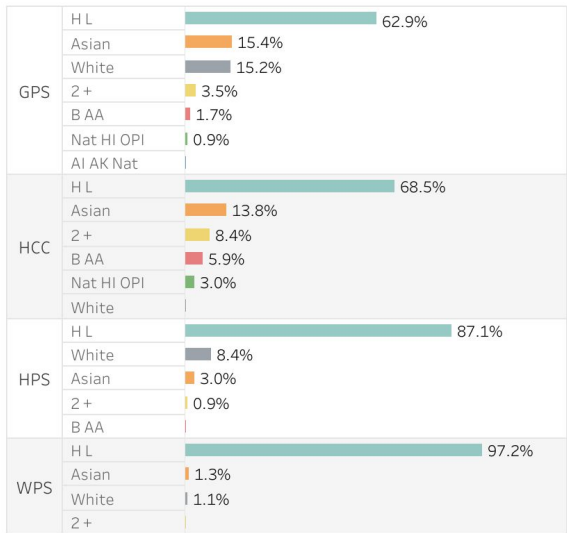
2. HPL Spanish



3. Growth '24



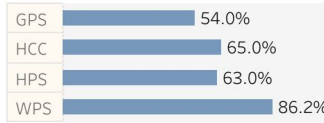
4. Federal Race



5. Enrollment by Grade Level

	HCC	WPS	HPS	GPS	NAV
TK	12	48			60
KN	29	60	60	60	209
01	28	60	60	60	208
02	28	59	60	60	207
03	27	60	60	60	207
04	54	60	59	60	233
05	25	60	60	60	205
06		58	60	60	178
07			60	60	120
08			56	59	115
All	203	465	535	539	1,742
Goal	207	468	540	540	1,755

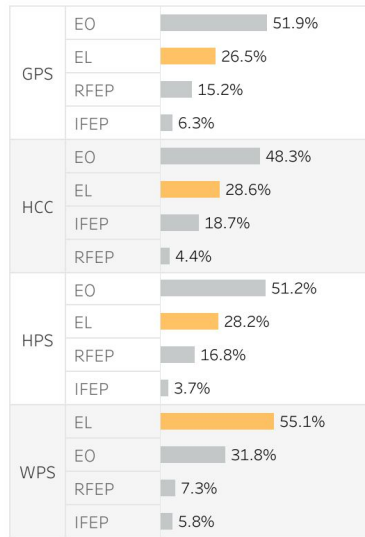
7. Free or Reduced Lunch



8. Special Education



6. English Learner Status



9. Parent Education Level

	GPS	HCC	HPS	WPS
Grad Deg +	19.5%	13.8%	7.9%	9.0%
Coll Grad	24.3%	25.6%	25.6%	15.1%
Some C/AA	20.2%	22.7%	25.2%	24.7%
HS Grad	17.8%	26.1%	22.6%	32.3%
Not HS Grad	13.7%	5.9%	15.7%	18.1%
No Answer	4.5%	5.9%	3.0%	0.9%

10. NAV Student Group Summary

	F	M	X
	48.9%	51.1%	0.1%
B AA	1%	80%	8%
EL	35%	67%	12%

Enrollment remains stable at 1,742 with a capacity of 1,755. Empty seats will be filled during the upcoming lottery on April 13, 2024.

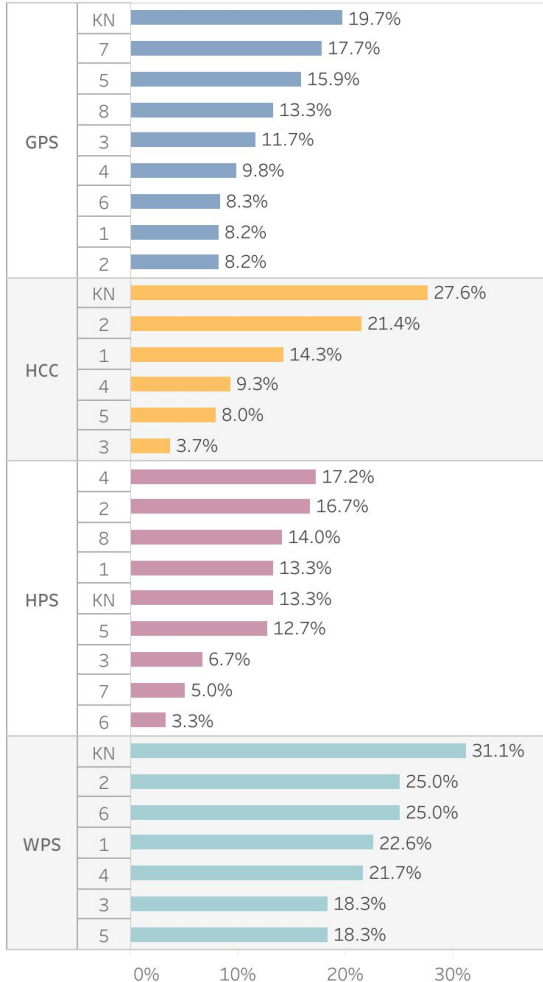


Chronic Absenteeism remains a stubborn challenge. Watsonville's CAR has been as high as 30%, but leadership focus has driven it back down to 23%.

Chronic Absenteeism Rate (CAR)

CE: Cumulative Enr | CA: Count of Chronically Absent Students

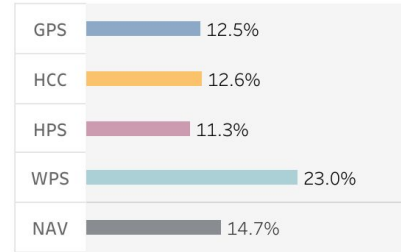
A1. CAR by Grade Level Ranked Descending



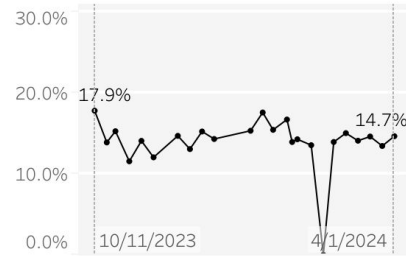
Date

April 1, 2024

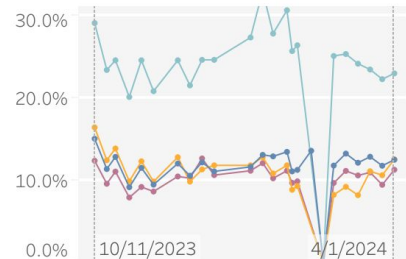
A2. Chronic Absenteeism Rate



A3. NAV Chronic Absenteeism Rate



A4. School Chronic Absenteeism Rate



A5. Cumulative Enrollment | CA | CAR

	CE	CA	CAR
KN	61	12	19.7%
1	62	5	8.1%
2	61	5	8.2%
3	61	7	11.5%
4	61	6	9.8%
5	63	10	15.9%
6	60	5	8.3%
7	63	11	17.5%
8	60	8	13.3%
All	552	69	12.5%
KN	31	8	25.8%
1	32	4	12.5%
2	29	6	20.7%
3	29	1	3.4%
4	57	5	8.8%
5	29	2	6.9%
All	207	26	12.6%
KN	65	8	12.3%
1	60	8	13.3%
2	60	10	16.7%
3	60	4	6.7%
4	64	11	17.2%
5	63	8	12.7%
6	60	2	3.3%
7	60	3	5.0%
8	57	8	14.0%
All	549	62	11.3%
KN	63	19	30.2%
1	62	14	22.6%
2	60	15	25.0%
3	62	11	17.7%
4	60	13	21.7%
5	60	11	18.3%
6	60	15	25.0%
All	427	98	23.0%
NAV	1,735	255	14.7%

The statewide chronic absenteeism rate last year was 24.3%.

Here are the 2022-23 rates for our overlapping school districts:

- Hayward Unified: 39.9%
- Gilroy Unified: 30.6%
- Hollister ESD: 29.3%
- Pajaro Valley Unified: 37.3%

Unit 3: Math is getting closer to pre-pandemic performance!

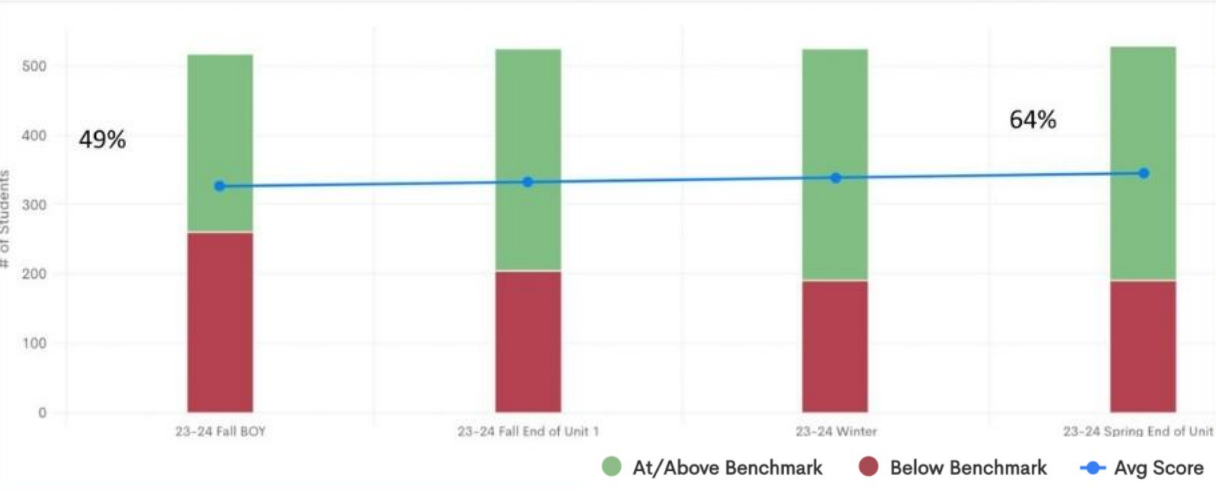
Key takeaways:

- Priorities work to drive improvement!
 - Bringing our new math program back to small groups has paid off!
 - Extending our work with Instruction Partners (network-wide “Community of Practice” meetings)
 - Extended learning intervention focused on mathematics
- Across the network, we have seen a significant increase in the number of students hitting the benchmark goal at all schools.

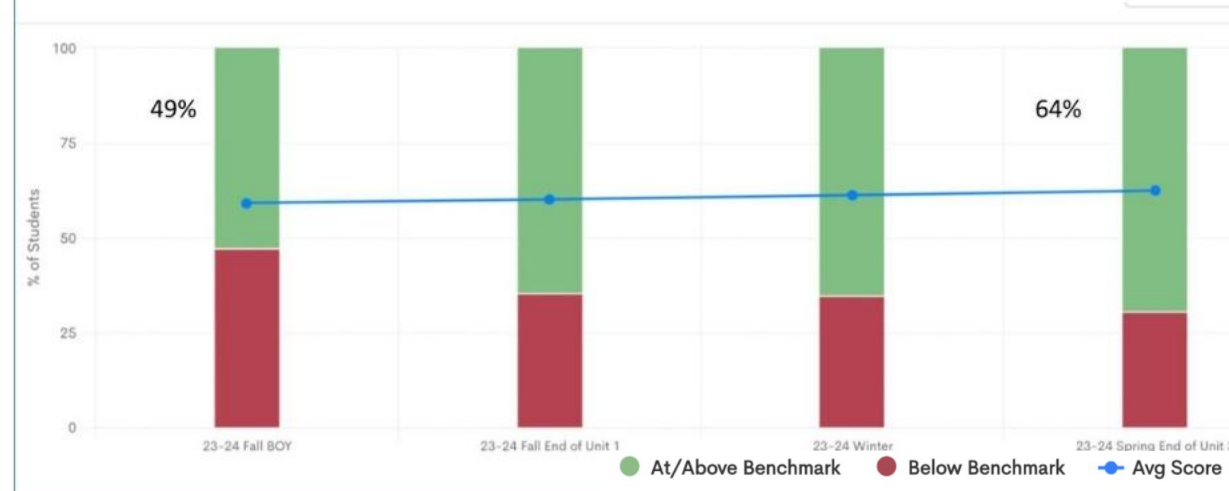




HPS STAR Math Schoolwide



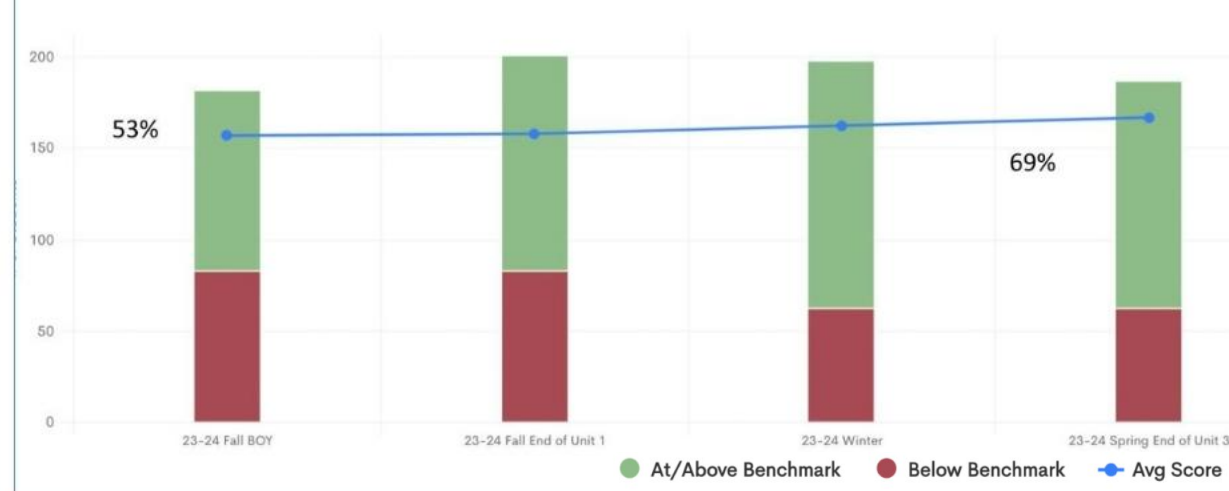
GPS STAR Math Schoolwide



WPS STAR Math Schoolwide



HC STAR Math Schoolwide

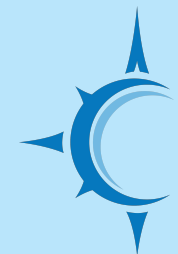


We are building our special education capacity through professional development and partnerships.

Professional Development

- Ed Specialists, Full Inclusion Instructor (FII) coaches, and FIIs began an online training program for paraeducators. They will work through approximately 100 modules (courses) within the next year.
 - Module topics include: Autism, inclusion, behavior, accommodations, goal checks, confidentiality, and supporting math, among others.
- Cross-site observations & coaching for Ed Specialists and FII coaches

Navigator is building a partnership with CSU Monterey Bay to support a speech and language clinic at WPS for the 2024-25 school year.



Watsonville Prep families participate in Parent University, a series of workshops on how to navigate the U.S. educational system and support their scholars' success.



Thank you!



Navigator Schools

Charting a new course in education



Coversheet

Approve Minutes from Previous Board Meeting

Section: I. Opening Items
Item: F. Approve Minutes from Previous Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on February 15, 2024

APPROVED



Navigator Schools

Minutes

Special Board Meeting

Date and Time

Thursday February 15, 2024 at 6:00 PM

Location

[Join Zoom Meeting](#)

ID: 93467964183

Passcode: 270566

[\(US\) +1 669-900-6833](#)

Passcode: 270566

Meeting host: christopher.copus@navigatorschools.org

Join Zoom Meeting:

[https://navigatorschools.zoom.us/j/93467964183?](https://navigatorschools.zoom.us/j/93467964183?pwd=U1JEV3lUU1M2c3c4dDBmZXF5cjRJQT09)

[pwd=U1JEV3lUU1M2c3c4dDBmZXF5cjRJQT09](https://navigatorschools.zoom.us/j/93467964183?pwd=U1JEV3lUU1M2c3c4dDBmZXF5cjRJQT09)

[Joining instructions](#)

Location: 277 IOOF Avenue, Gilroy, CA 95020, USA

Gilroy Prep-1-GP Staff Lounge (20)

Hayward-Collegiate-1-HC Social Hall (10)

Hollister Prep-1-HP Conference Room (6)

Watsonville Prep-1-SO2 Conference Room (14)

This meeting will be held in compliance with the Brown Act.

Members of the public who wish to access this board meeting online may do so via Zoom at <https://zoom.us/join> or via telephone by calling (669) 900-6833 or (669) 444-9171.

Meeting ID: 93467964183

Passcode: 270566

Teleconference Locations / Ubicaciones de Teleconferencias

1. Hayward Collegiate Charter School, 166 West Harder Road, Hayward, CA 94544
2. Hollister Prep School, 881 Line Street, Hollister CA 95020
3. Watsonville Prep School, 407 Main Street, Watsonville, CA 95076
4. Gilroy Prep School, 277 I.O.O.F. Ave, Gilroy, CA 95020
5. 1065 Byers Street, Gilroy, CA 95020 (Santa Clara County)
6. 1365 Locust Street, Denver, CO 80220
7. 27324 Dobbel Avenue, Hayward, CA 94542
8. 5357 Federation Ct., San Jose, CA 95123

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](#).

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 llevará a cabo de conformidad con la Brown Act.

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 (669) 444-9171.

Meeting ID: 93467964183

Passcode: 270566

Los comentarios públicos 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 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

Alfred Morikang, Chuck Daggs, Claire Grissom, Ian Connell (remote), JP Anderson (remote), Jaime Quiroga (remote), John Flaherty, Shara Hegde (remote)

Directors Absent

None

Guests Present

Ami Ortiz, Caprice Young, Christopher Copus (remote), Crystal O'Rourke (remote), Gabriela Roldan (remote), James Dent (remote), Kirsten Carr, Lili Huang (remote), Melissa Alatorre Alnas (remote), Noël Russell-Unterburger (remote), Tina Hill (remote), Tom Peraic

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Thursday Feb 15, 2024 at 6:11 PM.

C. Public Comments

There was one public comment. Staff member Gabriela Rodan translated from Spanish. The speaker asked to the meeting translated into Spanish. Board Chair John Flaherty asked the speaker if she would like to have the entire meeting translated into Spanish from the recording. The speaker accepted the offer. The Board Chair thanked the speaker for calling in and for her interest.

D. Opening Remarks of the Board Chair

The Board Chair thanked Board Member Alfred Morikang for coming to the meeting directly from the airport. He offered that he attended a luncheon that Board Member Shara Hegde attended in her capacity as Chief Executive Officer of Alpha Schools. CEO & Superintendent Dr. Caprice Young helped to put the luncheon together with key staffers from surrounding charter schools in Santa Clara County. The Board Chair offered that the luncheon provided an excellent opportunity to establish communications channels for the sharing of common questions and realities.

E. Opening Remarks of the Chief Executive Officer & Superintendent

Dr. Young offered that LJH, a recent Gilroy Prep School graduate, recently published their first novel entitled "RedWatson and the Gifted Lands." The event was covered by local media and Dr. Young found LJH to be very articulate.

F. Approve Minutes from Previous Regular Board Meeting

Chuck Daggs made a motion to approve the minutes from Board Meeting on 12-12-23. JP Anderson seconded the motion.
The board **VOTED** unanimously to approve the motion.

G. Approve Minutes from Board Retreat

Ian Connell made a motion to approve the minutes from The Navigator Schools Board Retreat on 01-20-24.
Claire Grissom seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Consent Agenda

A. Approval of the Consent Agenda

JP Anderson made a motion to Approve Consent Agenda.
Shara Hegde seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Finance

A. Financial Audit

Chuck Daggs made a motion to Approve the Financial Audit.
Ian Connell seconded the motion.
Chief Financial and Operating Officer Noël Russell-Unterburger co-presented the financial audit along with Lili Huang from CLA. Ms. Russell-Unterburger and Ms. Huang answered questions from the Board.
The board **VOTED** unanimously to approve the motion.

B. Financial Update

Ms. Russell-Unterburger presented a financial report. There is a projected net income of \$242K with adjustments. Projections may change but the Board will be kept updated. There is \$5.1M in cash reserves, just under 2.5 months. There is an ongoing compensation review process a staffing and compensation plan is being created. This will be revisited every year because attracting talent and increasing retention is important. Dr. Young offered that we need to consider hourly staff and living wage issues. Dr. Young and Ms. Russell-Unterburger answered questions from the Board.

IV. Committees

A. Audit Committee

Shara Hegde made a motion to Create an Audit Committee, as amended.

JP Anderson seconded the motion.

The Board Chair offered that the creation of an Audit Committee will support Navigator in its efforts to manage its financial affairs.

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

B. Governance Committee Authority

John Flaherty made a motion to Grant the Governance Committee authority to approve contracts over CEO & Superintendent signatory capacity.

Chuck Daggs seconded the motion.

The Board Chair offered that because the Board meets bi-monthly and sometimes contracts need approval in the interim, granting this authority to the Governance Committee will support operations and would not require otherwise calling special meetings of the full board.

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

C. Report out from Academic Committee

Chief Academic Officer James Dent briefly reported out to the Board on the potential classroom expansion at Hayward Collegiate, the Kindergarten at Watsonville Prep School, the external support for the special education programs, and ELA adoption.

D. Report out from Development Committee

Director of Engagement & Partnerships Kirsten Carr briefly reported out to the Board about continuing efforts to interview candidates. The next round is scheduled for after winter break.

V. Topical

A. Mid-Year Local Control and Accountability Plan

Dr. Young presented the mid-year LCAPs for each school. She offered that progress is good, a little behind budget, there were challenges with SGIs. All of the schools have the

same 10 goals. The staff survey is positive but can do better and the DEIA process will help. Watsonville Prep School's chronic absenteeism is high at 24%, the other 3 schools are at 10%. Efforts to decrease chronic absenteeism being considered include Family Fun nights, purchasing vans, absent students getting phone calls, creation of a heat map, and texting instead of calling. Hayward Collegiate has one of the lowest rates. Dr. Young shared that she is implanting Saturday school even if ADA recovery is not available so that Navigator scholars can keep up with studies. The Board engaged in a general discussion and Dr. Young answered questions and addressed comments.

B. Safety Update

The Board Chair shared the risks that we all face concerning safety. Ms. Carr offered that an outside vendor has been retained who is in the process of providing a safety audit. Findings will consider site specific lockdown training and other recommendations and that Manager of Operations and Maintenance David LeBarre has been supporting Ms. Carr's activities in this regard. Dr. Young offered that funds will be available. The Board offered and shared general thoughts concerning this important issue. Dr. Young offered that safety plans will come to the Board at the next meeting and that work will then be done on the Workplace Violence Prevention Plan. The Board Chair stated that no staff member will complain about the training that they will receive to implement these findings.

C. Facilities Update

Ms. Russell-Unterburger offered the facilities update. Growth from 1755 scholars to 2360 scholars is expected so there is a need for facilities expansion. Gilroy Prep School is adding TK, Hayward Collegiate is adding portables, Hollister Prep School is looking at private facilities, and Watsonville Prep School is looking to lease portions of an adjacent building. Board Member Ian Connell offered that just one of these projects is enough, the combination is complicated and harder, but success will have a meaningful impact on scholar outcomes.

D. Presentation of New Website and Enrollment Outreach Update

Ms. Carr offered that Navigator now has a new website. Ms. Carr also offered that the lottery for enrollment is April 13, that applications are due March 31, and that outreach is being done to parents who may not have otherwise heard about Navigator including on social media.

E. Special Education Board Update

Director of Student Services Tina Hill presented this item and shared an outside vendor's findings. There is overall effectiveness of the program at all schools. Gilroy Prep School was well coordinated, Hayward Collegiate was implementing least restrictive teaching strategies with lower amounts of verbalization, Hollister Prep School was using sensory tools for sensory integration, and Watsonville Prep School was keeping scholars engaged. The next steps include de-escalation spaces and designated behavior

specialists. The Board Chair thanked Board Member Jaime Quiroga for raising this issue a few months ago.

VI. Closed Session

A. Announcement and Vote to Enter Closed Session

Chuck Daggs made a motion to go into closed session.

Claire Grissom seconded the motion.

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

B. Closed Session

The Board engaged in a closed session discussion.

C. Announcement of Action Taken During Closed Session

The Board Chair announced that no action was taken.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:13 PM.

Respectfully Submitted,
Tom Peraic

Coversheet

Approval of the Consent Agenda

Section: II. Consent Agenda
Item: A. Approval of the Consent Agenda
Purpose: Vote

Submitted by:

Related Material:

- 1a. Background Memo (04.03.24).pdf
- 1b. HC - Switchboard Contract (04.03.24).pdf
- 2. Navigator_CSUMB 24-25_SLP Contract (Clean v.3_Final - 03.29.24) (1).pdf
- 3a. Signed HC 2nd Interim Final.pdf
- 3b. Signed GPS 2nd Interim Final.pdf
- 3c. Signed HPS 2nd Interim Final.pdf
- 3d. Signed WPS 2nd Interim Final.pdf

To: Navigator Board of Directors
From: Tom Peraic, General Counsel
Date: April 3, 2024
Re: Hayward Collegiate – Updated Switchgear Contract

Dear Board:

This memorandum concerns the updated switchgear contract for Hayward Collegiate.

Summary of Contract

The original price was \$41,465 with a 1 year lead time. This proposal is for \$64,000 and expedites the lead time to 22-23 weeks which is in early to mid-September. In order to help the overall project timeline, our consultant recommends placing the switchgear order in advance of bringing the general contractor on board. Switchgear generally has a long lead item and so they will have the order in place and started ahead of time which will save considerable amounts of time down the road. According to our consultant, the proposal and specifications were reviewed and approved by the electrical engineer and PGE and so there is minimal risk involved.

Summary of Timeline

PGE had previously estimated 12-18 months from time of application for new service to the installation of new service which was therefore being projecting into Spring 2025. The consultants have followed up with PGE who now say that they believe that they can energize the project in August 2024. In order obtain the new service, the switchgear, conduit and infrastructure must be in place before PGE will schedule the new service installation. By approving this proposal, the project should be able to have power by October 2024.

Original Proposal

If we were to go with the initial proposal our consultants expected to receive the switchgear a year from now, then have it installed by the general contractor, then have PGE provide the clear for construction, and then finally have power. If this was the case, the new classrooms would need to operate through the diesel generator and the consultant estimates that cost to be between \$10k and \$15k depending on usage and fuel prices. The Hayward Fire Department was not supportive of using generators for the project when they inquired about it in September 2023 and so there is no guarantee that they would allow them in the first place. Also under this scenario, the general contractor would demobilize from the site and charge Navigator to remobilize when the switchgear arrived, to install it, and to coordinate with PGE.

Staff Recommendation

Based on the foregoing, the staff recommendation is to approve this contract. Please ask to have this matter removed from the consent agenda if there are any questions or if you would like to have a discussion about the issues.



Prepared By:
Stephen Heckler
1001 Bing St
San Carlos, 94070
sheckler@cedbayarea.com
D:408-630-1074

Proposal Name: Hayward Collegiate

Quote Name: Hayward Collegiate

Proposal Number: P-240221-4305746

Quote Number: Q-4776629

Quote Date: 03/27/2024

Through Addenda Number: 0

Sales Representative: Lisa Galeano

Conditions of Sale

This Quotation is subject to Coordinated Project Terms. See <https://www.se.com/us/en/download/document/0100PL0043/>

Quoted price in currencies other than U.S. Dollars is per the annual Schneider Electric exchange guidance. Quote is valid for 30 days. Quoted lead times are approximate and subject to change.

Schneider Electric reserves the right to amend, withdraw or otherwise alter this submission without penalty or charge as a result of any event beyond its control arising from or due to the current Covid-19 epidemic or events subsequent to this epidemic / pandemic including changes in laws, regulations, by laws or direction from a competent authority.

Pricing

\$64,000.00

22-23 week lead time

Seq #	Qty	Product Description
1	1	<p>Designation : Product Details : 1 - Square D Standard Swbd-QED-2 Switchboard ----- Square D Standard Swbd Designed and Tested in accordance with: UL 891/NATIONAL ELECTRIC CODE/NEMA PB-2 System Voltage - 208Y/120V 3Ph 4W 60Hz System Ampacity - 1000A Source Description - Single Main Bussing - Silver Plated Copper Neutral Bus - 100% Max Available Fault Current (RMS) - 65kA Installed Location: Indoor Enclosure - Type 3R Non-Walk-in Accessibility: Front Only Rodent Barrier Exterior Paint Color - ANSI 49 Ground Lug provided for each device Copper Ground Bus</p> <p>Dimensions ----- 2 - 36" Wide Section(s) 1 - 30" Wide Section(s) 1 - Dimensions: 102.00" W X 35.5" D X 91.5"H 3 - 35.5" Deep Enclosure(s) Approximate Weight: 2524.00 lbs / 1144.89 kgs</p> <p>Incoming Requirements ----- Suitable for Use As Service Entrance Entry Point: Left of Lineup, Through the Bottom Connection Type: Cable Reverse Feed Hot Sequence Utility: Pacific Gas & Electric (CA) Standard Door Pattern 15in Blank Top, 15in MS Btm</p> <p>Mains ----- 1 - 1000AT 208V 80% Rated 65 kA 3 Pole UL, Fixed Mounted Basic Electronic Trip Circuit Breaker: Type PG Padlock Attachment</p> <p>Feeders ----- 4 - 40AT 208V 80% Rated 65 kA 3 Pole UL, Group Mounted Thermal Magnetic Circuit Breaker: Type BG 5 - 400AS/400AT 208V 80% Rated 65 kA 3 Pole UL, Group Mounted Electronic Trip Circuit Breaker: Type LG Standard Trip Unit, Long Time, Instantaneous</p>

NAVIGATOR SCHOOLS VENDOR / CONSULTANT SERVICES AGREEMENT

This INDEPENDENT CONTRACTOR SERVICES AGREEMENT (“Agreement”) is made and entered into effective June 1, 2024, (the “Effective Date”), by and between the Navigator Schools (“District”) and **Trustees of the California State University Monterey Bay dba The Clinic for Educational Supports - SLP Program** (“Vendor”).

1. **Vendor Services.** Vendor agrees to provide the following services to District (collectively, the “Services”): Due to the difficulty in retaining qualified Speech and Language Pathologists (SLPs) and in the spirit of collaboration, we will use the California State University, Monterey Bay (CSUMB) dba The Clinic for Educational Supports (CES) – SLP Program to provide evidence-based speech and language services for students in Navigator Schools. The speech and language services will take place beginning August 1, 2024, to July 30, 2025. The CES – SLP Program will provide services for the students 5 days per week during the fall and spring terms following the Navigator Schools calendar, with the exception of CSUMB final exam weeks; however, the SLP Program ensures all IEP monthly service minutes will be met. The CES SLP Program will provide licensed SLPs to supervise graduate clinicians at the Navigator Schools, Watsonville site during fall and spring. Below is a breakdown of the proposed services for the 24-25 academic year.

During the 2024-25 academic year, including summer 2025, graduate student clinicians will provide evidence-based treatment and assessment under direct supervision of one (1) licensed SLP per site. These services will include:

- In-person treatment and assessment sessions incorporating the latest evidence-based practice research, content, variety, and depth.
- Real-time documentation ensuring sessions occurred as specified by students’ IEPs.
- The ability to conduct 1-on-1 or group sessions.
- Scheduling flexibility to provide therapy sessions throughout the school day.
- One (1) supervisor can supervise up to 6 graduate student clinicians per hour, increasing the amount of service hours we can provide to the school site.
- Tools and processes to help parents and teachers reinforce and support students’ therapeutic outcomes and encourage their application in the classroom and home.
- Comply with IDEA, and all other federal and state laws and rules.
- Maintenance of Navigator Schools student data for the purpose of reporting progress and documenting educational benefits.
- Case management of Navigator Schools students as defined by the following:
 - The CSUMB SLP program will provide assessment and services for a caseload not to exceed 45 Navigator School Students.
 - The CSUMB SLP program cannot at this time provide services for initial assessments.
 - CSUMB SLP program to provide services 5 days a week
 - CSUMB SLP will request additional days for administrative tasks (see cost breakdown below).
 - The CSUMB SLP program will provide RTI support during the academic year.

2. **Vendor Qualifications.** Vendor represents and warrants to District that Vendor, and all of Vendor’s employees, agents or volunteers (the “Vendor Parties”), have in effect and shall maintain in

full force throughout the Term of this Agreement all licenses, credentials, permits and any other qualifications required by law to perform the Services and to fully and faithfully satisfy all of the terms set forth in this Agreement. Vendor and any Vendor Parties performing Services shall be competent to perform those Services.

3. **Term.** This Agreement shall begin on August 1, 2024, and shall terminate upon completion of the Services, but no later than July 31, 2025 (“Term”), except as otherwise stated in Section 4 below. There shall be no extension of the Term of this Agreement without the express written consent of all parties. Written notice by the District Superintendent or designee shall be sufficient to stop further performance of the Services by Vendor or the Vendor Parties. In the event of early termination, Vendor shall be paid for Services performed to the date of termination. Upon payment by District, District shall be under no further obligation to Vendor, monetarily or otherwise, and District may proceed with the work in any manner District deems proper.

4. **Termination.** Either party may terminate this Agreement at any time by giving thirty (30) days advance written notice to the other party, however the parties may agree in writing to a shorter notice period. Notwithstanding the foregoing, District may terminate this Agreement at any time by giving written notice to Vendor if Vendor materially breaches any of the terms of this Agreement, any act or omission of Vendor or the Vendor Parties exposes District to potential liability or may cause an increase in District’s insurance premiums, Vendor is adjudged a bankrupt, Vendor makes a general assignment for the benefit of creditors, or a receiver is appointed because of Vendor’s insolvency. Such termination shall be effective immediately upon Vendor’s receipt of the notice. In the event that District terminates this Agreement prior to July 31, 2025, all Fees paid by District shall be pro-rated to the date of termination.

5. **Payment of Fees for Services.** District agrees to pay Vendor fees at the rate of \$188,916 per 2024-2025 School Year Speech services satisfactorily performed. Vendor shall not increase the rate over the course of this Agreement. Total fees (“the Fee”) paid by District to Vendor shall not exceed \$188,916. Any work performed by Vendor in excess of the Fee shall not be compensated. District agrees to pay the Fee, up to the maximum amount provided herein, within sixty (60) days of receipt of a detailed invoice from Vendor, including any additional supporting documentation District reasonably requests. Invoices shall be issued in ten (10) equal monthly installments by Vendor commencing on June 1, 2024 with each monthly invoice due within 30 (thirty) days, except for the February 1, 2025 invoice which shall be due within 28 (twenty-eight) days, as follows: a) June 1, 2024 invoice for \$18,891.60 due on or before June 30, 2024; b) July 1, 2024 invoice for \$18,891.60 due on or before July 30, 2024; c) August 1, 2024 invoice for \$18,891.60 due on or before August 30, 2024; d) September 1, 2024 invoice for \$18,891.60 due on or before September 30, 2024; e) October 1, 2024 invoice for \$18,891.60 due on or before October 30, 2024; f) November 1, 2024 invoice for \$18,891.60 due on or before November 30, 2024; g) December 1, 2024 invoice for \$18,891.60 due on or before December 30, 2024; h) January 1, 2025 invoice for \$18,891.60 due on or before January 30, 2025; i) February 1, 2025 invoice for \$18,891.60 due on or before February 28, 2025; and, j) March 1, 2025 invoice for \$18,891.60 due on or before March 30, 2025.

5.1 **Reimbursement for Certain Expenses.** District shall reimburse Vendor for Reimbursable Expenses (defined below). Vendor’s total reimbursement for Reimbursable Expenses shall not exceed \$0, which is Vendor’s estimate of the maximum total cost of Reimbursable Expenses for performance of the Services. Any expenses incurred by Vendor in excess of the Reimbursable Expenses amount set forth above shall not be compensated. District agrees to pay Reimbursable Expenses, up to the maximum amount provided herein, within sixty (60) days of receipt of a detailed invoice from Vendor,

including any additional supporting documentation District reasonably requests.

“Reimbursable Expenses” means Vendor’s actual out-of-pocket expenses, without markup, incurred in performance of the Services, including fax, reproduction expense (excluding expense for reproduction for Vendor’s office use), postage, messenger, transportation, living expenses in connection with out-of-town travel, and long distance communications. Reimbursable Expenses do not include indirect costs, such as general overhead (for example, home office overhead, including technology hardware and software, or insurance premiums); nor do they include expenses incurred in connection with services that result from Vendor’s wrongful acts or omissions.

6. **Indemnity.** Vendor and District (“Parties”) shall defend, indemnify, and hold harmless the other Party and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees, from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the “Claims”) directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of their own Party, their respective agents, subvendors, employees, material or equipment suppliers, invitees, or licensees in the performance of or failure to perform their own obligations under this Agreement, including, but not limited to Vendor's use of the site, Vendor performance of the Services, or the breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section 6 includes, without limitation to the foregoing, claims that may be made against District or Vendor by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Vendor or Vendor Parties under the California Fair Employment and Housing Act (“FEHA”). This provision shall survive the termination of this Agreement at the conclusion of services of otherwise.

7. **Equipment and Materials.** Vendor at its sole cost and expense shall provide and furnish all tools, labor, materials, equipment, transportation services and any other items (collectively, “Equipment”) which are required or necessary to perform the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Vendor or the Vendor Parties, even if such Equipment is furnished, rented or loaned to Vendor or the Vendor Parties by District. Furthermore, District may reject any Equipment or workmanship that does not conform to the requirements of this Agreement and Vendor must then promptly remedy or replace it at no additional cost to District and subject to District’s reasonable satisfaction.

8. **Insurance.** Without in any way limiting Vendor’s liability, or indemnification obligations set forth in Section 6 above, Vendor shall secure and maintain throughout the Term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits of not less than \$5,000,000 each occurrence and \$5,000,000 in the aggregate; (ii) commercial automobile liability insurance with limits not less than \$500,000 each occurrence and \$1,000,000 in the aggregate, if applicable; (iii) worker’s compensation insurance as required by Labor Code section 3200, *et seq.*, if applicable; and (iv) if the Vendor’s services will include contact with minors, and if the CGL policy referenced above is not endorsed to include affirmative coverage for sexual abuse or molestation,

Vendor shall obtain and maintain a policy covering Sexual Abuse and Molestation with a limit no less than \$5,000,000 per occurrence or claim. The Parties may use Umbrella or Excess Policies to provide the liability limits as required in this agreement, but Umbrella or Excess layers must affirmatively include Sexual Abuse and Molestation as an underlying coverage. Neither Vendor nor any of the Vendor Parties shall commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been delivered to and approved by District. All insurance policies shall include an endorsement stating that District and District Parties (specifically, District agents, representatives, officers, consultants, employees, Board of Trustees, and members of the Board of Trustees) are named additional insureds. All of the policies shall be amended to provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to District. If such a notice is not given or even if District receives a notice, District may, at its sole option, terminate this Agreement. All insurance policies shall include an endorsement stating that it is primary to any insurance or self-insurance maintained by District and shall waive all rights of subrogation against District and/or the District Parties. A copy of the declarations page of Vendor's insurance policies shall be attached to this Agreement as proof of insurance.

9. **Independent Vendor Status.** Vendor is engaged in an independently established trade, occupation, or business to provide the Services required by this Agreement and is hereby retained to provide specialized services for District that are outside the usual course of District's business. Vendor is free from the control and direction of District in connection with the manner in which it provides the Services to District. Vendor understands and agrees that Vendor and the Vendor Parties shall not be considered officers, employees, agents, partners, or joint venturers of District, and are not entitled to benefits of any kind or nature normally provided to employees of District and/or to which District's employees are normally entitled.

10. **Taxes.** All payments made by District to Vendor pursuant to this Agreement shall be reported to the applicable federal and state taxing authorities as required. District will not withhold any money from fees payable to Vendor, including FICA (social security), state or federal unemployment insurance contributions, or state or federal income tax or disability insurance. Vendor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Vendor and the Vendor Parties and otherwise in connection with this Agreement.

11. **Fingerprinting/Criminal Background Investigation Certification.** Vendor and the Vendor Parties shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

A. Vendor and the Vendor Parties will have **no contact** with District students at all times during the Term of this Agreement.

B. The following Vendor and Vendor Parties **will have contact** with District students during the Term of this Agreement:

[Attach and sign additional pages, as needed.]

C. X **(Required if Box 11.B is checked.)** All of the Vendor and Vendor Parties noted above, at no cost to District, have completed background checks and have been fingerprinted under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints reveal that none of these Vendor and Vendor Parties have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

Vendor further agrees and acknowledges that if at any time during the Term of this Agreement Vendor learns or becomes aware of additional information which differs in any way from the representations set forth above, or Vendor or Vendor Parties add personnel who will provide Services under this Agreement, Vendor shall immediately notify District and prohibit any new personnel from having any contact with District students until the fingerprinting and background check requirements set forth in this Section 11 have been satisfied and District determines whether any contact is permissible.

12. **Tuberculosis Certification.** Vendor and the Vendor Parties shall at all times comply with the tuberculosis (“TB”) certification requirements of Education Code section 49406. Accordingly, by checking the applicable boxes below, Vendor hereby represents and warrants to District the following:

A. Vendor and Vendor Parties will have **no contact** with District students at all times during the Term of this Agreement.

B. X The following Vendor and Vendor Parties will **have contact** with District students during the Term of this Agreement and, at no cost to District, have received a TB test or risk assessment in full compliance with the requirements of Education Code section 49406:

[Attach and sign additional pages, as needed.]

Vendor shall maintain on file the certificates showing that the Vendor and Vendor Parties were examined and found free from active TB. These forms shall be regularly maintained and updated by Vendor and shall be available to District upon request or audit.

Vendor further agrees and acknowledges that all new personnel hired to provide Services under this Agreement after the Effective Date of this Agreement by Vendor and Vendor Parties are subject to the TB certification requirements of Education Code section 49406 and shall be prohibited from having any contact with District students until the TB certification requirements have been satisfied and District determines whether any contact is permissible.

13. **Confidential Information.** Vendor shall maintain the confidentiality of, and protect from unauthorized disclosure, any and all individual student information received from the District, including but not limited to student names and other identifying information. Pursuant to the Family Educational Rights and Privacy Act (“FERPA”) District identifies Vendor as having a “legitimate educational interest” in said student information, including but not limited to student records and student data, and Vendor represents that it

shall abide by all FERPA statutes and regulations. Vendor shall not use such student information for any purpose other than carrying out the obligations under this Agreement. Upon termination of this Agreement, Vendor shall turn over to District all educational records related to the Services provided to any District student pursuant to this Agreement.

14. **Assignment/Successors and Assigns.** Vendor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of District. Subject to the foregoing, this Agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.

15. **Severability.** If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.

16. **Amendments.** The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.

17. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of California, excluding its choice of law rules. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Monterey, subject to transfer of venue under applicable State law, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by the District.

18. **Written Notice.** Written notice shall be deemed to have been duly served if delivered in person to Vendor at the address located next to the party signatures below, or if delivered at or sent by registered or certified or overnight mail to the last business address known to the person who sends the notice.

19. **Compliance with Law.** Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Vendor shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including but not limited to fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Vendor agrees that it shall comply with all legal requirements for the performance of duties under this Agreement and that failure to do so shall constitute material breach.

20. **Non-Discrimination.** There shall be no unlawful discrimination in the contracting of persons under this Agreement because of race, color, national origin, age, ancestry, religion, sex, or sexual orientation of such persons.

21. **Attorney Fees.** If any legal action is taken to interpret or enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorneys' fees and other reasonable costs and expenses incurred in connection with that legal action.

22. **Intentionally Omitted.**

23. **Time.** Time is of the essence to this Agreement.

24. **Waiver.** No delay or omission by District in exercising any right under this Agreement shall operate as a waiver of that or any other right and no single or partial exercise of any right shall preclude the District from any or further exercise of any right or remedy.

25. **Reports.** Vendor shall maintain complete and accurate records with respect to the Services rendered and the costs incurred under this Agreement, including records with respect to any payments to employees and subcontractors. All such records shall be prepared in accordance with generally accepted accounting procedures. Upon request, Vendor shall make such records available to District for the purpose of auditing and copying such records for a period of five years from the date of final payment under this Agreement.

26. **Entire Agreement.** This Agreement is intended by the parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.

27. **Ambiguity.** The parties to this Agreement, and each of them, hereby represent that the language contained herein is to 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.

28. **Execution of Other Documents.** The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.

29. **Execution in Counterparts.** This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, facsimile, or an original, with all signatures appended together, shall be deemed a fully executed agreement.

30. **Warranty of Authority.** The persons who have signed this Agreement warrant that they are legally authorized to do so on behalf of the respective parties, and by their signatures to bind the respective parties to this Agreement.

Exhibit A
CSUMB_Navigator Schools Description of Services and Cost Breakdown

2024-25 Academic Year

Fall 2024 and Spring 2025

5 days/week; 8 hours/day

40 hours supervision/week for 34 weeks

- Supervisor time will include direct supervision as well as time to consult with the educational team (e.g., teachers & caregivers).
- Each supervisor will require 10 additional days for 8 hours/day to complete administrative responsibilities required by the district.

Licensed SLP Supervisor/site	\$155,520
Student Assistant	\$ 3,500
CES Administration fees (mandated)	\$15,902
Administration fees (CSUMB mandated)	\$13,994
Fall 2024 and Spring 2025 Total Cost:	\$188,916

* * * * *

DISTRICT:

NAVIGATOR SCHOOLS

By: _____
Name: Noël Russell-Unterburger
Title: Chief Financial and
Operating Officer

Address for District Notices:

650 San Benito Street, Ste. 230
Hollister, CA 95023
831-217-4880

VENDOR:

CSUMB The Clinic for Educational Supports –
SLP Program

By: _____
Name: Cathi Draper Rodriguez
Title: CES Director

Address for Vendor Notices:

100 Campus Center
Seaside, CA 93955
831-582-3652

By: _____
Name: Sandra Amorim Ruiz
Title: Director of Procurement and Contract
Services

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification**

Charter School Name: Hayward Collegiate Charter
(continued) _____
CDS #: 01 10017 0138867
Charter Approving Entity: Alameda County Office of Edu
County: Alameda
Charter #: 2027
Fiscal Year: 2023/24

CERTIFICATION OF FINANCIAL CONDITION

- POSITIVE CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:
() 2023/24 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: Noël Russell-Unterburger Date: 3/15/2024
182F51DDA6D340 Charter School Official
(Original signature required)

Print Name: Noël Russel-Unterburger Title: Chief Finance & Operating C

To the County Superintendent of Schools:
() 2023/24 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: _____ Title: _____

For additional information on the Second Interim Report, please contact:

<u>For Approving Entity:</u>	<u>For Charter School:</u>
_____	_____
Name	Ami Ortiz Name
_____	_____
Title	Director of Business & Finance Title
_____	_____
Phone	831-217-4881 Phone
_____	_____
E-mail	ami.ortiz@navigatorschools.org E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

ACOE District Advisor Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Hayward Collegiate Charter
 (continued)
 CDS #: 01 10017 0138867
 Charter Approving Entity: Alameda County Office of Education
 County: Alameda
 Charter #: 2027
 Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	1,742,084.00		1,742,084.00	521,370.00		521,370.00	1,627,380.00		1,627,380.00
Education Protection Account State Aid - Current Year	8012	38,950.00		38,950.00	21,172.00		21,172.00	38,570.00		38,570.00
State Aid - Prior Years	8019			-			-			-
Transfers to Charter Schools in Lieu of Property Taxes	8096	733,765.00		733,765.00	86,820.00		86,820.00	811,759.00		811,759.00
Other LCFF Transfers	8091, 8097			-			-			-
Total, LCFF Sources		2,514,799.00	-	2,514,799.00	629,362.00	-	629,362.00	2,477,709.00	-	2,477,709.00
2. Federal Revenues										
No Child Left Behind/Every Student Succeeds Act	8290		68,781.00	68,781.00		19,019.00	19,019.00		68,781.00	68,781.00
Special Education - Federal	8181, 8182		26,750.00	26,750.00		6,298.00	6,298.00		26,750.00	26,750.00
Child Nutrition - Federal	8220		256,000.00	256,000.00		57,751.90	57,751.90		256,000.00	256,000.00
Donated Food Commodities	8221			-			-			-
Other Federal Revenues	8110, 8260-8299		117,182.00	117,182.00		16,900.00	16,900.00		117,182.00	117,182.00
Total, Federal Revenues			468,713.00	468,713.00		99,968.90	99,968.90		468,713.00	468,713.00
3. Other State Revenues										
Special Education - State	StateRevSE		164,820.00	164,820.00		70,785.00	70,785.00		164,820.00	164,820.00
All Other State Revenues	StateRevAO	306,007.00	282,498.00	588,505.00	121,134.07	38,254.84	159,388.91	306,007.00	282,498.00	588,505.00
Total, Other State Revenues		306,007.00	447,318.00	753,325.00	121,134.07	109,039.84	230,173.91	306,007.00	447,318.00	753,325.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	52,500.00		52,500.00	180,120.00		180,120.00	181,000.00		181,000.00
Total, Local Revenues		52,500.00		52,500.00	180,120.00		180,120.00	181,000.00		181,000.00
5. TOTAL REVENUES		2,873,306.00	916,031.00	3,789,337.00	930,616.07	209,008.74	1,139,624.81	2,964,716.00	916,031.00	3,880,747.00
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	728,299.00	45,000.00	773,299.00	413,680.20	12,447.90	426,128.10	703,045.00	51,646.00	754,691.00
Certificated Pupil Support Salaries	1200	81,605.00	57,197.00	138,802.00	33,394.13	3,710.46	37,104.59	40,985.20	23,275.80	64,261.00
Certificated Supervisors' and Administrators' Salaries	1300	227,000.00		227,000.00	155,606.74		155,606.74	230,977.00	48,157.00	279,134.00
Other Certificated Salaries	1900	39,000.00		39,000.00						
Total, Certificated Salaries		1,075,904.00	102,197.00	1,178,101.00	602,681.07	16,158.36	618,839.43	975,007.20	123,078.80	1,098,086.00
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	143,480.00	344,801.00	488,281.00	124,890.98	155,558.25	280,449.23	214,326.44	338,130.56	552,457.00
Non-certificated Support Salaries	2200	6,737.00		6,737.00	4,024.51		4,024.51	6,769.00		6,769.00
Non-certificated Supervisors' and Administrators' Salaries	2300			-			-			-
Clerical and Office Salaries	2400	122,375.00		122,375.00	62,959.88		62,959.88	118,889.00		118,889.00
Other Non-certificated Salaries	2900	217,909.00	107,906.00	325,815.00	143,788.36	36,197.00	179,985.36	262,525.00	65,814.00	328,339.00
Total, Non-certificated Salaries		490,501.00	452,707.00	943,208.00	335,663.73	191,755.25	527,418.98	602,509.44	403,944.56	1,006,454.00
3. Employee Benefits										
STRS	3101-3102	193,744.82	13,359.42	207,104.24	107,867.33	3,086.25	110,953.58	198,399.11	23,508.05	221,907.16
PERS	3201-3202			-			-			-
OASDI / Medicare / Alternative	3301-3302	48,496.65	16,647.12	65,143.77	43,011.31	5,151.50	48,162.81	80,514.92	15,810.70	96,325.62
Health and Welfare Benefits	3401-3402	272,549.98	11,450.02	284,000.00	136,126.16	10,303.00	146,429.16	261,236.92	31,621.40	292,858.32
Unemployment Insurance	3501-3502	4,596.00	4,828.69	9,424.69	4,403.64	1,717.17	6,120.81	6,971.39	5,270.23	12,241.62
Workers' Compensation Insurance	3601-3602	12,979.12	5,311.55	18,290.67	3,538.43	1,888.88	5,427.31	10,854.62	5,797.26	16,651.88
OPEB, Allocated	3701-3702			-			-			-
OPEB, Active Employees	3751-3752			-			-			-
Other Employee Benefits	3901-3902	14,400.00		14,400.00	6,590.45		6,590.45	13,180.90		13,180.90
Total, Employee Benefits		546,766.57	51,596.80	598,363.37	301,537.33	22,146.79	323,684.12	571,157.85	82,007.64	653,165.50
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	8,000.00	1,200.00	9,200.00	2,739.01	483.35	3,222.36	6,800.00	1,200.00	8,000.00
Books and Other Reference Materials	4200	3,320.00	498.00	3,818.00	1,219.68	215.24	1,434.92	2,975.00	525.00	3,500.00
Materials and Supplies	4300	66,291.00	11,560.20	77,851.20	32,694.44	7,300.37	39,994.81	65,725.00	14,275.00	80,000.00
Noncapitalized Equipment	4400	178,000.00		178,000.00	66,555.20		66,555.20	150,000.00		150,000.00
Food	4700	6,120.00	256,000.00	262,120.00	1,802.32	123,220.00	125,022.32	6,120.00	250,728.00	256,848.00
Total, Books and Supplies		261,731.00	269,258.20	530,989.20	105,010.65	131,218.96	236,229.61	231,620.00	266,728.00	498,348.00
5. Services and Other Operating Expenditures										
Subagreements for Services	5100			-			-			-
Travel and Conferences	5200	27,200.00		27,200.00	11,577.94		11,577.94	27,200.00		27,200.00
Dues and Memberships	5300			-			-			-
Insurance	5400	7,550.00		7,550.00	5,324.49		5,324.49	10,648.98		10,648.98
Operations and Housekeeping Services	5500	30,503.28		30,503.28	22,742.12		22,742.12	45,484.24		45,484.24
Rentals, Leases, Repairs, and Noncap. Improvements	5600	207,000.00		207,000.00	126,822.73		126,822.73	253,645.46		253,645.46
Transfers of Direct Costs	5700-5799			-			-			-
Professional/Consulting Services and Operating Expend.	5800	574,866.00	40,272.00	615,138.00	380,247.24	17,640.00	397,887.24	603,263.00	40,272.00	643,535.00
Communications	5900	26,000.00		26,000.00	8,577.19		8,577.19	20,000.00		20,000.00
Total, Services and Other Operating Expenditures		873,119.28	40,272.00	913,391.28	555,291.71	17,640.00	572,931.71	960,241.68	40,272.00	1,000,513.68

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Hayward Collegiate Charter
 (continued)
 CDS #: 01 10017 0138867
 Charter Approving Entity: Alameda County Office of Education
 County: Alameda
 Charter #: 2027
 Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	6900			-			-			-
Amortization Expense-Lease Assets	6910			-			-			-
Total, Capital Outlay		-	-	-	-	-	-	-	-	-
7. Other Outgo										
Tuition to Other Schools	7110-7143	-		-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-		-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-		-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-		-			-			-
All Other Transfers	7281-7299	-		-			-			-
Transfers of Indirect Costs	7300-7399	-		-			-			-
Debt Service:										
Interest	7438	1,725.00		1,725.00			-		1,725.00	1,725.00
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		1,725.00	-	1,725.00	-	-	-	-	1,725.00	1,725.00
8. TOTAL EXPENDITURES		3,249,746.85	916,031.00	4,165,777.85	1,900,184.49	378,919.36	2,279,103.85	3,342,261.17	916,031.00	4,258,292.18
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)										
		(376,440.85)	0.00	(376,440.85)	(969,568.42)	(169,910.62)	(1,139,479.04)	(377,545.17)	(0.00)	(377,545.18)
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(376,440.85)	0.00	(376,440.85)	(969,568.42)	(169,910.62)	(1,139,479.04)	(377,545.17)	(0.00)	(377,545.18)
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	1,513,527.30		1,513,527.30	1,513,527.30		1,513,527.30	1,513,527.30		1,513,527.30
b. Adjustments to Beginning Balance	9793, 9795			-	(25,614.30)		(25,614.30)	(25,614.30)		(25,614.30)
c. Adjusted Beginning Balance		1,513,527.30		1,513,527.30	1,487,913.00		1,487,913.00	1,487,913.00		1,487,913.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,137,086.45	0.00	1,137,086.45	518,344.58	(169,910.62)	348,433.96	1,110,367.83	(0.00)	1,110,367.82
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	208,288.89		208,288.89	113,955.19		113,955.19	212,914.61		212,914.61
Unassigned/Unappropriated Amount	9790	928,797.56	0.00	928,797.56	404,389.39	(169,910.62)	234,478.77	897,453.22	(0.00)	897,453.21

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Hayward Collegiate Charter
 (continued) _____
 CDS #: 01 10017 0138867
 Charter Approving Entity: Alameda County Office of Education
 County: Alameda
 Charter #: 2027
 Fiscal Year: 2023/24

Description	Object Code	First Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. First Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	1,742,084.00	521,370.00	1,627,380.00	(114,704.00)	-6.58%
Education Protection Account State Aid - Current Year	8012	38,950.00	21,172.00	38,570.00	(380.00)	-0.98%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	733,765.00	86,820.00	811,759.00	77,994.00	10.63%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		2,514,799.00	629,362.00	2,477,709.00	(37,090.00)	-1.47%
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	68,781.00	19,019.00	68,781.00	-	0.00%
Special Education - Federal	8181, 8182	26,750.00	6,298.00	26,750.00	-	0.00%
Child Nutrition - Federal	8220	256,000.00	57,751.90	256,000.00	-	0.00%
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	117,182.00	16,900.00	117,182.00	-	0.00%
Total, Federal Revenues		468,713.00	99,968.90	468,713.00	-	0.00%
3. Other State Revenues						
Special Education - State	StateRevSE	164,820.00	70,785.00	164,820.00	-	0.00%
All Other State Revenues	StateRevAO	588,505.00	159,388.91	588,505.00	-	0.00%
Total, Other State Revenues		753,325.00	230,173.91	753,325.00	-	0.00%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	52,500.00	180,120.00	181,000.00	128,500.00	244.76%
Total, Local Revenues		52,500.00	180,120.00	181,000.00	128,500.00	244.76%
5. TOTAL REVENUES						
		3,789,337.00	1,139,624.81	3,880,747.00	91,410.00	2.41%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	773,299.00	426,128.10	754,691.00	(18,608.00)	-2.41%
Certificated Pupil Support Salaries	1200	138,802.00	37,104.59	64,261.00	(74,541.00)	-53.70%
Certificated Supervisors' and Administrators' Salaries	1300	227,000.00	155,606.74	279,134.00	52,134.00	22.97%
Other Certificated Salaries	1900	39,000.00	-	-	(39,000.00)	(100%)
Total, Certificated Salaries		1,178,101.00	618,839.43	1,098,086.00	(80,015.00)	-6.79%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	488,281.00	280,449.23	552,457.00	64,176.00	13.14%
Non-certificated Support Salaries	2200	6,737.00	4,024.51	6,769.00	32.00	0.47%
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-
Clerical and Office Salaries	2400	122,375.00	62,959.88	118,889.00	(3,486.00)	-2.85%
Other Non-certificated Salaries	2900	325,815.00	179,985.36	328,339.00	2,524.00	0.77%
Total, Non-certificated Salaries		943,208.00	527,418.98	1,006,454.00	63,246.00	6.71%
3. Employee Benefits						
STRS	3101-3102	207,104.24	110,953.58	221,907.16	14,802.92	7.15%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	65,143.77	48,162.81	96,325.62	31,181.85	47.87%
Health and Welfare Benefits	3401-3402	284,000.00	146,429.16	292,858.32	8,858.32	3.12%
Unemployment Insurance	3501-3502	9,424.69	6,120.81	12,241.62	2,816.93	29.89%
Workers' Compensation Insurance	3601-3602	18,290.67	5,427.31	16,651.88	(1,638.80)	-8.96%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	14,400.00	6,590.45	13,180.90	(1,219.10)	-8.47%
Total, Employee Benefits		598,363.37	323,684.12	653,165.50	54,802.12	9.16%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Hayward Collegiate Charter
 (continued) _____
 CDS #: 01 10017 0138867
 Charter Approving Entity: Alameda County Office of Educatio
 County: Alameda
 Charter #: 2027
 Fiscal Year: 2023/24

Description	Object Code	First Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. First Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	9,200.00	3,222.36	8,000.00	(1,200.00)	-13.04%
Books and Other Reference Materials	4200	3,818.00	1,434.92	3,500.00	(318.00)	-8.33%
Materials and Supplies	4300	77,851.20	39,994.81	80,000.00	2,148.80	2.76%
Noncapitalized Equipment	4400	178,000.00	66,555.20	150,000.00	(28,000.00)	-15.73%
Food	4700	262,120.00	125,022.32	256,848.00	(5,272.00)	-2.01%
Total, Books and Supplies		530,989.20	236,229.61	498,348.00	(32,641.20)	-6.15%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	27,200.00	11,577.94	27,200.00	-	0.00%
Dues and Memberships	5300	-	-	-	-	
Insurance	5400	7,550.00	5,324.49	10,648.98	3,098.98	41.05%
Operations and Housekeeping Services	5500	30,503.28	22,742.12	45,484.24	14,980.96	49.11%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	207,000.00	126,822.73	253,645.46	46,645.46	22.53%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	615,138.00	397,887.24	643,535.00	28,397.00	4.62%
Communications	5900	26,000.00	8,577.19	20,000.00	(6,000.00)	-23.08%
Total, Services and Other Operating Expenditures		913,391.28	572,931.71	1,000,513.68	87,122.40	9.54%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
<i>Depreciation Expense (for accrual basis only)</i>	6900	-	-	-	-	
<i>Amortization Expense-Lease Assets</i>	6910	-	-	-	-	
Total, Capital Outlay		-	-	-	-	
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	1,725.00	-	1,725.00	-	0.00%
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		1,725.00	-	1,725.00	-	0.00%
8. TOTAL EXPENDITURES		4,165,777.85	2,279,103.85	4,258,292.18	92,514.32	2.22%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(376,440.85)	(1,139,479.04)	(377,545.18)	(1,104.32)	0.29%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Hayward Collegiate Charter
 (continued) _____
 CDS #: 01 10017 0138867 _____
 Charter Approving Entity: Alameda County Office of Educatio _____
 County: Alameda _____
 Charter #: 2027 _____
 Fiscal Year: 2023/24 _____

Description	Object Code	First Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. First Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(376,440.85)	(1,139,479.04)	(377,545.18)	(1,104.32)	0.29%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,513,527.30	1,513,527.30	1,513,527.30	-	0.00%
b. Adjustments/Restatements	9793, 9795	-	(25,614.30)	(25,614.30)	(25,614.30)	New
c. Adjusted Beginning Fund Balance		1,513,527.30	1,487,913.00	1,487,913.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,137,086.45	348,433.96	1,110,367.82		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	208,288.89	113,955.19	212,914.61	4,625.72	2.22%
Unassigned/Unappropriated Amount	9790	928,797.56	234,478.77	897,453.21	(31,344.34)	-3.37%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Hayward Collegiate Charter
 (continued) _____
CDS #: 01 10017 0138867
Charter Approving Entity: Alameda County Office of Educat
County: Alameda
Charter #: 2027
Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service / Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	1,627,380.00	0.00	1,627,380.00	2,202,602.00	2,388,069.00
Education Protection Account State Aid - Current Year	8012	38,570.00	0.00	38,570.00	46,930.00	47,880.00
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers of Charter Schools in Lieu of Property Taxes	8096	811,759.00	0.00	811,759.00	884,098.00	901,994.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		2,477,709.00	0.00	2,477,709.00	3,133,630.00	3,337,943.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	68,781.00	68,781.00	70,544.00	72,361.00
Special Education - Federal	8181, 8182	0.00	26,750.00	26,750.00	30,875.00	31,500.00
Child Nutrition - Federal	8220	0.00	256,000.00	256,000.00	263,680.00	271,590.40
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	117,182.00	117,182.00	0.00	0.00
Total, Federal Revenues		0.00	468,713.00	468,713.00	365,099.00	375,451.40
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	164,820.00	164,820.00	202,540.00	206,640.00
All Other State Revenues	StateRevAO	306,007.00	282,498.00	588,505.00	859,735.86	929,289.65
Total, Other State Revenues		306,007.00	447,318.00	753,325.00	1,062,275.86	1,135,929.65
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	181,000.00	0.00	181,000.00	2,500.00	2,500.00
Total, Local Revenues		181,000.00	0.00	181,000.00	2,500.00	2,500.00
5. TOTAL REVENUES						
		2,964,716.00	916,031.00	3,880,747.00	4,563,504.86	4,851,824.05
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	703,045.00	51,646.00	754,691.00	871,497.97	897,642.91
Certificated Pupil Support Salaries	1200	40,985.20	23,275.80	64,261.00	142,966.06	147,255.04
Certificated Supervisors' and Administrators' Salaries	1300	230,977.00	48,157.00	279,134.00	233,810.00	240,824.30
Other Certificated Salaries	1900	0.00	0.00	0.00	40,170.00	41,375.10
Total, Certificated Salaries		975,007.20	123,078.80	1,098,086.00	1,288,444.03	1,327,097.35
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	214,326.44	338,130.56	552,457.00	548,306.67	564,755.87
Non-certificated Support Salaries	2200	6,769.00	0.00	6,769.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	118,889.00	0.00	118,889.00	204,046.25	210,167.64
Other Non-certificated Salaries	2900	262,525.00	65,814.00	328,339.00	335,589.45	345,657.13
Total, Non-certificated Salaries		602,509.44	403,944.56	1,006,454.00	1,087,942.37	1,120,580.64

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Hayward Collegiate Charter
 (continued) _____
 CDS #: 01 10017 0138867
 Charter Approving Entity: Alameda County Office of Educat
 County: Alameda
 Charter #: 2027
 Fiscal Year: 2023/24

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	198,399.11	23,508.05	221,907.16	246,092.81	253,475.59
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	80,514.92	15,810.70	96,325.62	71,291.59	73,430.31
Health and Welfare Benefits	3401-3402	261,236.92	31,621.40	292,858.32	326,720.00	352,857.60
Unemployment Insurance	3501-3502	6,971.39	5,270.23	12,241.62	9,613.18	9,805.44
Workers' Compensation Insurance	3601-3602	10,854.62	5,797.26	16,651.88	18,839.39	19,404.57
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	13,180.90	0.00	13,180.90	16,300.00	17,600.00
Total, Employee Benefits		571,157.85	82,007.64	653,165.50	688,856.98	726,573.52
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	6,800.00	1,200.00	8,000.00	9,384.00	9,571.68
Books and Other Reference Materials	4200	2,975.00	525.00	3,500.00	3,894.36	3,972.25
Materials and Supplies	4300	65,725.00	14,275.00	80,000.00	79,408.22	80,996.39
Noncapitalized Equipment	4400	150,000.00	0.00	150,000.00	181,560.00	185,191.20
Food	4700	6,120.00	250,728.00	256,848.00	298,450.00	304,419.00
Total, Books and Supplies		231,620.00	266,728.00	498,348.00	572,696.58	584,150.52
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	27,200.00	0.00	27,200.00	33,100.00	33,762.00
Dues and Memberships	5300	0.00	0.00	0.00	0.00	0.00
Insurance	5400	10,648.98	0.00	10,648.98	7,701.00	7,855.02
Operations and Housekeeping Services	5500	45,484.24	0.00	45,484.24	31,113.35	31,735.61
Rentals, Leases, Repairs, and Noncap. Improvements	5600	253,645.46	0.00	253,645.46	211,140.00	215,362.80
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		0.00
Professional/Consulting Services and Operating Expend.	5800	603,263.00	40,272.00	643,535.00	330,620.00	337,232.40
Communications	5900	20,000.00	0.00	20,000.00	26,520.00	27,050.40
Total, Services and Other Operating Expenditures		960,241.68	40,272.00	1,000,513.68	640,194.35	652,998.23
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00		
Amortization Expense-Lease Assets	6910	0.00	0.00	0.00		
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	1,725.00	0.00	1,725.00	757.00	
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		1,725.00	0.00	1,725.00	757.00	0.00
8. TOTAL EXPENDITURES		3,342,261.17	916,031.00	4,258,292.18	4,278,891.31	4,411,400.26
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(377,545.17)	(0.00)	(377,545.18)	284,613.55	440,423.79

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Hayward Collegiate Charter
 (continued) _____
 CDS #: 01 10017 0138867
 Charter Approving Entity: Alameda County Office of Educat
 County: Alameda
 Charter #: 2027
 Fiscal Year: 2023/24

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(377,545.17)	(0.00)	(377,545.18)	284,613.55	440,423.79
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,513,527.30	0.00	1,513,527.30	1,110,367.82	1,394,981.38
b. Adjustments/Restatements	9793, 9795	(25,614.30)	0.00	(25,614.30)		
c. Adjusted Beginning Balance		1,487,913.00	0.00	1,487,913.00	1,110,367.82	1,394,981.38
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,110,367.83	(0.00)	1,110,367.82	1,394,981.38	1,835,405.17
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	212,914.61	0.00	212,914.61	213,944.57	220,570.01
Unassigned/Unappropriated Amount	9790	897,453.22	(0.00)	897,453.21	1,181,036.81	1,614,835.16

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification**

Charter School Name: Gilroy Prep School
(continued) _____
CDS #: 43-69484-0123760
Charter Approving Entity: Gilroy Unified School District
County: Santa Clara
Charter #: 1278
Fiscal Year: 2023/24

To the entity that approved the charter school:

(x) 2023/24 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: Noël Russell-Unterburger Date: 3/15/2024
182F51DDA6D3446
Charter School Official
(Original signature required)

Print Name: Noël Russel-Unterburger Title: CFOO

To the County Superintendent of Schools:

(x) 2023/24 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Kimberly R. Smith Title: Director of Fiscal Services

For additional information on the Second Interim Report, please contact:

<u>For Approving Entity:</u> <u>Kimberly Smith</u> Name <u>Director of Fiscal Services</u> Title <u>669-205-4082</u> Phone <u>kimberly.smith@gilroyunified.org</u> E-mail	<u>For Charter School:</u> <u>Andrew Huaracha</u> Name <u>Accounting & Finance Specialist</u> Title <u>831-245-5157</u> Phone <u>andrew.huaracha@navigatorschools.org</u> E-mail
---	--

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

District Advisor Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Gilroy Prep School
(continued)
CDS #: 43-69484-0123760
Charter Approving Entity: Gilroy Unified School District
County: Santa Clara
Charter #: 1278
Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. Revenue Limit Sources										
State Aid - Current Year	8011	2,501,495.00	-	2,501,495.00	1,437,568.00	-	1,437,568.00	2,468,937.00	-	2,468,937.00
Education Protection Account State Aid - Current Year	8012	917,102.00	-	917,102.00	370,512.00	-	370,512.00	673,411.00	-	673,411.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	-	-	-	-	-	-
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-
Tax Relief Subventions	8020-8039	-	-	-	-	-	-	-	-	-
County and District Taxes	8040-8079	-	-	-	-	-	-	-	-	-
Miscellaneous Funds	8080-8089	-	-	-	-	-	-	-	-	-
LCFF/Revenue Limit Transfers:										
PERS Reduction Transfer	8092	-	-	-	-	-	-	-	-	-
Charter Schools Funding in Lieu of Property Taxes	8096	2,661,866.00	-	2,661,866.00	1,117,983.72	-	1,117,983.72	2,859,846.00	-	2,859,846.00
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		6,080,463.00	-	6,080,463.00	2,926,063.72	-	2,926,063.72	6,002,194.00	-	6,002,194.00
2. Federal Revenues										
No Child Left Behind	8290	-	216,606.00	216,606.00	-	-	-	216,606.00	-	216,606.00
Special Education - Federal	8181, 8182	-	89,595.00	89,595.00	-	-	-	89,595.00	-	89,595.00
Child Nutrition - Federal	8220	-	194,600.00	194,600.00	-	125,079.35	125,079.35	194,600.00	-	194,600.00
Other Federal Revenues	8110, 8260-8299	-	350,000.00	350,000.00	-	74,818.00	74,818.00	350,000.00	-	350,000.00
Total, Federal Revenues		-	850,801.00	850,801.00	-	199,897.35	199,897.35	850,801.00	-	850,801.00
3. Other State Revenues										
Charter Schools Categorical Block Grant (8480 N/A thru 14/15-SBX3-4)	N/A thru 14/15	-	-	-	-	-	-	-	-	-
Special Education - State	StateRevSE	-	373,931.00	373,931.00	-	241,352.00	241,352.00	373,931.00	-	373,931.00
All Other State Revenues	StateRevAO	157,904.00	559,578.00	717,482.00	244,889.66	85,770.84	330,660.50	157,904.00	-	717,482.00
Total, Other State Revenues		157,904.00	933,509.00	1,091,413.00	244,889.66	327,122.84	572,012.50	157,904.00	-	1,091,413.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	27,500.00	-	27,500.00	25,143.71	-	25,143.71	27,500.00	-	27,500.00
Total, Local Revenues		27,500.00	-	27,500.00	25,143.71	-	25,143.71	27,500.00	-	27,500.00
5. TOTAL REVENUES		6,265,867.00	1,784,310.00	8,050,177.00	3,196,097.09	527,020.19	3,723,117.28	6,187,598.00	1,784,310.00	7,971,908.00
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	1,400,079.00	160,535.00	1,560,614.00	882,715.49	41,563.00	924,278.49	1,499,561.00	172,721.00	1,672,282.00
Certificated Pupil Support Salaries	1200	232,457.20	50,459.80	282,917.00	166,790.42	17,154.20	183,944.62	154,387.80	53,212.20	207,600.00
Certificated Supervisors' and Administrators' Salaries	1300	373,972.00	53,326.00	427,298.00	254,286.50	16,521.50	270,808.00	390,066.00	54,660.00	444,726.00
Other Certificated Salaries	1900	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries		2,006,508.20	264,320.80	2,270,829.00	1,303,792.41	75,238.70	1,379,031.11	2,044,014.80	280,593.20	2,324,608.00
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	570,166.00	698,405.00	1,268,571.00	462,336.44	241,352.00	703,688.44	572,163.00	627,837.00	1,200,000.00
Non-certificated Support Salaries	2200	18,724.00	-	18,724.00	12,073.50	-	12,073.50	19,754.00	-	19,754.00
Non-certificated Supervisors' and Administrators' Sal.	2300	70,384.00	-	70,384.00	44,528.55	-	44,528.55	73,257.00	-	73,257.00
Clerical and Office Salaries	2400	125,395.00	-	125,395.00	54,226.81	15,884.50	70,111.31	101,688.00	-	133,457.00
Other Non-certificated Salaries	2900	428,215.00	61,686.00	489,901.00	252,277.73	32,563.00	284,840.73	423,172.00	65,126.00	488,298.00
Total, Non-certificated Salaries		1,212,884.00	760,091.00	1,972,975.00	825,443.03	289,799.50	1,115,242.53	1,190,034.00	724,732.00	1,914,766.00
3. Employee Benefits										
STRS	3101-3102	326,142.65	50,485.27	376,627.92	235,661.57	14,370.59	250,032.16	390,406.83	53,593.30	444,000.13
PERS	3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	118,372.03	30,732.35	149,104.38	90,455.99	10,951.15	101,407.14	143,681.05	30,159.76	173,840.81
Health and Welfare Benefits	3401-3402	483,844.05	56,023.05	539,867.10	324,249.16	21,902.29	346,151.45	533,082.98	60,319.51	593,402.49
Unemployment Insurance	3501-3502	5,303.25	6,789.00	12,092.25	8,508.55	3,650.38	12,158.93	10,790.63	10,053.25	20,843.88
Workers' Compensation Insurance	3601-3602	32,320.00	11,268.53	43,588.53	20,019.71	4,015.42	24,035.13	30,144.50	11,058.58	41,203.08
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	21,811.44	-	21,811.44	7,207.98	-	7,207.98	14,415.96	-	14,415.96
Total, Employee Benefits		987,793.42	155,298.20	1,143,091.62	686,102.96	54,889.83	740,992.79	1,122,521.95	165,184.40	1,287,706.35
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	6,375.00	1,125.00	7,500.00	-	-	-	2,868.75	506.25	3,375.00
Books and Other Reference Materials	4200	25,500.00	4,500.00	30,000.00	2,130.98	376.05	2,507.03	10,200.00	1,800.00	12,000.00
Materials and Supplies	4300	65,625.00	9,375.00	75,000.00	29,032.58	5,123.40	34,155.98	62,306.25	12,693.75	75,000.00
Noncapitalized Equipment	4400	150,000.00	-	150,000.00	66,640.20	-	66,640.20	120,799.60	9,200.40	130,000.00
Food	4700	115,400.00	194,600.00	310,000.00	2,316.32	192,043.78	194,360.10	194,120.20	194,600.00	388,720.20
Total, Books and Supplies		362,900.00	209,600.00	572,500.00	100,120.08	197,543.23	297,663.31	390,294.80	218,800.40	609,095.20
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	75,000.00	-	75,000.00	48,109.43	-	48,109.43	80,000.00	-	80,000.00
Dues and Memberships	5300	500.00	-	500.00	-	-	-	-	-	-
Insurance	5400	30,000.00	-	30,000.00	23,579.94	-	23,579.94	35,000.00	-	35,000.00
Operations and Housekeeping Services	5500	75,000.00	-	75,000.00	44,185.55	-	44,185.55	80,000.00	-	80,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	152,708.00	-	152,708.00	4,409.67	-	4,409.67	27,500.00	-	27,500.00
Professional/Consulting Services and Operating Expend.	5800	855,000.00	395,000.00	1,250,000.00	841,657.86	196,188.80	1,037,846.66	1,005,000.00	395,000.00	1,400,000.00
Communications	5900	20,000.00	-	20,000.00	9,867.17	-	9,867.17	20,000.00	-	20,000.00
Total, Services and Other Operating Expenditures		1,208,208.00	395,000.00	1,603,208.00	971,809.62	196,188.80	1,167,998.42	1,247,500.00	395,000.00	1,642,500.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		-	-	-	-	-	-	-	-	-
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-	-	-	-	-

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Gilroy Prep School
 (continued)
 CDS #: 43-69484-0123760
 Charter Approving Entity: Gilroy Unified School District
 County: Santa Clara
 Charter #: 1278
 Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
8. TOTAL EXPENDITURES		5,778,293.62	1,784,310.00	7,562,603.62	3,887,268.10	813,660.06	4,700,928.16	5,994,365.55	1,784,310.00	7,778,675.55
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		487,573.38	(0.00)	487,573.38	(691,171.01)	(286,639.87)	(977,810.88)	193,232.45	0.00	193,232.45
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-			-			-
2. Less: Other Uses	7630-7699	-	-	-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		487,573.38	(0.00)	487,573.38	(691,171.01)	(286,639.87)	(977,810.88)	193,232.45	0.00	193,232.45
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	2,576,392.00	-	2,576,392.00	2,576,392.00		2,576,392.00	2,576,392.00		2,576,392.00
b. Adjustments to Beginning Balance	9793, 9795		-	-	487,059.00		487,059.00	487,059.00		487,059.00
c. Adjusted Beginning Balance		2,576,392.00	-	2,576,392.00	3,063,451.00	-	3,063,451.00	3,063,451.00	-	3,063,451.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,063,965.38	(0.00)	3,063,965.38	2,372,279.99	(286,639.87)	2,085,640.12	3,256,683.45	0.00	3,256,683.45
Components of Ending Fund Balance :										
a. Nonspendable							-			-
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	288,914.68		288,914.68	235,046.41		235,046.41	388,933.78		388,933.78
Unassigned/Unappropriated Amount	9790	2,775,050.70	-	2,775,050.70	2,137,233.59	-	2,137,233.59	2,867,749.67		2,867,749.67

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Gilroy Prep School
 (continued) _____
 CDS #: 43-69484-0123760 _____
 Charter Approving Entity: Gilroy Unified School District _____
 County: Santa Clara _____
 Charter #: 1278 _____
 Fiscal Year: 2023/24 _____

Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	2,501,495.00	1,437,568.00	2,468,937.00	(32,558.00)	-1.30%
Education Protection Account State Aid - Current Year	8012	917,102.00	370,512.00	673,411.00	(243,691.00)	-26.57%
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	-	
State Aid - Prior Years	8019	-	-	-	-	
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	-	-	-	-	
County and District Taxes (for rev. limit funded schools)	8040-8079	-	-	-	-	
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	-	-	-	-	
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	-	-	-	-	
Charter Schools Funding in Lieu of Property Taxes	8096	2,661,866.00	1,117,983.72	2,859,846.00	197,980.00	7.44%
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	
Total, LCFF/Revenue Limit Sources		6,080,463.00	2,926,063.72	6,002,194.00	(78,269.00)	-1.29%
2. Federal Revenues						
No Child Left Behind (Include ARRA)	8290	216,606.00	-	216,606.00	-	0.00%
Special Education - Federal	8181, 8182	89,595.00	-	89,595.00	-	0.00%
Child Nutrition - Federal	8220	194,600.00	125,079.35	194,600.00	-	0.00%
Other Federal Revenues (Include ARRA)	8110, 8260-8299	350,000.00	74,818.00	350,000.00	-	0.00%
Total, Federal Revenues		850,801.00	199,897.35	850,801.00	-	0.00%
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15	-	-	-	-	
Special Education - State	StateRevSE	373,931.00	241,352.00	373,931.00	-	0.00%
All Other State Revenues	StateRevAO	717,482.00	330,660.50	717,482.00	-	0.00%
Total, Other State Revenues		1,091,413.00	572,012.50	1,091,413.00	-	0.00%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	27,500.00	25,143.71	27,500.00	-	0.00%
Total, Local Revenues		27,500.00	25,143.71	27,500.00	-	0.00%
5. TOTAL REVENUES						
		8,050,177.00	3,723,117.28	7,971,908.00	(78,269.00)	-0.97%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,560,614.00	924,278.49	1,672,282.00	111,668.00	7.16%
Certificated Pupil Support Salaries	1200	282,917.00	183,944.62	207,600.00	(75,317.00)	-26.62%
Certificated Supervisors' and Administrators' Salaries	1300	427,298.00	270,808.00	444,726.00	17,428.00	4.08%
Other Certificated Salaries	1900	-	-	-	-	
Total, Certificated Salaries		2,270,829.00	1,379,031.11	2,324,608.00	53,779.00	2.37%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	1,268,571.00	703,688.44	1,200,000.00	(68,571.00)	-5.41%
Non-certificated Support Salaries	2200	18,724.00	12,073.50	19,754.00	1,030.00	5.50%
Non-certificated Supervisors' and Administrators' Sal.	2300	70,384.00	44,528.55	73,257.00	2,873.00	4.08%
Clerical and Office Salaries	2400	125,395.00	70,111.31	133,457.00	8,062.00	6.43%
Other Non-certificated Salaries	2900	489,901.00	284,840.73	488,298.00	(1,603.00)	-0.33%
Total, Non-certificated Salaries		1,972,975.00	1,115,242.53	1,914,766.00	(58,209.00)	-2.95%
3. Employee Benefits						
STRS	3101-3102	376,627.92	250,032.16	444,000.13	67,372.21	17.89%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	149,104.38	101,407.14	173,840.81	24,736.43	16.59%
Health and Welfare Benefits	3401-3402	539,867.10	346,151.45	593,402.49	53,535.39	9.92%
Unemployment Insurance	3501-3502	12,092.25	12,158.93	20,843.88	8,751.63	72.37%
Workers' Compensation Insurance	3601-3602	43,588.53	24,035.13	41,203.08	(2,385.45)	-5.47%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	
Other Employee Benefits	3901-3902	21,811.44	7,207.98	14,415.96	(7,395.48)	-33.91%
Total, Employee Benefits		1,143,091.62	740,992.79	1,287,706.35	144,614.73	12.65%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Gilroy Prep School
 (continued)
 CDS #: 43-69484-0123760
 Charter Approving Entity: Gilroy Unified School District
 County: Santa Clara
 Charter #: 1278
 Fiscal Year: 2023/24

Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	7,500.00	-	3,375.00	(4,125.00)	-55.00%
Books and Other Reference Materials	4200	30,000.00	2,507.03	12,000.00	(18,000.00)	-60.00%
Materials and Supplies	4300	75,000.00	34,155.98	75,000.00	-	0.00%
Noncapitalized Equipment	4400	150,000.00	66,640.20	130,000.00	(20,000.00)	-13.33%
Food	4700	310,000.00	194,360.10	388,720.20	78,720.20	25.39%
Total, Books and Supplies		572,500.00	297,663.31	609,095.20	36,595.20	6.39%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	75,000.00	48,109.43	80,000.00	5,000.00	6.67%
Dues and Memberships	5300	500.00	-	-	(500.00)	(100%)
Insurance	5400	30,000.00	23,579.94	35,000.00	5,000.00	16.67%
Operations and Housekeeping Services	5500	75,000.00	44,185.55	80,000.00	5,000.00	6.67%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	152,708.00	4,409.67	27,500.00	(125,208.00)	-81.99%
Professional/Consulting Services and Operating Expend.	5800	1,250,000.00	1,037,846.66	1,400,000.00	150,000.00	12.00%
Communications	5900	20,000.00	9,867.17	20,000.00	-	0.00%
Total, Services and Other Operating Expenditures		1,603,208.00	1,167,998.42	1,642,500.00	39,292.00	2.45%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	
Total, Capital Outlay		-	-	-	-	
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
8. TOTAL EXPENDITURES		7,562,603.62	4,700,928.16	7,778,675.55	216,071.93	2.86%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		487,573.38	(977,810.88)	193,232.45	(294,340.93)	-60.37%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
Total, Other Financing Sources / Uses		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		487,573.38	(977,810.88)	193,232.45	(294,340.93)	-60.37%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,576,392.00	2,576,392.00	2,576,392.00	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	-	487,059.00	487,059.00	487,059.00	New
c. Adjusted Beginning Balance		2,576,392.00	3,063,451.00	3,063,451.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,063,965.38	2,085,640.12	3,256,683.45		

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Gilroy Prep School
 (continued) _____
 CDS #: 43-69484-0123760
 Charter Approving Entity: Gilroy Unified School District
 County: Santa Clara
 Charter #: 1278
 Fiscal Year: 2023/24

Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	288,914.68	235,046.41	388,933.78	100,019.10	34.62%
Unassigned/Unappropriated Amount	9790	2,775,050.70	2,137,233.59	2,867,749.67	92,698.97	3.34%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Gilroy Prep School
(continued) _____
CDS #: 43-69484-0123760
Charter Approving Entity: Gilroy Unified School District
County: Santa Clara
Charter #: 1278
Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	2,468,937.00	0.00	2,468,937.00	2,797,525.00	2,912,123.00
Education Protection Account State Aid - Current Year	8012	673,411.00	0.00	673,411.00	1,112,820.00	1,243,520.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00	0.00	0.00	0.00	0.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00	0.00	0.00
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00	0.00
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	0.00	0.00	0.00	0.00	0.00
Charter Schools Funding in lieu of Property Taxes	8096	2,859,846.00	0.00	2,859,846.00	2,859,846.00	2,859,846.00
Other LCFF/Revenue Limit Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF/Revenue Limit Sources		6,002,194.00	0.00	6,002,194.00	6,770,191.00	7,015,489.00
2. Federal Revenues						
No Child Left Behind	8290	0.00	216,606.00	216,606.00	223,104.18	229,797.31
Special Education - Federal	8181, 8182	0.00	89,595.00	89,595.00	92,282.85	95,051.34
Child Nutrition - Federal	8220	0.00	194,600.00	194,600.00	200,438.00	206,451.14
Other Federal Revenues	8110, 8260-8299	0.00	350,000.00	350,000.00	0.00	0.00
Total, Federal Revenues		0.00	850,801.00	850,801.00	515,825.03	531,299.78
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15					
Special Education - State	StateRevSE	0.00	373,931.00	373,931.00	385,148.93	396,703.40
All Other State Revenues	StateRevAO	157,904.00	559,578.00	717,482.00	404,795.00	138,842.00
Total, Other State Revenues		157,904.00	933,509.00	1,091,413.00	789,943.93	535,545.40
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	27,500.00	0.00	27,500.00	27,500.00	27,500.00
Total, Local Revenues		27,500.00	0.00	27,500.00	27,500.00	27,500.00
5. TOTAL REVENUES						
		6,187,598.00	1,784,310.00	7,971,908.00	8,103,459.96	8,109,834.18
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,499,561.00	172,721.00	1,672,282.00	1,722,450.46	1,774,123.97
Certificated Pupil Support Salaries	1200	154,387.80	53,212.20	207,600.00	213,828.00	220,242.84
Certificated Supervisors' and Administrators' Salaries	1300	390,066.00	54,660.00	444,726.00	458,067.78	471,809.81
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,044,014.80	280,593.20	2,324,608.00	2,394,346.24	2,466,176.63
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	572,163.00	627,837.00	1,200,000.00	1,236,000.00	1,273,080.00
Non-certificated Support Salaries	2200	19,754.00	0.00	19,754.00	20,346.62	20,957.02
Non-certificated Supervisors' and Administrators' Sal.	2300	73,257.00	0.00	73,257.00	75,454.71	77,718.35
Clerical and Office Salaries	2400	101,688.00	31,769.00	133,457.00	137,460.71	141,584.53
Other Non-certificated Salaries	2900	423,172.00	65,126.00	488,298.00	502,946.94	518,035.35
Total, Non-certificated Salaries		1,190,034.00	724,732.00	1,914,766.00	1,972,208.98	2,031,375.25

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	390,406.83	53,593.30	444,000.13	457,320.13	471,039.74
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	143,681.05	30,159.76	173,840.81	177,317.63	180,863.98

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Gilroy Prep School
(continued) _____
CDS #: 43-69484-0123760
Charter Approving Entity: Gilroy Unified School District
County: Santa Clara
Charter #: 1278
Fiscal Year: 2023/24

Health and Welfare Benefits	3401-3402	533,082.98	60,319.51	593,402.49	605,270.54	617,375.95
Unemployment Insurance	3501-3502	10,790.63	10,053.25	20,843.88	21,260.76	21,685.97
Workers' Compensation Insurance	3601-3602	30,144.50	11,058.58	41,203.08	42,027.14	42,867.68
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	14,415.96	0.00	14,415.96	14,704.28	14,998.36
Total, Employee Benefits		1,122,521.95	165,184.40	1,287,706.35	1,317,900.48	1,348,831.69
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	2,868.75	506.25	3,375.00	3,442.50	3,511.35
Books and Other Reference Materials	4200	10,200.00	1,800.00	12,000.00	12,240.00	12,484.80
Materials and Supplies	4300	62,306.25	12,693.75	75,000.00	76,500.00	78,030.00
Noncapitalized Equipment	4400	120,799.60	9,200.40	130,000.00	132,600.00	135,252.00
Food	4700	194,120.20	194,600.00	388,720.20	396,494.60	404,424.50
Total, Books and Supplies		390,294.80	218,800.40	609,095.20	621,277.10	633,702.65
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	80,000.00	0.00	80,000.00	81,600.00	83,232.00
Dues and Memberships	5300	0.00	0.00	0.00	0.00	0.00
Insurance	5400	35,000.00	0.00	35,000.00	35,700.00	36,414.00
Operations and Housekeeping Services	5500	80,000.00	0.00	80,000.00	81,600.00	83,232.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	27,500.00	0.00	27,500.00	28,050.00	28,611.00
Professional/Consulting Services and Operating Expend.	5800	1,005,000.00	395,000.00	1,400,000.00	790,000.00	805,800.00
Communications	5900	20,000.00	0.00	20,000.00	20,400.00	20,808.00
Total, Services and Other Operating Expenditures		1,247,500.00	395,000.00	1,642,500.00	1,037,350.00	1,058,097.00
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,994,365.55	1,784,310.00	7,778,675.55	7,343,082.80	7,538,183.21
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		193,232.45	0.00	193,232.45	760,377.16	571,650.97

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Gilroy Prep School
 (continued) _____
 CDS #: 43-69484-0123760
 Charter Approving Entity: Gilroy Unified School District
 County: Santa Clara
 Charter #: 1278
 Fiscal Year: 2023/24

E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		193,232.45	0.00	193,232.45	760,377.16	571,650.97
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,576,392.00	0.00	2,576,392.00	3,256,683.45	4,017,060.61
b. Adjustments to Beginning Balance	9793, 9795	487,059.00	0.00	487,059.00		
c. Adjusted Beginning Balance		3,063,451.00	0.00	3,063,451.00	3,256,683.45	4,017,060.61
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,256,683.45	0.00	3,256,683.45	4,017,060.61	4,588,711.58
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740	0.00	0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	388,933.78	0.00	388,933.78	367,154.14	376,909.16
Unassigned/Unappropriated Amount	9790	2,867,749.67	0.00	2,867,749.67	3,649,906.47	4,211,802.42

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification**

Charter School Name: Hollister Prep School
(continued) _____
CDS #: 35-67470-0127688
Charter Approving Entity: Hollister School District
County: San Benito
Charter #: 1507
Fiscal Year: 2023-24

To the entity that approved the charter school:

(x) 2023-24 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: Noël Russell-Unterburger Date 3/15/2024
182F51DDA6D Charter School Official
(Original signature required)

Print
Name: Noël Russel-Unterburger Title CFOO

To the County Superintendent of Schools:

(x) 2023-24 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print
Name: Elizabeth Wilson Title CBO

For additional information on the Second Interim Report, please contact:

<u>For Approving Entity:</u> <u>Elizabeth Wilson</u> Name <u>CBO</u> Title <u>630-6300</u> Phone <u>elizabeth.wilson@HESD.org</u> E-mail	<u>For Charter School:</u> <u>Andrew Huaracha</u> Name <u>Accounting & Finance Specialist</u> Title <u>831-245-5157</u> Phone <u>andrew.huaracha@navigatorshoo</u> E-mail
--	---

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

District Advisor Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Hollister Prep School
(continued)
CDS #: 35-67470-0127688
Charter Approving Entity: Hollister School District
County: San Benito
Charter #: 1507
Fiscal Year: 2023-24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. Revenue Limit Sources										
State Aid - Current Year	8011	4,468,536.00		4,468,536.00	1,876,347.00		1,876,347.00	4,294,417.00		4,294,417.00
Education Protection Account State Aid - Current Year	8012	104,760.00		104,760.00	49,475.00		49,475.00	102,360.00		102,360.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015									
State Aid - Prior Years	8019									
Tax Relief Subventions	8020-8039									
County and District Taxes	8040-8079									
Miscellaneous Funds	8080-8089									
LCFF/Revenue Limit Transfers:										
PERS Reduction Transfer	8092									
Charter Schools Funding in Lieu of Property Taxes	8096	1,726,465.00		1,726,465.00	664,975.64		664,975.64	1,742,664.00		1,742,664.00
Other LCFF/Revenue Limit Transfers	8091, 8097									
Total, LCFF/Revenue Limit Sources		6,299,761.00	-	6,299,761.00	2,590,797.64	-	2,590,797.64	6,139,441.00	-	6,139,441.00
2. Federal Revenues										
No Child Left Behind	8290		231,325.00	231,325.00					231,325.00	231,325.00
Special Education - Federal	8181, 8182		87,681.00	87,681.00					87,681.00	87,681.00
Child Nutrition - Federal	8220		350,000.00	350,000.00					350,000.00	350,000.00
Other Federal Revenues	8110, 8260-8299									
Total, Federal Revenues		-	669,006.00	669,006.00	-	84,300.00	84,300.00	-	669,006.00	669,006.00
3. Other State Revenues										
Charter Schools Categorical Block Grant (8480 N/A thru 14/15-SBX3-4)	N/A thru 14/15									
Special Education - State	StateRevSE		366,576.00	366,576.00		260,503.00	260,503.00		366,576.00	366,576.00
All Other State Revenues	StateRevAO	48,061.00	677,068.00	725,129.00	231,943.22	167,577.00	399,520.22	48,061.00	677,068.00	725,129.00
Total, Other State Revenues		48,061.00	1,043,644.00	1,091,705.00	231,943.22	428,180.00	660,123.22	48,061.00	1,043,644.00	1,091,705.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	27,500.00		27,500.00	1,760.97		1,760.97	27,500.00		27,500.00
Total, Local Revenues		27,500.00	-	27,500.00	1,760.97	-	1,760.97	27,500.00	-	27,500.00
5. TOTAL REVENUES		6,375,322.00	1,712,650.00	8,087,972.00	2,824,501.83	512,480.00	3,336,981.83	6,215,002.00	1,712,650.00	7,927,652.00
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	1,426,469.00	104,762.00	1,531,231.00	894,993.69	12,797.50	907,791.19	1,420,830.00	113,276.00	1,534,106.00
Certificated Pupil Support Salaries	1200	230,081.40	59,862.60	289,944.00	174,744.34	23,203.20	197,947.54	208,828.80	59,261.20	268,090.00
Certificated Supervisors' and Administrators' Salaries	1300	313,409.00	52,803.00	366,212.00	257,782.27		257,782.27	334,217.00	53,676.00	387,893.00
Other Certificated Salaries	1900									
Total, Certificated Salaries		1,969,959.40	217,427.60	2,187,387.00	1,327,520.30	36,000.70	1,363,521.00	1,963,875.80	226,213.20	2,190,089.00
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	224,286.00	900,151.00	1,124,437.00	422,982.88	211,378.44	634,361.32	188,474.80	827,763.20	1,016,238.00
Non-certificated Support Salaries	2200	18,724.00		18,724.00	12,073.50		12,073.50	19,754.00		19,754.00
Non-certificated Supervisors' and Administrators' Sal.	2300									
Clerical and Office Salaries	2400	198,176.00	35,960.00	234,136.00	133,193.54		133,193.54	173,440.00	39,374.00	212,814.00
Other Non-certificated Salaries	2900	413,565.00	80,849.00	494,414.00	264,553.32		264,553.32	359,256.00	64,249.00	423,505.00
Total, Non-certificated Salaries		852,751.00	993,960.00	1,846,711.00	832,803.24	211,378.44	1,044,181.68	740,924.80	931,386.20	1,672,311.00
3. Employee Benefits										
STRS	3101-3102	319,307.58	41,528.67	360,836.25	217,578.40	6,876.13	224,454.53	375,100.28	43,206.72	418,307.00
PERS	3201-3202									
OASDI / Medicare / Alternative	3301-3302	117,655.63	33,527.36	151,182.99	96,979.65	7,421.37	104,401.02	144,453.24	33,546.76	178,000.00
Health and Welfare Benefits	3401-3402	578,677.88	87,054.72	665,732.60	385,891.60	14,842.75	390,734.35	585,592.48	87,093.52	682,686.00
Unemployment Insurance	3501-3502	(1,175.79)	11,175.79	10,000.00	9,166.06		9,166.06	11,639.85	11,575.99	19,854.00
Workers' Compensation Insurance	3601-3602	31,295.17	12,293.36	43,588.53	21,313.96	2,721.17	24,035.13	28,468.41	12,733.59	41,202.00
OPEB, Allocated	3701-3702									
OPEB, Active Employees	3751-3752									
PERS Reduction (for revenue limit funded schools)	3801-3802									
Other Employee Benefits	3901-3902	43,700.52		43,700.52	20,476.45		20,476.45	40,952.90		40,952.90
Total, Employee Benefits		1,089,460.99	165,579.90	1,255,040.89	731,406.11	34,335.22	765,741.33	1,182,945.30	168,156.59	1,351,101.90
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	7,147.65	1,261.35	8,409.00	3,570.00	630.00	4,200.00	7,147.65	1,261.35	8,409.00
Books and Other Reference Materials	4200	10,625.00	1,875.00	12,500.00	2,060.59	363.63	2,424.22	4,675.00	825.00	5,500.00
Materials and Supplies	4300	65,536.35	12,463.65	78,000.00	30,170.14	6,300.49	36,470.63	42,326.35	7,973.65	50,300.00
Noncapitalized Equipment	4400	100,000.00	20,000.00	120,000.00	52,953.69		52,953.69	52,000.00	20,000.00	72,000.00
Food	4700	85,000.00		85,000.00	4,267.32		4,267.32	10,000.00		10,000.00
Total, Books and Supplies		268,309.00	35,600.00	303,909.00	93,021.73	7,294.13	100,315.86	116,149.00	30,060.00	146,209.00
5. Services and Other Operating Expenditures										
Subagreements for Services	5100									
Travel and Conferences	5200	60,000.00		60,000.00	46,310.71		46,310.71	70,000.00		70,000.00
Dues and Memberships	5300	5,000.00		5,000.00				2,100.00		2,100.00
Insurance	5400	40,000.00		40,000.00	23,979.95		23,979.95	46,000.00		46,000.00
Operations and Housekeeping Services	5500	112,308.00		112,308.00	680.00		680.00	74,000.00		74,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	28,515.00		28,515.00	3,248.30		3,248.30	8,450.00		8,450.00
Professional/Consulting Services and Operating Expend.	5800	1,453,582.50	300,082.50	1,753,665.00	989,885.81	193,552.20	1,183,438.11	1,643,165.99	356,634.01	2,000,000.00
Communications	5900	33,500.00		33,500.00	8,136.30		8,136.30	33,500.00		33,500.00
Total, Services and Other Operating Expenditures		1,730,915.50	300,082.50	2,030,998.00	1,041,821.17	193,552.20	1,235,373.37	1,877,215.99	356,834.01	2,234,050.00

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Hollister Prep School
(continued)
CDS #: 35-67470-0127688
Charter Approving Entity: Hollister School District
County: San Benito
Charter #: 1507
Fiscal Year: 2023-24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		-	-	-	-	-	-	-	-	-
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7289	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		5,911,395.89	1,712,650.00	7,624,045.89	4,026,572.56	482,560.68	4,509,133.24	5,881,110.89	1,712,650.00	7,593,760.90
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)										
		463,926.11	0.00	463,926.11	(1,202,070.73)	29,919.32	(1,172,151.41)	333,891.11	(0.00)	333,891.10
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8990-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7639	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8990-8999	-	-	-	-	-	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		463,926.11	0.00	463,926.11	(1,202,070.73)	29,919.32	(1,172,151.41)	333,891.11	(0.00)	333,891.10
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	3,194,647.81	-	3,194,647.81	3,194,647.81	-	3,194,647.81	3,194,647.81	-	3,194,647.81
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	(245,517.81)	-	(245,517.81)	(245,517.81)	-	(245,517.81)
c. Adjusted Beginning Balance		3,194,647.81	-	3,194,647.81	2,949,130.00	-	2,949,130.00	2,949,130.00	-	2,949,130.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,658,573.92	0.00	3,658,573.92	1,747,059.27	29,919.32	1,776,978.59	3,283,021.11	(0.00)	3,283,021.10
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-	-	-	-	-
c. Committed										
Stabilization Arrangements	9750	-	-	-	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-	-	-	-
d. Assigned										
Other Assignments	9780	-	-	-	-	-	-	-	-	-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	295,569.79	-	295,569.79	225,456.66	-	225,456.66	379,688.04	-	379,688.04
Unassigned/Unappropriated Amount	9790	3,363,004.13	-	3,363,004.13	1,521,602.61	-	1,521,602.61	2,903,333.06	-	2,903,333.06

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Hollister Prep School
 (continued)
 CDS #: 35-67470-0127688
 Charter Approving Entity: Hollister School District
 County: San Benito
 Charter #: 1507
 Fiscal Year: 2023-24

Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	4,468,536.00	1,876,347.00	4,294,417.00	(174,119.00)	-3.90%
Education Protection Account State Aid - Current Year	8012	104,760.00	49,475.00	102,360.00	(2,400.00)	-2.29%
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	-	-
State Aid - Prior Years	8019	-	-	-	-	-
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	-	-	-	-	-
County and District Taxes (for rev. limit funded schools)	8040-8079	-	-	-	-	-
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	-	-	-	-	-
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	-	-	-	-	-
Charter Schools Funding in Lieu of Property Taxes	8096	1,726,465.00	664,975.64	1,742,664.00	16,199.00	0.94%
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		6,299,761.00	2,590,797.64	6,139,441.00	(160,320.00)	-2.54%
2. Federal Revenues						
No Child Left Behind (Include ARRA)	8290	231,325.00	-	231,325.00	-	0.00%
Special Education - Federal	8181, 8182	87,681.00	-	87,681.00	-	0.00%
Child Nutrition - Federal	8220	-	-	-	-	-
Other Federal Revenues (Include ARRA)	110, 8260-829	350,000.00	84,300.00	350,000.00	-	0.00%
Total, Federal Revenues		669,006.00	84,300.00	669,006.00	-	0.00%
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15	-	-	-	-	-
Special Education - State	StateRevSE	366,576.00	260,503.00	366,576.00	-	0.00%
All Other State Revenues	StateRevAO	725,129.00	399,620.22	725,129.00	-	0.00%
Total, Other State Revenues		1,091,705.00	660,123.22	1,091,705.00	-	0.00%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	27,500.00	1,760.97	27,500.00	-	0.00%
Total, Local Revenues		27,500.00	1,760.97	27,500.00	-	0.00%
5. TOTAL REVENUES		8,087,972.00	3,336,981.83	7,927,652.00	(160,320.00)	-1.98%
B EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,531,231.00	907,791.19	1,534,106.00	2,875.00	0.19%
Certificated Pupil Support Salaries	1200	289,944.00	197,947.54	268,090.00	(21,854.00)	-7.54%
Certificated Supervisors' and Administrators' Salaries	1300	366,212.00	257,782.27	387,893.00	21,681.00	5.92%
Other Certificated Salaries	1900	-	-	-	-	-
Total, Certificated Salaries		2,187,387.00	1,363,521.00	2,190,089.00	2,702.00	0.12%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	1,124,437.00	634,361.32	1,016,238.00	(108,199.00)	-9.62%
Non-certificated Support Salaries	2200	18,724.00	12,073.50	19,754.00	1,030.00	5.50%
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-
Clerical and Office Salaries	2400	229,136.00	133,193.54	212,814.00	(16,322.00)	-7.12%
Other Non-certificated Salaries	2900	474,414.00	264,553.32	423,505.00	(50,909.00)	-10.73%
Total, Non-certificated Salaries		1,846,711.00	1,044,181.68	1,672,311.00	(174,400.00)	-9.44%
3. Employee Benefits						
STRS	3101-3102	360,836.25	224,454.53	418,307.00	57,470.75	15.93%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	151,182.99	104,401.02	178,000.00	26,817.01	17.74%
Health and Welfare Benefits	3401-3402	645,732.60	380,734.35	652,686.00	6,953.40	1.08%
Unemployment Insurance	3501-3502	10,000.00	11,639.85	19,954.00	9,954.00	99.54%
Workers' Compensation Insurance	3601-3602	43,588.53	24,035.13	41,202.00	(2,386.53)	-5.48%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-
Other Employee Benefits	3901-3902	43,700.52	20,476.45	40,952.90	(2,747.62)	-6.29%
Total, Employee Benefits		1,255,040.89	765,741.33	1,351,101.90	96,061.01	7.65%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Hollister Prep School
 (continued)
 CDS #: 35-67470-0127688
 Charter Approving Entity: Hollister School District
 County: San Benito
 Charter #: 1507
 Fiscal Year: 2023-24

Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	8,409.00	4,200.00	8,409.00	-	0.00%
Books and Other Reference Materials	4200	12,500.00	2,424.22	5,500.00	(7,000.00)	-56.00%
Materials and Supplies	4300	78,000.00	36,470.63	50,300.00	(27,700.00)	-35.51%
Noncapitalized Equipment	4400	120,000.00	52,953.69	72,000.00	(48,000.00)	-40.00%
Food	4700	85,000.00	4,267.32	10,000.00	(75,000.00)	-88.24%
Total, Books and Supplies		303,909.00	100,315.86	146,209.00	(157,700.00)	-51.89%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	-
Travel and Conferences	5200	60,000.00	46,310.71	70,000.00	10,000.00	16.67%
Dues and Memberships	5300	5,000.00	-	2,100.00	(2,900.00)	-58.00%
Insurance	5400	40,000.00	23,579.95	46,000.00	6,000.00	15.00%
Operations and Housekeeping Services	5500	112,308.00	660.00	74,000.00	(38,308.00)	-34.11%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	26,515.00	3,248.30	8,450.00	(18,065.00)	-68.13%
Professional/Consulting Services and Operating Expenses	5800	1,753,675.00	1,153,438.11	2,000,000.00	246,325.00	14.05%
Communications	5900	33,500.00	8,136.30	33,500.00	-	0.00%
Total, Services and Other Operating Expenditures		2,030,998.00	1,235,373.37	2,234,050.00	203,052.00	10.00%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis)						
Land and Land Improvements	6100-6170	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-
Equipment	6400	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	-
Total, Capital Outlay		-	-	-	-	-
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed	7221-7223SE	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-
Debt Service:						
Interest	7438	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-
8. TOTAL EXPENDITURES		7,624,045.89	4,509,133.24	7,593,760.90	(30,284.99)	-0.40%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (AS APPLICABLE)		463,926.11	#####	333,891.10	(130,035.01)	-28.03%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Hollister Prep School
 (continued) _____
 CDS #: 35-67470-0127688
 Charter Approving Entity: Hollister School District
 County: San Benito
 Charter #: 1507
 Fiscal Year: 2023-24

Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D)		463,926.11	#####	333,891.10	(130,035.01)	-28.03%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	3,194,647.81	3,194,647.81	3,194,647.81	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	-	(245,517.81)	(245,517.81)	(245,517.81)	New
c. Adjusted Beginning Balance		3,194,647.81	2,949,130.00	2,949,130.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,658,573.92	1,776,978.59	3,283,021.10		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	295,569.79	225,456.66	379,688.04	84,118.25	28.46%
Unassigned/Unappropriated Amount	9790	3,363,004.13	1,521,602.61	2,903,333.06	(459,671.07)	-13.67%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Hollister Prep School
 (continued) _____
CDS #: 35-67470-0127688
Charter Approving Entity: Hollister School District
County: San Benito
Charter #: 1507
Fiscal Year: 2023-24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2023-24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	4,294,417.00	0.00	4,294,417.00	4,628,807.00	4,817,971.00
Education Protection Account State Aid - Current Year	8012	102,360.00	0.00	102,360.00	104,760.00	104,760.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00	0.00	0.00	0.00	0.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00	0.00	0.00
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00	0.00
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	0.00	0.00	0.00	0.00	0.00
Charter Schools Funding in lieu of Property Taxes	8096	1,742,664.00	0.00	1,742,664.00	1,742,664.00	1,742,664.00
Other LCFF/Revenue Limit Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF/Revenue Limit Sources		6,139,441.00	0.00	6,139,441.00	6,476,231.00	6,665,395.00
2. Federal Revenues						
No Child Left Behind	8290	0.00	231,325.00	231,325.00	238,264.75	245,412.69
Special Education - Federal	8181, 8182	0.00	87,681.00	87,681.00	90,311.43	93,020.77
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-829	0.00	350,000.00	350,000.00	150,000.00	0.00
Total, Federal Revenues		0.00	669,006.00	669,006.00	478,576.18	338,433.47
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15					
Special Education - State	StateRevSE	0.00	366,576.00	366,576.00	377,573.28	388,900.48
All Other State Revenues	StateRevAO	48,061.00	677,068.00	725,129.00	500,155.72	239,707.52
Total, Other State Revenues		48,061.00	1,043,644.00	1,091,705.00	877,729.00	628,608.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	27,500.00	0.00	27,500.00	27,500.00	27,500.00
Total, Local Revenues		27,500.00	0.00	27,500.00	27,500.00	27,500.00
5. TOTAL REVENUES						
		6,215,002.00	1,712,650.00	7,927,652.00	7,860,036.18	7,659,936.47
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,420,830.00	113,276.00	1,534,106.00	1,580,129.18	1,627,533.06
Certificated Pupil Support Salaries	1200	208,828.80	59,261.20	268,090.00	276,132.70	284,416.68
Certificated Supervisors' and Administrators' Salaries	1300	334,217.00	53,676.00	387,893.00	399,529.79	411,515.68
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		1,963,875.80	226,213.20	2,190,089.00	2,255,791.67	2,323,465.42
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	188,474.80	827,763.20	1,016,238.00	1,046,725.14	828,126.89
Non-certificated Support Salaries	2200	19,754.00	0.00	19,754.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	173,440.00	39,374.00	212,814.00	219,198.42	225,774.37
Other Non-certificated Salaries	2900	359,256.00	64,249.00	423,505.00	436,210.15	449,296.45
Total, Non-certificated Salaries		740,924.80	931,386.20	1,672,311.00	1,702,133.71	1,503,197.72

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Hollister Prep School
 (continued) _____
 CDS #: 35-67470-0127688
 Charter Approving Entity: Hollister School District
 County: San Benito
 Charter #: 1507
 Fiscal Year: 2023-24

Description	Object Code	FY 2023-24			Totals for 2024-25	Totals for 2025-26
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	375,100.28	43,206.72	418,307.00	430,856.21	443,781.90
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative Health and Welfare Benefits	3301-3302	144,453.24	33,546.76	178,000.00	181,560.00	185,191.20
Unemployment Insurance	3401-3402	585,592.48	67,093.52	652,686.00	665,739.72	679,054.51
Workers' Compensation Insurance	3501-3502	8,378.01	11,575.99	19,954.00	20,353.08	20,760.14
OPEB, Allocated	3601-3602	28,468.41	12,733.59	41,202.00	42,026.04	42,866.56
OPEB, Active Employees	3701-3702	0.00	0.00	0.00		
PERS Reduction (for revenue limit funded schools)	3751-3752	0.00	0.00	0.00		
Other Employee Benefits	3801-3802	0.00	0.00	0.00		
Total, Employee Benefits	3901-3902	40,952.90	0.00	40,952.90	41,771.96	42,607.40
		1,182,945.30	168,156.59	1,351,101.90	1,382,307.01	1,414,261.71
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	7,147.65	1,261.35	8,409.00	8,577.18	8,748.72
Books and Other Reference Materials	4200	4,675.00	825.00	5,500.00	5,610.00	5,722.20
Materials and Supplies	4300	42,326.35	7,973.65	50,300.00	51,306.00	52,332.12
Noncapitalized Equipment	4400	52,000.00	20,000.00	72,000.00	73,440.00	74,908.80
Food	4700	10,000.00	0.00	10,000.00	10,200.00	10,404.00
Total, Books and Supplies		116,149.00	30,060.00	146,209.00	149,133.18	152,115.84
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	70,000.00	0.00	70,000.00	71,400.00	72,828.00
Dues and Memberships	5300	2,100.00	0.00	2,100.00	2,142.00	2,184.84
Insurance	5400	46,000.00	0.00	46,000.00	46,920.00	47,858.40
Operations and Housekeeping Services	5500	74,000.00	0.00	74,000.00	75,480.00	76,989.60
Rentals, Leases, Repairs, and Noncap. Improvements	5600	8,450.00	0.00	8,450.00	8,619.00	8,791.38
Professional/Consulting Services and Operating Expenditures	5800	1,643,165.99	356,834.01	2,000,000.00	1,200,000.00	1,224,000.00
Communications	5900	33,500.00	0.00	33,500.00	34,170.00	34,853.40
Total, Services and Other Operating Expenditures		1,877,215.99	356,834.01	2,234,050.00	1,438,731.00	1,467,505.62
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. b.)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00		
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,881,110.89	1,712,650.00	7,593,760.90	6,928,096.57	6,860,546.31
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-		333,891.11	(0.00)	333,891.10	931,939.61	799,390.15

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Hollister Prep School
 (continued) _____
 CDS #: 35-67470-0127688
 Charter Approving Entity: Hollister School District
 County: San Benito
 Charter #: 1507
 Fiscal Year: 2023-24

Description	Object Code	FY 2023-24			Totals for 2024-25	Totals for 2025-26
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D)		333,891.11	(0.00)	333,891.10	931,939.61	799,390.15
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	3,194,647.81	0.00	3,194,647.81	3,283,021.10	4,214,960.71
b. Adjustments to Beginning Balance	9793, 9795	(245,517.81)	0.00	(245,517.81)		
c. Adjusted Beginning Balance		2,949,130.00	0.00	2,949,130.00	3,283,021.10	4,214,960.71
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,283,021.11	(0.00)	3,283,021.10	4,214,960.71	5,014,350.87
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740	0.00	0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	379,688.04	0.00	379,688.04	346,404.83	343,027.32
Unassigned/Unappropriated Amount	9790	2,903,333.06	0.00	2,903,333.06	3,868,555.89	4,671,323.55

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification**

Charter School Name: Watsonville Prep School
(continued) _____
CDS #: 44 77248 0138909
Charter Approving Entity: SBE
County: Santa Cruz
Charter #: 2032
Fiscal Year: 2023/24

To the entity that approved the charter school:
(x) 2023/24 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: Noël Russell-Unterburger Date: 3/15/2024
182F51DDA6153411 Charter School Official
(Original signature required)

Print Name: Noël Russel-Unterburger Title: CFOO

To the County Superintendent of Schools:
(x) 2023/24 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Kylie Kwok Title: _____

For additional information on the Second Interim Report, please contact:

For Approving Entity:

Kylie Kwok
Name

Title

Phone

Kkwok@cde.ca.gov
E-mail

For Charter School:

Andrew Huaracha
Name

Accounting & Finance Specialist
Title

831-245-5157
Phone

andrew.huaracha@navigatorschools.org
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

District Advisor

Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Watsonville Prep School
(continued)
CDS #: 44 77248 0138909
Charter Approving Entity: SBE
County: Santa Cruz
Charter #: 2032
Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. Revenue Limit Sources										
State Aid - Current Year	8011	6,275,898.00	-	6,275,898.00	2,466,296.00	-	2,466,296.00	6,015,212.00	-	6,015,212.00
Education Protection Account State Aid - Current Year	8012	87,400.00	-	87,400.00	35,010.00	-	35,010.00	81,776.00	-	81,776.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	-	-	-	-	-	-
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-
Tax Relief Subventions	8020-8039	-	-	-	-	-	-	-	-	-
County and District Taxes	8040-8079	-	-	-	-	-	-	-	-	-
Miscellaneous Funds	8080-8089	-	-	-	-	-	-	-	-	-
LCFF/Revenue Limit Transfers:										
PERS Reduction Transfer	8092	-	-	-	-	-	-	-	-	-
Charter Schools Funding in Lieu of Property Taxes	8096	-	-	-	-	-	-	-	-	-
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		6,363,298.00	-	6,363,298.00	2,501,306.00	-	2,501,306.00	6,096,988.00	-	6,096,988.00
2. Federal Revenues										
No Child Left Behind	8290	-	307,152.00	307,152.00	-	459.00	459.00	-	307,152.00	307,152.00
Special Education - Federal	8181, 8182	-	64,658.00	64,658.00	-	-	-	-	64,658.00	64,658.00
Child Nutrition - Federal	8220	-	286,100.00	286,100.00	-	102,034.62	102,034.62	-	286,100.00	286,100.00
Other Federal Revenues	8110, 8260-8299	-	300,000.00	300,000.00	-	6,421.00	6,421.00	-	300,000.00	300,000.00
Total, Federal Revenues		-	957,910.00	957,910.00	-	108,914.62	108,914.62	-	957,910.00	957,910.00
3. Other State Revenues										
Charter Schools Categorical Block Grant (8480 N/A thru 14/15-SB3-4)	N/A thru 14/15	-	-	-	-	-	-	-	-	-
Special Education - State	StateRevSE	-	278,254.00	278,254.00	-	167,589.00	167,589.00	-	278,254.00	278,254.00
All Other State Revenues	StateRevAO	740,253.00	452,661.00	1,192,914.00	241,503.44	398,071.00	471,985.44	740,253.00	452,661.00	1,192,914.00
Total, Other State Revenues		740,253.00	730,915.00	1,471,168.00	241,503.44	398,071.00	639,574.44	740,253.00	730,915.00	1,471,168.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	8,800.00	-	8,800.00	5,724.02	-	5,724.02	8,800.00	-	8,800.00
Total, Local Revenues		8,800.00	-	8,800.00	5,724.02	-	5,724.02	8,800.00	-	8,800.00
5. TOTAL REVENUES		7,112,351.00	1,688,825.00	8,801,176.00	2,748,533.46	506,985.62	3,255,519.08	6,846,041.00	1,688,825.00	8,534,866.00
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	1,354,308.47	191,085.00	1,545,393.47	750,057.26	64,906.34	814,963.60	1,247,004.29	194,470.68	1,441,474.97
Certificated Pupil Support Salaries	1200	53,209.20	123,381.80	176,591.00	80,235.43	34,390.45	114,625.88	142,927.23	45,928.95	188,856.18
Certificated Supervisors' and Administrators' Salaries	1300	357,762.04	31,158.00	388,920.04	241,054.66	16,380.15	257,434.81	398,913.76	32,760.29	431,674.05
Other Certificated Salaries	1900	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries		1,765,279.71	345,624.80	2,110,904.51	1,071,347.35	115,676.94	1,187,024.29	1,788,845.28	273,159.92	2,062,005.20
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	531,950.79	506,655.00	1,038,605.79	541,820.58	55,067.48	596,888.06	435,421.08	569,248.00	1,004,669.08
Non-certificated Support Salaries	2200	18,724.00	72,043.00	90,767.00	12,037.50	43,984.66	56,022.16	19,753.50	71,657.46	91,410.96
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	218,724.18	-	218,724.18	118,373.16	-	118,373.16	197,625.08	-	197,625.08
Other Non-certificated Salaries	2900	340,596.35	-	340,596.35	222,400.70	-	222,400.70	376,012.55	-	376,012.55
Total, Non-certificated Salaries		1,109,995.32	578,698.00	1,688,693.32	894,631.94	99,052.14	993,684.08	1,028,812.21	640,905.46	1,669,717.67
3. Employee Benefits										
STRS	3101-3102	344,089.66	66,014.34	410,104.00	174,247.61	22,094.30	196,341.91	284,412.58	52,173.55	336,586.13
PERS	3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	151,070.32	27,729.68	178,800.00	86,347.82	6,441.87	92,789.69	131,646.08	27,421.96	159,068.04
Health and Welfare Benefits	3401-3402	426,684.60	55,043.40	481,728.00	298,362.33	12,883.74	311,246.07	478,720.77	54,843.92	533,564.69
Unemployment Insurance	3501-3502	5,705.54	9,243.23	14,948.77	10,952.76	2,147.29	13,100.05	13,316.58	9,140.85	22,457.23
Workers' Compensation Insurance	3601-3602	22,172.30	10,167.55	32,339.85	15,470.48	2,362.02	17,832.50	20,515.28	10,054.72	30,570.00
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	22,000.00	-	22,000.00	4,640.47	-	4,640.47	-	-	-
Total, Employee Benefits		971,722.42	168,198.20	1,139,920.62	590,021.47	45,929.22	635,950.69	928,611.29	153,634.80	1,082,246.09
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	1,020.00	180.00	1,200.00	-	-	-	850.00	150.00	1,000.00
Books and Other Reference Materials	4200	14,050.50	2,479.50	16,530.00	10,355.39	1,827.42	12,182.81	11,475.00	2,025.00	13,500.00
Materials and Supplies	4300	57,778.50	11,120.50	68,900.00	54,442.93	11,326.45	65,769.38	58,175.00	11,825.00	70,000.00
Noncapitalized Equipment	4400	221,900.00	-	221,900.00	106,416.00	-	106,416.00	182,428.11	-	182,428.11
Food	4700	2,000.00	286,100.00	288,100.00	2,338.80	160,486.81	162,825.61	2,338.80	276,790.82	279,129.62
Total, Books and Supplies		296,750.00	299,880.00	596,630.00	173,553.51	173,640.69	347,194.20	255,266.91	290,790.82	546,057.73
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	82,295.00	-	82,295.00	82,601.03	-	82,601.03	90,000.00	-	90,000.00
Dues and Memberships	5300	3,200.00	-	3,200.00	-	-	-	500.00	-	500.00
Insurance	5400	24,000.00	-	24,000.00	17,494.77	-	17,494.77	29,991.03	-	29,991.03
Operations and Housekeeping Services	5500	35,049.00	-	35,049.00	61,815.41	-	61,815.41	72,150.00	-	72,150.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	916,863.00	-	916,863.00	294,369.09	-	294,369.09	800,000.00	-	800,000.00
Professional/Consulting Services and Operating Expend.	5800	1,182,012.00	296,424.00	1,478,436.00	1,056,984.71	314,172.80	1,371,157.51	1,169,666.01	330,333.99	1,500,000.00
Communications	5900	32,273.00	-	32,273.00	16,716.50	-	16,716.50	28,656.86	-	28,656.86
Total, Services and Other Operating Expenditures		2,275,692.00	296,424.00	2,572,116.00	1,529,981.51	314,172.80	1,844,154.31	2,190,963.90	330,333.99	2,521,297.89

CHARTER SCHOOL
 INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
 Second Interim Report - Detail

Charter School Name: Watsonville Prep School
 (continued)
 CDS #: 44 77248 0138909
 Charter Approving Entity: SBE
 County: Santa Cruz
 Charter #: 2032
 Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-			-			-
Buildings and Improvements of Buildings	6200	-	-	-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-			-			-
Equipment	6400	-	-	-			-			-
Equipment Replacement	6500	-	-	-			-			-
Depreciation Expense (for accrual basis only)	6900	-	-	-			-			-
Total, Capital Outlay		-	-	-	-	-	-	-	-	-
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-			-			-
All Other Transfers	7281-7289	-	-	-			-			-
Debt Service:										
Interest	7438	-	-	-			-			-
Principal (for modified accrual basis only)	7439	-	-	-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		6,419,439.45	1,688,825.00	8,108,264.45	4,259,535.78	748,471.79	5,008,007.57	6,192,499.58	1,688,825.00	7,881,324.58
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)										
		692,911.55	0.00	692,911.55	(1,511,002.32)	(241,486.17)	(1,752,488.49)	653,541.42	0.00	653,541.42
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-			-			-
2. Less: Other Uses	7630-7699	-	-	-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		692,911.55	0.00	692,911.55	(1,511,002.32)	(241,486.17)	(1,752,488.49)	653,541.42	0.00	653,541.42
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	1,020,914.00	-	1,020,914.00	1,020,914.00	-	1,020,914.00	1,020,914.00	-	1,020,914.00
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	173,768.00	-	173,768.00	173,768.00	-	173,768.00
c. Adjusted Beginning Balance		1,020,914.00	-	1,020,914.00	1,194,682.00	-	1,194,682.00	1,194,682.00	-	1,194,682.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,713,825.55	0.00	1,713,825.55	(316,320.32)	(241,486.17)	(557,806.49)	1,848,223.42	0.00	1,848,223.42
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711									
Stores (equals object 9320)	9712									
Prepaid Expenditures (equals object 9330)	9713									
All Others	9719									
b. Restricted	9740									
c. Committed										
Stabilization Arrangements	9750									
Other Commitments	9760									
d. Assigned										
Other Assignments	9780									
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	405,413.22		405,413.22	250,400.38		250,400.38	394,066.23		394,066.23
Unassigned/Unappropriated Amount	9790	1,308,412.33		1,308,412.33	(566,720.70)		(566,720.70)	1,454,157.19		1,454,157.19

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Watsonville Prep School
 (continued) _____
 CDS #: 44 77248 0138909
 Charter Approving Entity: SBE
 County: Santa Cruz
 Charter #: 2032
 Fiscal Year: 2023/24

Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	6,275,898.00	2,466,296.00	6,015,212.00	(260,686.00)	-4.15%
Education Protection Account State Aid - Current Year	8012	87,400.00	35,010.00	81,776.00	(5,624.00)	-6.43%
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	-	-
State Aid - Prior Years	8019	-	-	-	-	-
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	-	-	-	-	-
County and District Taxes (for rev. limit funded schools)	8040-8079	-	-	-	-	-
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	-	-	-	-	-
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	-	-	-	-	-
Charter Schools Funding in Lieu of Property Taxes	8096	-	-	-	-	-
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		6,363,298.00	2,501,306.00	6,096,988.00	(266,310.00)	-4.19%
2. Federal Revenues						
No Child Left Behind (Include ARRA)	8290	307,152.00	459.00	307,152.00	-	0.00%
Special Education - Federal	8181, 8182	64,658.00	-	64,658.00	-	0.00%
Child Nutrition - Federal	8220	286,100.00	102,034.62	286,100.00	-	0.00%
Other Federal Revenues (Include ARRA)	8110, 8260-8299	300,000.00	6,421.00	300,000.00	-	0.00%
Total, Federal Revenues		957,910.00	108,914.62	957,910.00	-	0.00%
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15	-	-	-	-	-
Special Education - State	StateRevSE	278,254.00	167,589.00	278,254.00	-	0.00%
All Other State Revenues	StateRevAO	1,192,914.00	471,985.44	1,192,914.00	-	0.00%
Total, Other State Revenues		1,471,168.00	639,574.44	1,471,168.00	-	0.00%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	8,800.00	5,724.02	8,800.00	-	0.00%
Total, Local Revenues		8,800.00	5,724.02	8,800.00	-	0.00%
5. TOTAL REVENUES						
		8,801,176.00	3,255,519.08	8,534,866.00	(266,310.00)	-3.03%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,545,393.47	814,963.60	1,441,474.97	(103,918.50)	-6.72%
Certificated Pupil Support Salaries	1200	176,591.00	114,625.88	188,856.18	12,265.18	6.95%
Certificated Supervisors' and Administrators' Salaries	1300	388,920.04	257,434.81	431,674.05	42,754.01	10.99%
Other Certificated Salaries	1900	-	-	-	-	-
Total, Certificated Salaries		2,110,904.51	1,187,024.29	2,062,005.20	(48,899.31)	-2.32%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	1,038,605.79	596,888.06	1,004,669.08	(33,936.71)	-3.27%
Non-certificated Support Salaries	2200	90,767.00	56,022.16	91,410.96	643.96	0.71%
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-
Clerical and Office Salaries	2400	218,724.18	118,373.16	197,625.08	(21,099.10)	-9.65%
Other Non-certificated Salaries	2900	340,596.35	222,400.70	376,012.55	35,416.20	10.40%
Total, Non-certificated Salaries		1,688,693.32	993,684.08	1,669,717.67	(18,975.65)	-1.12%
3. Employee Benefits						
STRS	3101-3102	410,104.00	196,341.91	336,586.13	(73,517.87)	-17.93%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	178,800.00	92,789.69	159,068.04	(19,731.96)	-11.04%
Health and Welfare Benefits	3401-3402	481,728.00	311,246.07	533,564.69	51,836.69	10.76%
Unemployment Insurance	3501-3502	14,948.77	13,100.05	22,457.23	7,508.46	50.23%
Workers' Compensation Insurance	3601-3602	32,339.85	17,832.50	30,570.00	(1,769.85)	-5.47%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-
Other Employee Benefits	3901-3902	22,000.00	4,640.47	-	(22,000.00)	(100%)
Total, Employee Benefits		1,139,920.62	635,950.69	1,082,246.09	(57,674.53)	-5.06%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Watsonville Prep School
 (continued) _____
 CDS #: 44 77248 0138909 _____
 Charter Approving Entity: SBE _____
 County: Santa Cruz _____
 Charter #: 2032 _____
 Fiscal Year: 2023/24 _____

Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	1,200.00	-	1,000.00	(200.00)	-16.67%
Books and Other Reference Materials	4200	16,530.00	12,182.81	13,500.00	(3,030.00)	-18.33%
Materials and Supplies	4300	68,900.00	65,769.38	70,000.00	1,100.00	1.60%
Noncapitalized Equipment	4400	221,900.00	106,416.40	182,428.11	(39,471.89)	-17.79%
Food	4700	288,100.00	162,825.61	279,129.62	(8,970.38)	-3.11%
Total, Books and Supplies		596,630.00	347,194.20	546,057.73	(50,572.27)	-8.48%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	82,295.00	82,601.03	90,000.00	7,705.00	9.36%
Dues and Memberships	5300	3,200.00	-	500.00	(2,700.00)	-84.38%
Insurance	5400	24,000.00	17,494.77	29,991.03	5,991.03	24.96%
Operations and Housekeeping Services	5500	35,049.00	61,815.41	72,150.00	37,101.00	105.85%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	916,863.00	294,369.09	800,000.00	(116,863.00)	-12.75%
Professional/Consulting Services and Operating Expend.	5800	1,478,436.00	1,371,157.51	1,500,000.00	21,564.00	1.46%
Communications	5900	32,273.00	16,716.50	28,656.86	(3,616.14)	-11.20%
Total, Services and Other Operating Expenditures		2,572,116.00	1,844,154.31	2,521,297.89	(50,818.11)	-1.98%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
<i>Depreciation Expense (for accrual basis only)</i>	6900	-	-	-	-	
Total, Capital Outlay		-	-	-	-	
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
8. TOTAL EXPENDITURES		8,108,264.45	5,008,007.57	7,881,324.58	(226,939.87)	-2.80%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		692,911.55	(1,752,488.49)	653,541.42	(39,370.13)	-5.68%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Watsonville Prep School
 (continued) _____
 CDS #: 44 77248 0138909 _____
 Charter Approving Entity: SBE _____
 County: Santa Cruz _____
 Charter #: 2032 _____
 Fiscal Year: 2023/24 _____

Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)						
		692,911.55	(1,752,488.49)	653,541.42	(39,370.13)	-5.68%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,020,914.00	1,020,914.00	1,020,914.00	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	-	173,768.00	173,768.00	173,768.00	New
c. Adjusted Beginning Balance		1,020,914.00	1,194,682.00	1,194,682.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,713,825.55	(557,806.49)	1,848,223.42		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	405,413.22	250,400.38	394,066.23	(11,346.99)	-2.80%
Unassigned/Unappropriated Amount	9790	1,308,412.33	(566,720.70)	1,454,157.19	145,744.86	11.14%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Watsonville Prep School
 (continued) _____
 CDS #: 44 77248 0138909
 Charter Approving Entity: SBE
 County: Santa Cruz
 Charter #: 2032
 Fiscal Year: 2023-24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2023-24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	6,015,212.00	0.00	6,015,212.00	7,541,367.00	8,662,054.00
Education Protection Account State Aid - Current Year	8012	81,776.00	0.00	81,776.00	98,800.00	110,200.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00	0.00	0.00	0.00	0.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00	0.00	0.00
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00	0.00
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	0.00	0.00	0.00	0.00	0.00
Charter Schools Funding in lieu of Property Taxes	8096	0.00	0.00	0.00	0.00	0.00
Other LCFF/Revenue Limit Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF/Revenue Limit Sources		6,096,988.00	0.00	6,096,988.00	7,640,167.00	8,772,254.00
2. Federal Revenues						
No Child Left Behind	8290	0.00	307,152.00	307,152.00	313,295.04	319,560.94
Special Education - Federal	8181, 8182	0.00	64,658.00	64,658.00	65,951.16	67,270.18
Child Nutrition - Federal	8220	0.00	286,100.00	286,100.00	291,822.00	297,658.44
Other Federal Revenues	8110, 8260-8299	0.00	300,000.00	300,000.00		-
Total, Federal Revenues		0.00	957,910.00	957,910.00	671,068.20	684,489.56
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15					
Special Education - State	StateRevSE	0.00	278,254.00	278,254.00	281,593.05	284,972.16
All Other State Revenues	StateRevAO	740,253.00	452,661.00	1,192,914.00	1,133,503.95	1,181,119.84
Total, Other State Revenues		740,253.00	730,915.00	1,471,168.00	1,415,097.00	1,466,092.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	8,800.00	0.00	8,800.00	72,000.00	72,000.00
Total, Local Revenues		8,800.00	0.00	8,800.00	72,000.00	72,000.00
5. TOTAL REVENUES						
		6,846,041.00	1,688,825.00	8,534,866.00	9,798,332.20	10,994,835.56
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,247,004.29	194,470.68	1,441,474.97	1,614,719.22	1,793,160.80
Certificated Pupil Support Salaries	1200	142,927.23	45,928.95	188,856.18	194,521.87	200,357.52
Certificated Supervisors' and Administrators' Salaries	1300	398,913.76	32,760.29	431,674.05	444,624.27	457,963.00
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		1,788,845.28	273,159.92	2,062,005.20	2,253,865.36	2,451,481.32
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	435,421.08	569,248.00	1,004,669.08	1,074,809.15	1,147,053.43
Non-certificated Support Salaries	2200	19,753.50	71,657.46	91,410.96	94,153.29	96,977.89
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	197,625.08	0.00	197,625.08	203,553.83	209,660.45
Other Non-certificated Salaries	2900	376,012.55	0.00	376,012.55	387,292.93	398,911.71
Total, Non-certificated Salaries		1,028,812.21	640,905.46	1,669,717.67	1,759,809.20	1,852,603.48

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Watsonville Prep School
 (continued) _____
 CDS #: 44 77248 0138909
 Charter Approving Entity: SBE
 County: Santa Cruz
 Charter #: 2032
 Fiscal Year: 2023-24

Description	Object Code	FY 2023-24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	284,412.58	52,173.55	336,586.13	430,488.28	468,232.93
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	131,646.08	27,421.96	159,068.04	162,249.40	165,494.39
Health and Welfare Benefits	3401-3402	478,720.77	54,843.92	533,564.69	544,235.98	555,120.70
Unemployment Insurance	3501-3502	13,316.58	9,140.65	22,457.23	22,906.37	23,364.50
Workers' Compensation Insurance	3601-3602	20,515.28	10,054.72	30,570.00	31,181.40	31,805.03
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		928,611.29	153,634.80	1,082,246.09	1,191,061.44	1,244,017.55
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	850.00	150.00	1,000.00	1,100.00	1,210.00
Books and Other Reference Materials	4200	11,475.00	2,025.00	13,500.00	14,850.00	16,335.00
Materials and Supplies	4300	58,175.00	11,825.00	70,000.00	77,000.00	84,700.00
Noncapitalized Equipment	4400	182,428.11	0.00	182,428.11	200,670.92	220,738.01
Food	4700	2,338.80	276,790.82	279,129.62	307,042.58	337,746.84
Total, Books and Supplies		255,266.91	290,790.82	546,057.73	600,663.50	660,729.85
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	90,000.00	0.00	90,000.00	96,300.00	103,041.00
Dues and Memberships	5300	500.00	0.00	500.00	535.00	572.45
Insurance	5400	29,991.03	0.00	29,991.03	32,090.40	34,336.73
Operations and Housekeeping Services	5500	72,150.00	0.00	72,150.00	77,200.50	82,604.54
Rentals, Leases, Repairs, and Noncap. Improvements	5600	800,000.00	0.00	800,000.00	856,000.00	915,920.00
Professional/Consulting Services and Operating Expend.	5800	1,169,666.01	330,333.99	1,500,000.00	1,605,000.00	1,717,350.00
Communications	5900	28,656.86	0.00	28,656.86	30,662.84	32,809.24
Total, Services and Other Operating Expenditures		2,190,963.90	330,333.99	2,521,297.89	2,697,788.74	2,886,633.95
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		6,192,499.58	1,688,825.00	7,881,324.58	8,503,188.24	9,095,466.15
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		653,541.42	0.00	653,541.42	1,295,143.96	1,899,369.41

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Watsonville Prep School
 (continued) _____
 CDS #: 44 77248 0138909
 Charter Approving Entity: SBE
 County: Santa Cruz
 Charter #: 2032
 Fiscal Year: 2023-24

Description	Object Code	FY 2023-24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		653,541.42	0.00	653,541.42	1,295,143.96	1,899,369.41
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,020,914.00	0.00	1,020,914.00	1,848,223.42	3,143,367.38
b. Adjustments to Beginning Balance	9793, 9795	173,768.00	0.00	173,768.00		
c. Adjusted Beginning Balance		1,194,682.00	0.00	1,194,682.00	1,848,223.42	3,143,367.38
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,848,223.42	0.00	1,848,223.42	3,143,367.38	5,042,736.79
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740	0.00	0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	394,066.23	0.00	394,066.23	425,159.41	454,773.31
Unassigned/Unappropriated Amount	9790	1,454,157.19	0.00	1,454,157.19	2,718,207.96	4,587,963.48

Coversheet

Public Hearing on Proposed Safety Plan & Policies

Section: IV. Topical
Item: A. Public Hearing on Proposed Safety Plan & Policies
Purpose: FYI
Submitted by:
Related Material: 4.10.24 Safety Update Governance Meeting Presentation.pdf



Safety Update

Next steps to provide a safe, affirming, and productive environment for all.

Executive Summary

1. In February 2024, staff provided the Board with an update on safety activities conducted since August.
2. Navigator worked with Knowledge Saves Lives to draft a comprehensive safety plan.
3. The board will receive the safety plan at the April 10 board meeting for review and approval
4. Safety team will then work on next steps, including additional training for staff and required policies and protocols.

In February 2024, staff provided the board with an update on safety activities conducted since August.

The update to the board included:

1. Actions taken on KSL recommendations
2. Community Schools partnerships with local mental health resources and trauma informed practice support
3. Facilities planning to ensure new site buildings and plans are safe and secure
4. Evidence on how staff, scholars, and families feel we are providing safe, productive, and affirming environments

Navigator worked with Knowledge Saves Lives to draft a comprehensive school safety plan.

Navigator Schools - Board Meeting - Agenda - Wednesday April 10, 2024 at 6:00 PM

- The CSSP must be reviewed/updated and adopted by the school site council (SSC) in a public meeting by March 1 of each year.
- The school site council may delegate this responsibility to a school safety planning committee
- The school site council must also consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP.
 - KSL and staff worked with law enforcement to create the document
- The CSSP and any updates to the plan must be submitted to the district office and shared with the law enforcement agency, the fire department, and the other first responder entities.

The board will receive the safety plan at the April 10 board meeting for review and approval

1. School sites approved and signed plan by March 1, 2024
2. Governance Committee reviewed plan on March 28, 2024 and recommended approval to the Board
3. The Board will review and vote on a redacted safety plan
4. Redactions are in place to minimize risks and to provide a public version of the plan
5. Public plan will be shared with local districts by October 15, 2024
6. Public plan will be placed on our website

Safety team will then work on next steps, including additional training for staff and required policies and protocols.

1. Site staff have asked for next round of lockdown training by KSL
2. KSL provided contract proposal to provide “ICS” training at the 4 school sites (\$11,980)
3. Staff will review additional resource providers for site and mental health safety
4. The safety team will work on the Workplace Violence Safety Plan (VVSP) due by June 30, 2024
5. KSL provided contract proposal to provide a VVSP with 5 site inspections at the 4 school sites and the Support Office (\$13,875)

Questions?



Navigator Schools

Charting a new course in education

Coversheet

Safety Plan & Policies

Section: IV. Topical
Item: B. Safety Plan & Policies
Purpose: Vote
Submitted by:
Related Material: Navigator Schools 23-34 CSSP REDACTED.pdf

AB 1747 COMPREHENSIVE SCHOOL SAFETY PLAN 2023-2024 (REDACTED)



Navigator Schools
650 San Benito Street
Hollister, CA 95023

Navigator Schools
Charting a new course in education

Report Compiled by

**KNOWLEDGE
SAVES LIVES, INC.**



312 S. Roselawn Avenue, Turlock, CA 95380

knowledgesaveslives.com | (209) 710-0271 | training@knowledgesaveslives.com

California Brown Act Exemption Disclaimer

Closed meetings and records under exemption from Brown Act records release pursuant to California Government Code 6254. This allows a public body to close certain records as they relate to terrorism response and security information and planning. The records reflected in this report are directly related to terrorism, campus violence prevention and safety.

Table of Contents

PREFACE.....	6
NOTICE OF PUBLIC MEETING	6
1. CA AB 1747: COMPREHENSIVE SCHOOL SAFETY PLAN	7
INTRODUCTION.....	7
IMPLEMENTATION OF PLAN	8
NOTICE OF NON-COMPLIANCE.....	8
2. SCHOOL SAFETY PLANNING COMMITTEE	9
SIGNATURE PAGE.....	10
Navigator Schools	10
CONTINUITY OF OPERATIONS PLAN (COOP)	11
ANALYSIS OF CRIME ON CAMPUS	12
Gilroy Prep	12
Hayward Collegiate	12
Hollister Prep	13
Watsonville Prep.....	13
ASSESSMENT OF THE CURRENT STATUS OF SCHOOL CRIME	14
Gilroy Prep	14
Hollister Prep	14
Watsonville Prep.....	14
ANNUAL SAFETY GOALS 2023-2024	15
Navigator Schools Safety Goals 2023-2024	16
3. MANDATED POLICIES AND PROCEDURES.....	17
CHILD ABUSE REPORTING	18
SEXUAL HARASSMENT POLICY	22
DANGEROUS STUDENT, NOTIFICATION TO TEACHERS	23
PROCEDURES FOR SAFE INGRESS AND EGRESS	24
Off-Campus Evacuation/Assembly Locations	25
SCHOOL DISCIPLINE.....	28
BULLYING AND CYBERBULLYING	29
DRESS CODE	29
4. ICS / SEMS.....	30
RESPONSIBILITIES FOR A SCHOOL DISASTER.....	30

PRIMARY ICS FUNCTIONS..... 32

UNIFIED COMMAND STRUCTURE..... 33

5. EMERGENCY AND ROUTINE DISASTER PROCEDURES 34

CA LEGAL AUTHORITIES AND REFERENCES..... 35

RECOVERY 37

DEFINITIONS: INCIDENTS, EMERGENCIES, DISASTERS 38

LEVELS OF RESPONSE 40

EMERGENCY PHASES..... 41

 Staff Preparedness 42

 DISTRICT AND PARENT RESPONSIBILITIES FOR STUDENTS 44

 DISTRICT RESPONSIBILITIES..... 44

DRILLS 45

 EARTHQUAKE DRILL 45

 FIRE DRILLS..... 47

 ACTIVE SHOOTER/LOCKDOWN TRAINING DRILLS 48

SUICIDE PREVENTION 48

 Do’s..... 49

 Dont’s..... 50

SERT - Suicide Emergency Response Team - 2023-2024..... 51

MASS CASUALTY INCIDENTS 52

BIO-TERRORISM..... 53

IMMUNIZATION & MASS PROPHYLAXIS PANDEMIC & BIOTERROISM 57

PANDEMIC FLU 61

MEDICAL EMERGENCIES 62

 RESCUE BREATHING 62

 FENTANYL (OPIOID) OVERDOSE - NARCAN 63

 TRIAGE GUIDELINES 67

 S.T.A.R.T. PLAN TRIAGE CHECKLIST 67

EMERGENCY COMMUNICATIONS 69

6. FUNCTIONAL ANNEX 71

 NAVIGATOR SCHOOLS EMERGENCY PHONE DIRECTORY..... 71

 WEBSITE DIRECTORY 72

 ICS Roster – Gilroy Prep 73



ICS Roster – Hayward Collegiate 74

ICS Roster – Hollister Prep..... 75

ICS Roster – Watsonville Prep 76

EARTHQUAKE PROBABILITY CHART 77

CONTINUITY OF OPERATIONS PLAN 78

BOMB THREAT REPORT FORM 82

ACTIVE SHOOTER DRILL ASSESSMENT SHEET 83

HOMELAND SECURITY ADVISORY SYSTEM 84

RESPONSE LEVEL DIAGRAM 86

MASS CASUALTY PATIENT TRACKING SHEET 87

MASS PROPHYLAXIS CENTER CHECKLIST 88

REPORT OF NALOXONE (NARCAN) ADMINISTRATION 89

PANDEMIC FLU CHECKLIST 92

EOC MESSAGE FORM 97

AMERICAN RED CROSS 108

HOMELAND SECURITY ADVISORY SYSTEM 113

7. THREAT AND HAZARD ANNEXES 120

BASIC ACTIONS 120

INITIAL MEDIA STATEMENTS 122

EARTHQUAKE 123

FIRE 125

FLOOD / INUNDATION..... 126

LOSS OF UTILITIES 127

POWER OUTAGE/ROLLING BLACKOUTS 128

HEAT WAVE..... 130

TORNADO/HIGH WIND EVENT 131

LIGHTING STORM 134

SHELTER IN PLACE 135

INTRUDER ON CAMPUS 136

HOSTAGE SITUATION 136

LOCKDOWN: ACTIVE SHOOTER 138

BOMB THREAT 138

EXPLOSION OR THREAT OF EXPLOSION..... 140



ANIMAL DISTURBANCE 141

HAZARDOUS SUBSTANCES 142

POISONING, CHEMICAL SPILLS, HAZARDOUS MATERIALS 143

CHEMICAL SPILL ON SITE 143

CHEMICAL SPILL OFF-SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY 144

MOTOR VEHICLE CRASH..... 145

VEHICLE FUEL SPILL 145

FALLEN AIRCRAFT 147

EMERGENCY EVACUATION ROUTES AND PROCEDURES 148

8. FULL TEXT OF MANDATED POLICIES 154

CHILD ABUSE AND NEGLECT REPORTING 154

**NAVIGATOR SCHOOLS HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY
..... 154**

SCHOOL DISCIPLINE..... 160

BEHAVIORAL CHALLENGES and POSSIBLE CONSEQUENCES..... 161

DRESS CODE 166

PREFACE

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under CA AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

California law requires the Comprehensive Safe School Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 32286). The superintendent should ensure that all staff have been trained and are familiar with the contents of this plan.

The template is also designed as a living document to be updated as necessary to meet site, district, and community needs, forms, or requirements.

It is *NOT* intended to be a “grab and go” guide in an actual emergency.

NOTICE OF PUBLIC MEETING

As directed by CA Education Code 32288(b)(1), this safety plan, including the safety plan goals identified in Section 2, shall be presented to designated invitees at a public meeting at the school site to allow for public opinions before adopting the plan.

Prior to adoption, this safety plan was made available to designated invitees for review on the dates listed below:

School	Date of Meeting
Gilroy Prep	
Hayward Collegiate	
Hollister Prep	
Watsonville Prep	

1. CA AB 1747: COMPREHENSIVE SCHOOL SAFETY PLAN

INTRODUCTION

Beginning in September 2018, CA AB 1747 mandates that individual schools in districts with over 2,500 students must adopt a comprehensive school safety plan by March 1 and must review and update the plan by March 1 of every year thereafter. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district. (Amended Ed. Codes 35294.1 & 35294.6)

The school district or COE must annually notify the CDE by October 15 of any school(s) that have not complied with requirements. (Amended Ed. Code 35294.6)

The following guidelines may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of CA AB 1747, School Safety Plans.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council, or equivalent of the school climate in relation to the current status of school crime committed on campus and at school-related functions. Based on this assessment, safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the Comprehensive School Safety Plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of CA AB 1747:
 - a. Child Abuse reporting procedures
 - b. Policies pursuant to Ed. Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
 - c. Procedures to notify teachers and counselors of dangerous students
 - d. Sexual Harassment Policy
 - e. Safe ingress and egress to and from school
 - f. Rules and procedures on school discipline to create a safe and orderly environment conducive to learning
 - g. Dress code
 - h. Routine and emergency disaster procedures including natural disasters, human-created disasters, or power outages

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff. A redacted plan will be made available to students, parents, and the community to review in the school site administration or reception office. The redacted plan may be posted on the school website.

Navigator Schools should ensure that this comprehensive school safety plan and all school safety materials and emergency communications for parents and guardians be made available in languages other than English for limited English proficient families.

NOTICE OF NON-COMPLIANCE

Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with requirements. (Ed. Code 32288.)

If the State Superintendent of Public Instruction (SSPI) determines there has been a willful failure to make a required report, the SSPI shall notify the school district or COE in which the willful failure has occurred and make an assessment of not more than \$2,000 against that school district or COE. (Ed. Code 32287.)

Notify the SSPI in writing and submit by email to SHSO@cde.ca.gov or by regular mail to:

California Department of Education
School Health and Safety Office
1430 N Street, Suite 4309
Sacramento, CA 95814

Note: Do not FAX this notification.

2. SCHOOL SAFETY PLANNING COMMITTEE

The School Site Council (SSC) is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1)

The school safety planning committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent or guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Knowledge Saves Lives, Inc., an emergency preparedness training and consulting firm, has created the template used in the creation of this document. Local law enforcement has been consulted (Ed. Code 39294.1). Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- a representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representation

SIGNATURE PAGE

NAVIGATOR SCHOOLS SAFETY PLAN 2023 – 2024

The undersigned members of the Navigator Schools Safety Planning Committees certify that the requirements for the CA AB 1747, Comprehensive School Safety Plan, have been met.

Navigator Schools	
Superintendent	Date
Principal, Gilroy Prep	Date
Principal, Hayward Collegiate	Date
Principal, Hollister Prep	Date
Principal, Watsonville Prep	Date
President, School Site Council	Date
Teachers Association Representative	Date
Classified Association Representative	Date
Parent Representative	Date
Law Enforcement Representative	Date
Fire Department Representative (Optional)	Date
Knowledge Saves Lives, Inc. Rep	Date

CONTINUITY OF OPERATIONS PLAN (COOP)

Continuity planning is the ability of schools to carry out their normal activities and function after unplanned events have occurred, through their essential tasks, resources, and personnel. Although not required under the CA Ed. Code, it is recommended the school and district develop a COOP in case of emergency or unusual working conditions. The COOP can be a standalone document or incorporated into this CSSP. Follow this link to find a working sample located in the [Functional Annex](#).

There are six key elements addressed in a COOP:

Essential Functions

Identify essential functions and services that are needed to sustain division mission and operations. Determine what functions will ultimately need to be prioritized in the worst-case scenario. Establish how the division may be re-organized to accommodate prioritization of functions for the division and for the district.

Critical Resources

Identify critical resources (staffing and equipment) necessary for Division to carry out essential functions and where such resources may be acquired, internally and externally, if necessary.

Essential Staff

List essential staffing positions for sustaining mission and operations and identify alternate staff members who can also fill essential positions (ensure there are multiple individuals capable of completing all essential functions). Consider staffing reassignment options for critical positions to mitigate the impact of a reduced workforce. Establish orders of succession, building out three deep for each leadership role. Confirm Delegations of Authority to ensure that decision-making proceeds efficiently during times of crisis.

Communications

Establish the processes for notifying employees of changes to the work environment and conditions and sharing other critical, timely information. Establish the methods used for notification and dissemination of critical information.

Ensure that:

- Contact rosters are complete and up to date
- General messages are pre-staged when possible
- Test the system and users by sending occasional test messages
- Establish a back-up method for messaging

Essential Record Management

Identify, protect, and ensure the ready availability of electronic and/or hard-copy documents, references, records, and information necessary to complete essential functions.

Reconstitution

Outline the process for returning to normal function.

ANALYSIS OF CRIME ON CAMPUS

Each school is required to assess the current status of school crime committed on the school campus and at school-related functions. This is accomplished by reviewing the following types of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; California Healthy Kids Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment.

Gilroy Prep

Data Source	2020-2021	2021-2022	2022-2023
Suspensions (Number of Incidents)	0	0	0
- Violence	0	0	0
- Tobacco / Vaping	0	0	0
- Drugs or Alcohol	0	0	0
- Weapons	0	0	0
Expulsions	0	0	0
Vandalism (Number of Incidents)	0	0	0
Attendance , General Ed. (%)	N/A	N/A	N/A
Attendance , Special Ed. (%)	N/A	N/A	N/A

Hayward Collegiate

Data Source	2020-2021	2021-2022	2022-2023
Suspensions (Number of Incidents)	0	0	0
- Violence	0	0	0
- Tobacco / Vaping	0	0	0
- Drugs or Alcohol	0	0	0
- Weapons	0	0	0
Expulsions	0	0	0
Vandalism (Number of Incidents)	0	0	0
Attendance , General Ed. (%)	N/A	N/A	N/A
Attendance , Special Ed. (%)	N/A	N/A	N/A

Hollister Prep

Data Source	2020-2021	2021-2022	2022-2023
Suspensions (Number of Incidents)	0	0	0
Violence	0	0	0
Tobacco / Vaping	0	0	0
Drugs or Alcohol	0	0	0
Weapons	0	0	0
Expulsions	0	0	0
Vandalism (Number of Incidents)	0	0	0
Attendance , General Ed. (%)	N/A	N/A	N/A
Attendance , Special Ed. (%)	N/A	N/A	N/A

Watsonville Prep

Data Source	2020-2021	2021-2022	2022-2023
Suspensions (Number of Incidents)	0	0	0
Violence	0	0	0
Tobacco / Vaping	0	0	0
Drugs or Alcohol	0	0	0
Weapons	0	0	0
Expulsions	0	0	0
Vandalism (Number of Incidents)	0	0	0
Attendance , General Ed. (%)	N/A	N/A	N/A
Attendance , Special Ed. (%)	N/A	N/A	N/A

ASSESSMENT OF THE CURRENT STATUS OF SCHOOL CRIME

Gilroy Prep

The safety and security of our campus community remain a top priority at GPS. Thanks to the active involvement of families, crime on campus continues to remain very low. We strongly emphasize family engagement, recognizing it as vital to both academic success and fostering a safe environment. Families serve as invaluable partners, acting as our eyes and ears in the vicinity of the campus. Their vigilance and communication enable us to promptly address any concerning activities. We extend a warm invitation to all families to participate in school site council meetings and join us for various events throughout the academic year, including back-to-school nights, family game nights, awards ceremonies, and special campus events. Additionally, we have a dedicated Campus Safety Lead who works tirelessly to implement and oversee safety protocols, ensuring the well-being of all students and staff.

Hayward Collegiate

Crime at Hayward Collegiate is very low thanks to our community involvement. We work diligently to create an inclusive and welcoming campus culture so that families, students, staff, and other community members feel safe both physically and emotionally. We include families in many levels of engagement including the Family Teacher Association, School Site Council, and Community Schools Council as well as coffees with the principal, and 7+ yearly community events. Our student services team ensures the mental and emotional wellness of students through the MTSS process, student surveys, and teacher reporting as well as school-wide SEL and wellness learning. We also have a school safety officer dedicated to ensuring the daily safety of the campus.

Hollister Prep

Crime at HPS is very low because as a community we prioritize the well-being and security of all our students. We have a strong sense of community where everyone looks out for each other. Whether it's students, faculty, or staff, we understand the importance of being attentive and supportive of one another. Our campus is a place where we come together in support of our students and families with events like our PBIS Get Ins, holiday program, sports, family picnic and awards ceremonies. We also have a dedicated security officer and Site Operations Manager who are equipped to respond promptly and effectively to ensure the security of everyone on campus.

Watsonville Prep

Crime at WPS is very low because, as a community, we prioritize the well-being and security of all our students. We have a strong sense of community where everyone looks out for each other. Whether it's students, faculty, or staff, we understand the importance of being attentive and supportive of one another. We also have a dedicated security officer and Site Operations Manager who are equipped to respond promptly and effectively to ensure the security of everyone on campus.

ANNUAL SAFETY GOALS 2023-2024

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district, and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District, or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

To keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups, and the Board of Trustees.

The year-end assessment should be completed in May and reported upon.

Navigator Schools Safety Goals 2023-2024		
Goal 1: Create a “strong” safety and health climate in our schools.		
	Strategies to be Used	Person Responsible
Objective 1:	Educate all staff members on their responsibility and accountability for safety training, supervision, and enforcement	Administration and staff
Objective 2:	Help provide a safe and secure learning environment by ensuring there is effective and appropriate communication between staff/parents/students	Staff
Goal 2:		
	Strategies to be Used	Person Responsible
Objective 1:		
Objective 2:		

3. MANDATED POLICIES AND PROCEDURES

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revisions. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting is consistent with Penal Code 11164.
- Policies are pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians, and employees to and from the school.
- The rules and procedures on school discipline are adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing “gang-related apparel,” the provisions of that dress code.
 - Routine and Emergency Disaster Procedures that include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students, and/or parents notified that this policy exists?
- How are staff, students, and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional training is needed?

CHILD ABUSE REPORTING

Refer to Section 8 of this document for Navigator Schools policy on Child Abuse Reporting or use [THIS LINK](#) to jump to that section.

The following information is provided for clarification, but not part of Navigator policy.

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment, or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
 - a. Injury inflicted by another person
 - b. Sexual Abuse
 - c. Neglect of child's physical health and emotional needs
 - d. Unusual and willful cruelty; unjustifiable
 - e. Unlawful corporal punishment

2. Not Considered Child Abuse
 - a. Mutual affray between minors
 - b. Injury caused by reasonable and necessary force used by a peace officer:
 - i. To quell a disturbance threatening physical injury to a person or damage to property
 - ii. To prevent physical injury to another person or damage to property
 - iii. For the purposes of self-defense
 - iv. To obtain possession of weapons or other dangerous objects within the control of a child
 - v. To apprehend an escapee

B. Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

2. Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practically possible by telephone,

AND

a written report must be sent within 36 hours of the telephone call to the child protective agency.

3. Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

4. When two or more persons who are required to report are present and jointly knowledgeable of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

5. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

6. This entire section on Child Abuse has been taken from California Laws Relating to Minors manual.



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

[Print Form](#) [Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS <small>Street City Zip</small>			DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE		TODAY'S DATE	
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY		
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)				
	ADDRESS <small>Street City Zip</small>			DATE/TIME OF PHONE CALL	
	OFFICIAL CONTACTED - NAME AND TITLE			TELEPHONE	
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

Link to fillable form: [State of CA - Suspected Child Abuse Report Form](#)

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if provisions under this section are current and in effect.

1. Involuntary sexual activity is always reportable.
2. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
3. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by the Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

1. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery, or other indications of an exploitative relationship.
2. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.



Reportable Sexual Activity if the Child is 14 or 15 years and:

1. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship or there is unlawful sexual intercourse with a partner older than 21 years
2. There is lewd and lascivious acts committed by a partner more than 10 years older than the child
3. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

1. The partner is less than 14 years of age
2. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
3. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

1. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

1. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Mandated reports of sexual activity must be reported to either Child Protective Services or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

Child Abuse Reporting Numbers:

County of Santa Clara Child Abuse & Neglect Center (CANC)	(833) 722-5437
Alameda County Social Services Agency	(510) 259-1800
San Benito County Child Protective Services	(831) 636-4190
Santa Cruz County Child Welfare Services	(877) 505-3299 or (831) 454-2273

Police Departments:

Gilroy Police Department	(408) 846-0350
Hayward Police Department	(510) 293-7000
Hollister Police Department	(831) 636-4330
Watsonville Police Department	(831) 768-3300

E. Staff Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

SEXUAL HARASSMENT POLICY

Refer to Section 8 of this document for Navigator Schools policy on Sexual Harassment policy or use [THIS LINK](#) to jump to that section.

The following information is provided for clarification, but not part of Navigator policy.

A. Definition

Sexual Harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature, when **any of four conditions** are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education.
2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education.
3. The conduct or communication has either the purpose or effect of 'substantially interfering with a person's education.
4. The conduct or communication creates an 'intimidating, hostile, or offensive educational environment."

B. Policy Pertaining to Sexual Harassment

1. Student vs. Student
2. Student vs. Staff Member
3. Staff Member vs. Student
4. Staff Member vs. Staff member
5. Knowledge of Student-to-Student or Staff-to-Student Sexual Harassment

C. Staff Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

DANGEROUS STUDENT, NOTIFICATION TO TEACHERS

It is the duty of Navigator Schools to notify a teacher of any student who has caused or attempted to cause "serious bodily injury" or physical injury which requires medical treatment. For purposes of reporting, "serious bodily injury" is defined as a "serious impairment of physical condition, including but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement." (Penal Code 243, subd. (e)(5).) "Injury" is defined as "any physical injury which requires professional medical treatment." (Penal Code 243, subd. (e)(60).)

For 1992-93 and each year thereafter, the information must cover the previous three years. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall receive the information in confidence and shall not disseminate it further. (Ed. Code 49079) The above information shall be given to teachers in writing and a copy shall be kept in the student's file.

The superintendent or designee shall be responsible for the development of procedures to ensure that a board policy is implemented. (Education Code 48201, 49079; Welfare and Institutions Code 827).

PROCEDURES FOR SAFE INGRESS AND EGRESS

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired, and/or cognitively/emotionally impaired must be assisted.

A. School Must Plan For:

1. Identifying the population of people with disabilities
2. Determining proper signage and equipment
3. Training staff to assist individuals with disabilities
4. Coordinating with emergency response personnel

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Locations

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

- Identify at least two off-campus evacuation site(s) on opposite side of the campus.
- Establish a memorandum of agreement with the evacuation site(s).

Gilroy Prep Off-Site Evacuation/Assembly Location

Name of Site:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

Hayward Collegiate Off-Site Evacuation/Assembly Location

Name of Site:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

Secondary Off-Site Evacuation/Assembly Location

Name of Site:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

Hollister Prep Off-Site Evacuation/Assembly Location

Name of Site:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

Watsonville Prep Off-Site Evacuation/Assembly Location

Name of Site:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. **Follow the “Shelter in Place” procedures.**

C. Staff Training

Staff have received training through on-site drills and regular review of this safety plan for off-site locations.

SCHOOL DISCIPLINE

A. Statement of Rules and Procedures Concerning School Discipline

CA Ed. Code 44807: "Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

Refer to Section 8 of this document for Navigator Schools policy on School Discipline policy or use [THIS LINK](#) to jump to that section.

B. Notification to Students and Parents

CA Ed. Code 35291:

- a. Parents and students shall be notified of the district and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- b. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Make staff aware of the requirement to review the information of a dangerous student if provided to them with a reminder there are legal ramifications for sharing the information with any other person.

BULLYING AND CYBERBULLYING

Navigator Schools recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

Refer to Section 8 of this document for Navigator Schools policy on Sexual Harassment policy or use [THIS LINK](#) to jump to that section.

A. Staff Training

Schools must annually make available the CDE's online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils. EC Section 32283.5(c). The CDE Bullying Prevention Training & Resources page can be found by following this link:

<https://www.cde.ca.gov/ls/ss/se/bullyres.asp>

DRESS CODE

Refer to Section 8 of this document for Navigator Schools policy on Sexual Harassment policy or use [THIS LINK](#) to jump to that section.

Navigator Schools promotes and encourages a positive learning environment for all students. Acceptable and appropriate behavior and clothing play a primary role in this desired educational atmosphere. If student clothing works against a positive learning atmosphere, it is not acceptable.

In order to provide ALL students a safe, appropriate academic environment, look-alike gang behavior is prohibited at school. For the safety of our students, it is very important that parents do not purchase or allow students to wear any item that might be perceived as the showing of "colors". This is clearly a campus safety issue, especially important as students move to and from school and in and out of the neighborhoods.

4. ICS / SEMS

RESPONSIBILITIES FOR A SCHOOL DISASTER

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the **Standard Emergency Management System (SEMS)** and the **Incident Command System (ICS)** can be adapted to your school. For ICS rosters for each school, use the links below to jump to the Functional Annex.

[ICS Roster – Gilroy Prep](#)

[ICS Roster – Hayward Collegiate](#)

[ICS Roster - Hollister Prep](#)

[ICS Roster – Watsonville Prep](#)

Major Concepts & Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics, and Finance/Administration*.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander*.

No one person should supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

ICS Terminology

All teachers and staff in the school should use ICS terminology. The terminology should be known **before** a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar terminology.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

PRIMARY ICS FUNCTIONS

Incident/School Commander (The "leader")

The Management Section is responsible for the overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Navigator Schools. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward the reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

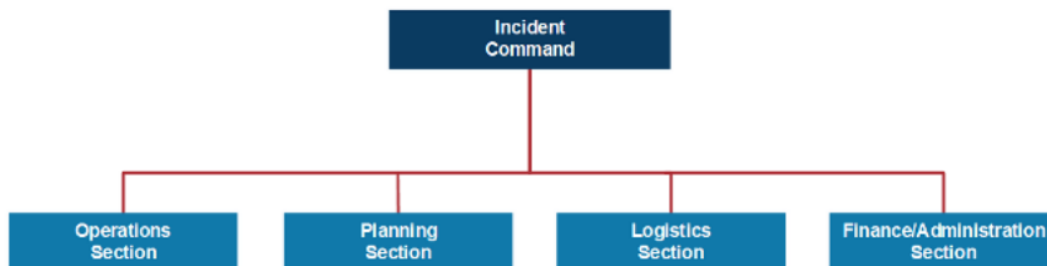
Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergency operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.



UNIFIED COMMAND STRUCTURE

Unified Command is a procedure used at incidents that allows all agencies with geographical, legal, or functional responsibility to establish a common set of incident objectives and strategies and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

5. EMERGENCY AND ROUTINE DISASTER PROCEDURES

THE BASIC PLAN

The Basic Plan addresses the responsibilities of Navigator Schools in emergencies associated with natural disasters, human-caused emergencies, and technological incidents. It provides a framework for the coordination of response and recovery efforts within the district in coordination and with local, State, and Federal agencies. The plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel.

The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Navigator Schools with clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

This plan meets the requirements of the policies of Santa Clara County, Alameda County, San Benito County, and Santa Cruz County on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response and defines the primary and support roles of the district and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees, and staff.
- Provide a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives and should be planned and arranged for in advance.

CA LEGAL AUTHORITIES AND REFERENCES

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

- states that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed
- When a state of emergency is proclaimed
- When a federal disaster declaration is made

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employee Workers Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

California Government Code, Section 3100 also states that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency.

No person who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

RECOVERY

It is critical to provide a mental health response for students, staff, and parents after a crisis that has impacted a school. Often, this can be provided by the district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, County Mental Health and the agencies working under its umbrella are available to support schools.

Numerous agencies under the County Mental Health Department umbrella currently provide ongoing mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers, or supervised interns. The services typically involve one-on-one or family-oriented approaches requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS

To best prepare for and manage the mental health recovery phase with the various counties through Memorandums of Understanding (MOU) with agencies who would provide crisis responses, the MOU would include the following:

1. Schools and/or school districts require, as part of their MOU with agencies and/or universities, all interns, therapists and mental health workers complete crisis response training with the various mental health agencies of each county before reporting to their assigned campuses.
2. In the event of a major crisis at a school site, or multiple school sites, the school district

will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify a licensed mental health representative at the county mental health agency. They will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school, the district, and mental health agency and its partnering agencies as to the requirements for a responding mental health team(s) The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

3. The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.
4. In police, fire or district debriefings with school staff, parents and impacted students, a representative from the county mental health agency or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.
5. In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

DEFINITIONS: INCIDENTS, EMERGENCIES, DISASTERS

Incident

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually single events that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually, a local emergency is not declared and the jurisdictional Emergency Operations Center (EOC) is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

Emergency

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

An *emergency* is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support is needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. The effects of a disaster last over a substantial period of time (days to weeks) and the local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments, and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

LEVELS OF RESPONSE

Response Levels are used to describe the type of event, the area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Proclamations of Emergency issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the school district to daily emergencies or incidents. Stand-by and alert procedures are issued in advance of an anticipated or planned event.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and counties will proclaim a local emergency. Then, the State of California will declare the State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. **When local jurisdictions declare a State of Emergency, the district board can declare the same.**

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with the Campbell Union High School District to respond. The affected cities and counties will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Operations Plan (EOP) and interact with public agencies.

EMERGENCY PHASES

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the Emergency Operations Plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost-effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both elements require the education of parents, students, teachers and administrators.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those persons identified in this plan as having either a primary or support mission relative to response and recovery should review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel should be acquainted with these SOPs and checklists and should periodically be trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach to a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated, and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Staff Preparedness

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs:

To prepare their family and home for earthquakes and other emergencies:

- A 72-hour supply kit for the home
- A Car Kit, including comfortable clothes/shoes and medications
- To develop a plan to reunite with their family
- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross and each local Office of Emergency Services, www.redcross.org, www.prepare.org, or www.ready.gov.

If the disaster occurs during school time, emergency management protocols recommend the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your **Family Plan** without you.

Disaster Service Worker Status: California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, a state agency, or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed
2. When a state of emergency has been proclaimed
3. When a federal disaster declaration has been made

DISTRICT AND PARENT RESPONSIBILITIES FOR STUDENTS

DISTRICT RESPONSIBILITIES

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT VIA A PROMULGATION STATEMENT (LOCATED IN DISTRICT EOP) DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a) If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b) students are on their way home from school are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or another authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and notifications made to parents in the regular communication channels shall be posted.

PARENT RESPONSIBILITIES

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is always current.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergencies. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision. It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

DRILLS

Navigator Schools should inform parents/guardians in the languages they understand of emergency plans, reunification plans and the necessity of cooperating with first responders in case of an emergency.

EARTHQUAKE DRILL

The earthquake emergency procedures shall be listed in, but not be limited to a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

As used in this safety plan, a “drop procedure” means an activity whereas each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures are to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers, and other employees shall immediately begin Duck, Cover, and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until the shaking stops.

Consider evacuation. However, an evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards, and removed from potential danger spots (covered walkways, large gas mains, chain-linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

STANDARDS FOR A SUCCESSFUL EARTHQUAKE DRILL

The earthquake alarm or announcement can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loudspeaker by the principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.

Upon sounding all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

FIRE DRILLS

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (*Code of Regulations, Title 5, Section 550*)

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

STANDARDS FOR A SUCCESSFUL FIRE DRILL

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.
5. Upon sounding the all-clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

ACTIVE SHOOTER/LOCKDOWN TRAINING DRILLS

For sites that have had Active Shooter Training, conducting an Active Shooter/Lockdown Training Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill after receiving verified training, which should take no longer than 10 minutes and only include trained staff. Elementary schools should conduct drills every other year without students present (or annually if the local police department has the resources to support the drills.) Drills should be scheduled with your School Resource or Liaison Officers.

There are several steps that are recommended in the Active Shooter Training to successfully conduct your drill. They involve:

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

SUICIDE PREVENTION

Navigator Schools recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

Navigator Schools Link to Board Policy on Suicide Prevention:

[Navigator Schools Suicide Prevention Policy - Full Text](#)

The publications of many organizations and governmental agencies contain advice for people who are faced with a suicidal person. That advice is summarized below.

Do's

- LISTEN** to what the person is saying and take her/his suicidal threat seriously. Many times, a person may be looking for just that assurance.
- OBSERVE** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- ASK** whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- GET HELP** by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- STAY** with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Dont's

- DON'T** leave the person alone for even a minute.
- DON'T** act shocked or be sworn to secrecy.
- DON'T** underestimate or brush aside a suicide threat (“You won’t really do it; you’re not the type”), or to shock or challenge the person (“Go ahead. Do it”). The person may already feel rejected and unnoticed, and you should not add to the burden.

- DON'T** let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

- DON'T** take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

SERT - Suicide Emergency Response Team - 2023-2024

Please send a group text to all VP's, Principal, and Misty immediately if a student makes a self harm comment, joke, drawing etc.

Please do not leave student alone.

If comment is made at dismissal, please notify parent and inform them that counselor will follow up the next day.

***SERT Leader: Assumes responsibility for decisions made and actions taken, acts as liaison with police or other authorized outside agency**

*Norma Knox - CPI Trained	831-537-7548	norma.knox@navigatorschools.org
Kao Seng Yang	559-375-4941	kaoseng.yang@navigatorschools.org
Alexa Salazar - CPI Trained	209-519-7274	alexandra.salazar@navigatorschools.org
Nicholas Bakich - CPI Trained	831-245-7559	nicholas.bakich@navigatorschools.org

Counselor: Provides training, conducts student interviews, contacts family, provides community resources, and works with parents

Misty Paul - CPI Trained	817-774-5670	misty.paul@navigatorschools.org

Steps in if counselor is not available.

Reba Tran/School Psychologist - CPI Trained	831-262-4997 M & Th	reba.tran@navigatorschools.org
---	------------------------	--

Education Specialist for Students with IEP's
Helps communicate between teachers and admin, additional support in classroom if needed

Haley Perry - CPI Trained	831-537-8792	haley.perry@navigatorschools.org
Karina Lopez/Intern - CPI Trained	408-843-8959	karina.lopez@navigatorschools.org

Campus Security: Coordinates immediate security and protection

Denisse Romero	831-664-8080	denisse.romero@navigatorschools.org
----------------	--------------	--

School Secretary / Nurse / Health Technician
Administers first aid/triage, locates emergency card information for injured student



Al Gonzalez - CPI Trained	831-524-6139	al.gonzalez@navigatorschools.org
Site Operations Manager Helps communicate between teachers and admin, additional support in the classroom if needed		
Chris Branon - CPI Trained	831-524-6637	christopher.branon@navigatorschools.org
Media Spokesperson: Fields and responds to media inquiries		
Kristen Carr	408-887-5035	kristen.carr@navigatorschools.org

MASS CASUALTY INCIDENTS

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and **call 9-1-1** for local emergency services.
- Identify the problem and give the school address.
- Site administrators decide whether to activate the School Site Disaster First Aid Team protocols.
- Determine if the problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact the Superintendent to determine need to send students home.

Use the following link to find a Mass Casualty Patient Tracking Sheet in the [Functional Annex](#).



BIO-TERRORISM

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed address
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discoloration, or odors
- No return address
- Excessive weight
- Lopsided or uneven envelope
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as “Personal” or “Confidential.”
- Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with a message such as “anthrax”

- Do not shake or empty the contents of any suspicious envelope or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out on a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered a warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.
- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.

- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Do not panic. Anthrax organisms can cause infection in the skin, gastrointestinal system, or lungs. For this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. The disease can be prevented after exposure to anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, a life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism that are associated with a terrorist act:

Foodborne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that effects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment currently. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

IMMUNIZATION & MASS PROPHYLAXIS PANDEMIC & BIOTERRORISM

This Bioterrorism Support Plan (Plan) provides basic steps to guide appropriate County Public Health Department, city and county government officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This plan is a living document subject to periodic revisions when needed.

In the event of a bioterrorism outbreak and based on the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the city will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center). **Only school gymnasiums will be used.**

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

1. Statement of Agreement signed by affected county mental health agency, city and school district.
2. Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.
3. Establish that the City will provide security for the school district site.
4. Define how long the immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.
5. Ensure a manager is provided by the Public Health Department to oversee center operations.
6. Identify the need to train site personnel in administering inoculations and agree upon how these individuals will be compensated for their time by the Public Health Department
7. Establish who will be responsible for cleanup.

Public Health Department will contact the county OES who then initiates contact with appropriate school district authorized contact (see emergency contact list for school district)

1. Superintendent's Office: _____
2. School District Security: _____
3. Custodial Services or Facilities: _____

Each county OES informs law enforcement that authorization has been given to open the appropriate site(s). **Only gymnasiums will be utilized.** The school district official then follows the guidelines shown below:

- Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).
- If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department
- Contact the principal of the school site being converted into an immunization center (mass prophylaxis center)
- Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:
 - Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center).
 - Inventory useable materials within the center's designated area, i.e., toilet tissues, paper towels, soap. Click [Mass Prophylaxis Center Checklist](#) to jump to the form in the functional annex.
 - Ensure all other areas of the school site are not accessible to the mass prophylaxis center personnel or public.

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff.

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

1. School site personnel compares supplies and materials used, physical property loss and damages.
2. Both Public Health Department and school site personnel inspect shelter site for:
 - a. Material and supplies used
 - b. Property loss
 - c. Property damage
3. When inspection is completed, school site personnel will give Business Services Department a report of materials used and property damaged/loss (photograph)
4. Business Services
 - a. Gives property loss/damage to Risk Management to determine cost of property loss and repair costs.
 - b. Formalizes letter Public Health Department to file a claim covering loss and material usage.

PANDEMIC FLU

Pandemic flu starts when a new flu virus develops and begins to spread around the world. There are steps that individuals, families, and communities (including schools) can and should take to prepare. Schools must help protect the health and safety of staff and students. Experts believe that up to 30 percent of the population may be sick at the same time. When pandemic flu occurs, there will likely be NO VACCINE for the first six months of the pandemic, and anti-viral medication will be in very limited supply. To control the spread of illness, social distancing, such as closing schools and having people stay at home, will be the primary approach to preventing the spread of the flu virus. Schools may have to be closed for a few weeks to a month or more if there is an outbreak of flu in the area.

We hope that the checklist on the following pages will help schools and before- and after-school programs plan for a possible flu pandemic. Please note that a separate checklist for childcare agencies and preschools is available at <http://www.cde.ca.gov/ls/he/hn/fluinfo.asp>. Not everything on this list will apply to every school and before- and after-school program. This list will serve as a guide to schools and before- and after-school programs as they develop their own plans. It is important for all schools and before- and afterschool programs to communicate with and know the roles and policies of local agencies, such as the local health department and local office of emergency services. Both of these agencies will have important roles if there is a pandemic.

Follow the link to find a comprehensive Pandemic Flu Checklist is located in the [Functional Annex](#).

MEDICAL EMERGENCIES

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

RESCUE BREATHING

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If the limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

FENTANYL (OPIOID) OVERDOSE - NARCAN

Senate Bill 10, "Melanie's Law," was enacted in September 2023. This legislation aims to equip schools in California with students in grade 7 or higher with the necessary prevention and response resources to handle fentanyl overdoses.

Beginning with the 2024/2025 school year, school districts, charter schools, and county offices of education must inform parents or legal guardians about the dangers associated with using synthetic drugs, including fentanyl and counterfeit pills. (Ed. Code section 48985.5.) This information must be included on the organization's website. It must also be annually provided to parents or legal guardians, making it a potentially convenient addition to the information in your annual parent/student handbook.

Melanie's Law focuses on several essential elements:

- **Education and Awareness:** Raise consciousness about the dangers of youth fentanyl exposure.
- **Training:** Mandates that every public school in California train employees, specifically nurses and other employees who volunteer for the training, on opioid prevention and life-saving responses.
- **Comprehensive School Safety Plan (CSSP):** A structured plan for schools to follow, ensuring student safety against the threat of opioids.

Every employee at Navigator Schools has received training on the administration of Narcan and Narcan is readily available at all campuses.

INSTRUCTIONS FOR ADMINISTRATION OF NALOXONE (NARCAN) NASAL SPRAY

Use Naloxone Nasal Spray for known or suspected opioid overdose in adults and children. Each Naloxone Nasal Spray has 1 dose and cannot be reused.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

OPIOID HIGH vs. OPIOID OVERDOSE

OPIOID HIGH	OPIOID OVERDOSE
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred	Cannot speak, very shallow breathing or not breathing
Breathing slow or shallow	Slowed heartbeat or stopped
Appears sleepy, nodding off	Deep snorting or gurgling, vomiting
Responds to stimuli but difficulty being awakened from sleep	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Cyanotic skin color (blue lips, fingertips)
Normal skin color	Pinpoint pupils

Signs of OVERDOSE*, which often results in death if not treated, include:

- Unconsciousness or inability to awaken
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened
- Fingernails or lips turning blue/purple

Suspicion of opioid overdose can be based on:

Presenting symptoms

History

Report from bystanders

School Nurse or staff prior knowledge of person

Nearby medications, illicit drugs or drug paraphernalia.

*If the person does not respond to stimuli (as above), go to STEP 2.

STEP 2: ADMINISTER NALOXONE (See NARCAN™ Nasal Spray QUICK START

GUIDE below)

- Action 1.
 - Lay the person on their back to receive a dose of Naloxone Nasal Spray
- Action 2.
 - Remove Naloxone Nasal Spray from the box
 - Peel back the tab with the circle to open the Naloxone Nasal Spray
- Action 3.
 - Hold the Naloxone Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle
- Action 4.
 - Tilt the person's head back and provide support under the neck with your hand
 - Gently insert the tip of the nozzle into one nostril until your fingers on either side of the nozzle are against the bottom of the person's nose
- Action 5.
 - Press the plunger firmly to give the dose of Naloxone Nasal Spray
- Action 6.
 - Remove the Naloxone Nasal Spray from the nostril after giving the dose

STEP 3: CALL 911 FOR HELP

- Call for help- Dial 911 after naloxone nasal spray is used
- State: "Someone is unresponsive and not breathing."
- Give a specific address and/or description of your location
- Follow dispatcher's instructions

STEP 4: RESUSCITATE/SUPPORT THE PERSON'S BREATHING

- Assess breathing: Perform rescue breathing if needed.
- Place the person on their back.
- Check to see if there is anything in their mouth blocking the airway, such as gum, a toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch. If present, remove it while wearing gloves.
Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- If using a mask, place and hold mask over mouth and nose

- If not using a mask, pinch their nose with one hand and place your mouth over the person’s mouth to make a seal and give two (2) slow breaths.
- Watch for the person’s chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.
- Assess pulse: Perform CPR if needed. (CPR certification is recommended, not required)

STEP 5: MONITOR THE PERSON’S RESPONSE

- If the person responds by returning to spontaneous breathing, move the person on their side (recovery position) after giving Naloxone Nasal Spray.
- Watch the person closely until help arrives.
- If the person does not respond by waking up, to voice or touch, or breathing normally after 2 to 3 minutes of Naloxone Nasal Spray administration, another dose may be given.
- Resume rescue breathing if spontaneous breathing does not recur.
- Stay with the person until help arrives.
- Follow school administrator’s guidance regarding the seizing of all illegal and/or non prescribed opioid narcotics found on victim, process in accordance with Campbell Union High School District protocols.

NOTE SIGNS OF OPIOID WITHDRAWAL: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (goosebumps), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure.

These symptoms are uncomfortable, but not life threatening.

STEP 6: REFER

Have the individual transported to the nearest medical facility, even if symptoms seem to get better. After an overdose, a person dependent on opioids should be medically monitored for safety.

When safe, remove gloves, if used, following appropriate safety procedures. Avoid touching your eyes, nose, and mouth.

Wash your hands with soap and water for at least 20 seconds. If soap and water are not available and you had no skin contact with illicit drugs, an alcohol-based hand sanitizer with at least 60% alcohol may be used.

Contact parent/guardian per school protocol.

Complete Report of Naloxone Administration. Link here:

[REPORT OF NALOXONE \(NARCAN\) ADMINISTRATION](#)

Follow up with treatment referral recommendations.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

TRIAGE GUIDELINES

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and have a delay in the response time of emergency medical services require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

S.T.A.R.T. PLAN TRIAGE CHECKLIST

This method allows rapid identification of those patients who are at greatest risk for early death and the provision of basic life-saving stabilization techniques.

Initial contact

- Identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open the airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) **DO NOT PERFORM CPR**
- If a patient needs assistance to maintain an open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold the airway open)
- If respiration is normal, go to the next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If a capillary refill is less than 2 seconds, or radial pulse is present, go to the next step.
- Any life-threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement) Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e., multiple fractures would require a higher level of treatment than superficial lacerations)

TRIAGE Priorities	
Highest Priority - RED TAG	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
Second Priority - YELLOW TAG	
1.	Burns
2.	Major multiple fractures
3.	Back injuries with or without spinal cord damage
Third Priority - GREEN TAG	
1.	Fractures or other injuries of a minor nature
Lowest Priority - BLACK	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

EMERGENCY COMMUNICATIONS

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a School

Internal communications will be via:

- Public address systems.
- Emails.
- Message runner.
- District telephone/emergency radio to administration offices.

External communications will be via:

- The main communications network.
- News bulletins, as needed, by appointed personnel only.

Emergencies Affecting Two or More Schools

In-district communications will be via:

- Telephone, if operable.
- District internal communications.
- The superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

When using the District Radio System

- Set the radio to the desired frequency or channel.
- Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."
- Unit to Base
 - Identify yourself: "This is NAME . POSITION , from SITE ."
 - Base will respond.
 - Give message, after transmission is complete. Base will end with (base number) clear
- Unit to Unit
 - Use unit number to begin and end transmissions.

- School Bus to unit
 - Use Unit number to begin and end transmissions.

DO NOT interrupt when someone is transmitting exceptions for emergency information.

- Portable units should remain in the charger when not in use.
- Portable units keep a usable charge for ____to____ hours.

Briefings/bulletins will be necessary for a continuing emergency, especially when school remains open.

- Use established communication channels to keep employees, students, parents, essential communicators, and the community informed.
- Keep clerks briefed on situation changes and what to tell people who phone the DO.
- Hold briefings with employees, labor association leaders, Board President, student leaders and other key communicators.
- Enact telephone tree to communicate updates.
- Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- Supply Superintendent's office and public information offices with a copy of each bulletin.

Working with the News Media

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

EOC Message Form

An EOC message form is located in the [Functional Annex](#). This form would be used in case all other forms of communication are not possible.

6. FUNCTIONAL ANNEX

NAVIGATOR SCHOOLS EMERGENCY PHONE DIRECTORY

Executive Staff

Caprice Young, CEO	
Noël Russell-Unterburger, CFOO	
Kirsten Carr, Director of Engagement	
David LeBarre, Operations Manager	

Gilroy Prep

Missy Coral, Principal	
Dan Whitlock, VP	
Nancy Salazar, VP	
Ada Perales, SOM (Site Operations Manager)	

Hayward Collegiate

Quincy Lucero Long - Principal	
Kamille Geneva - VP	

Hollister Prep

Norma Knox, Principal	
Nicholas Bakich, VP	
Chris Branon, SOM (Site Operations Manager)	

Watsonville Prep

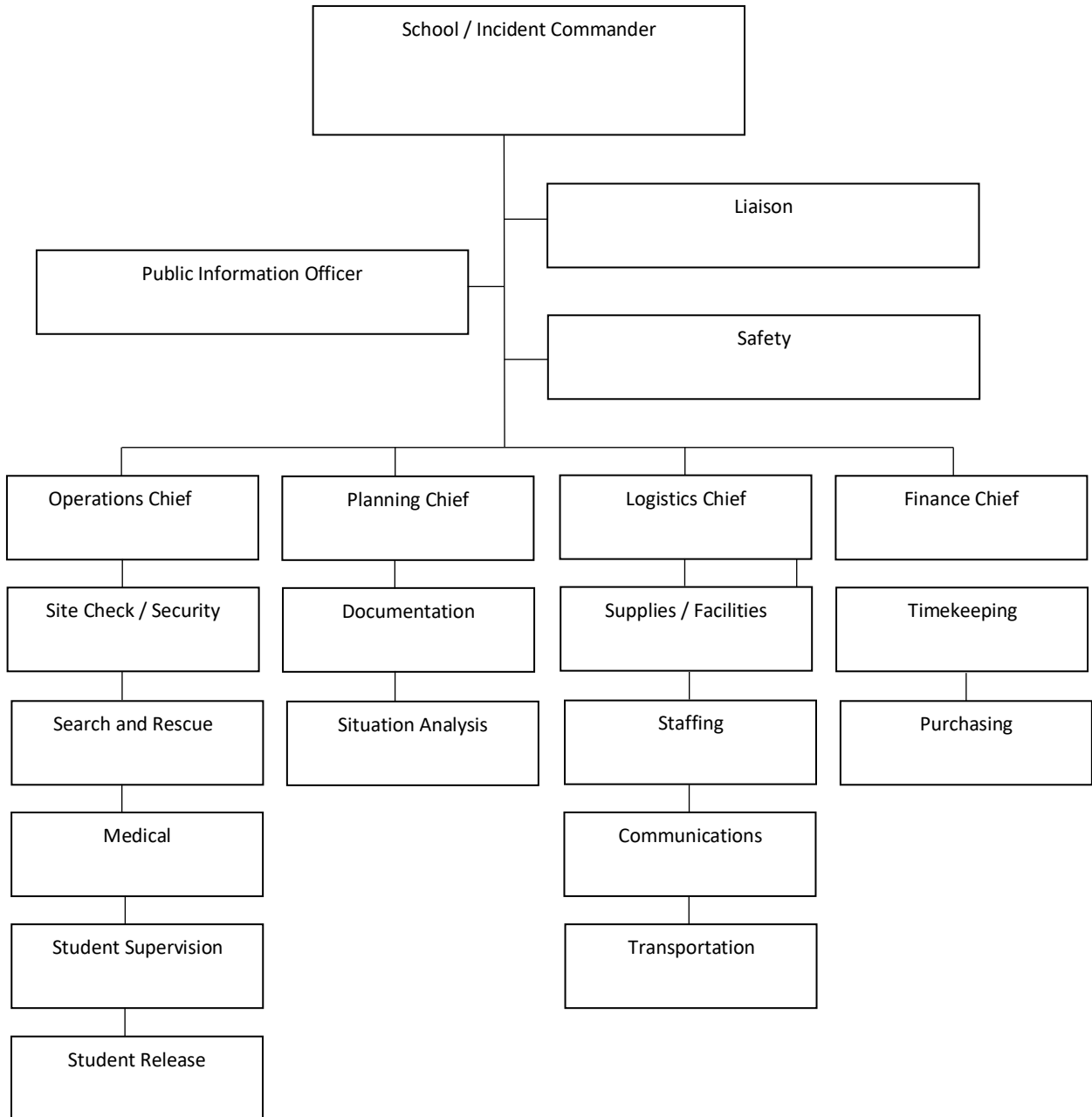
Andrea Hernandez, Principal	
Kaitlyn Large, VP	
Nina Lewis, VP	

WEBSITE DIRECTORY

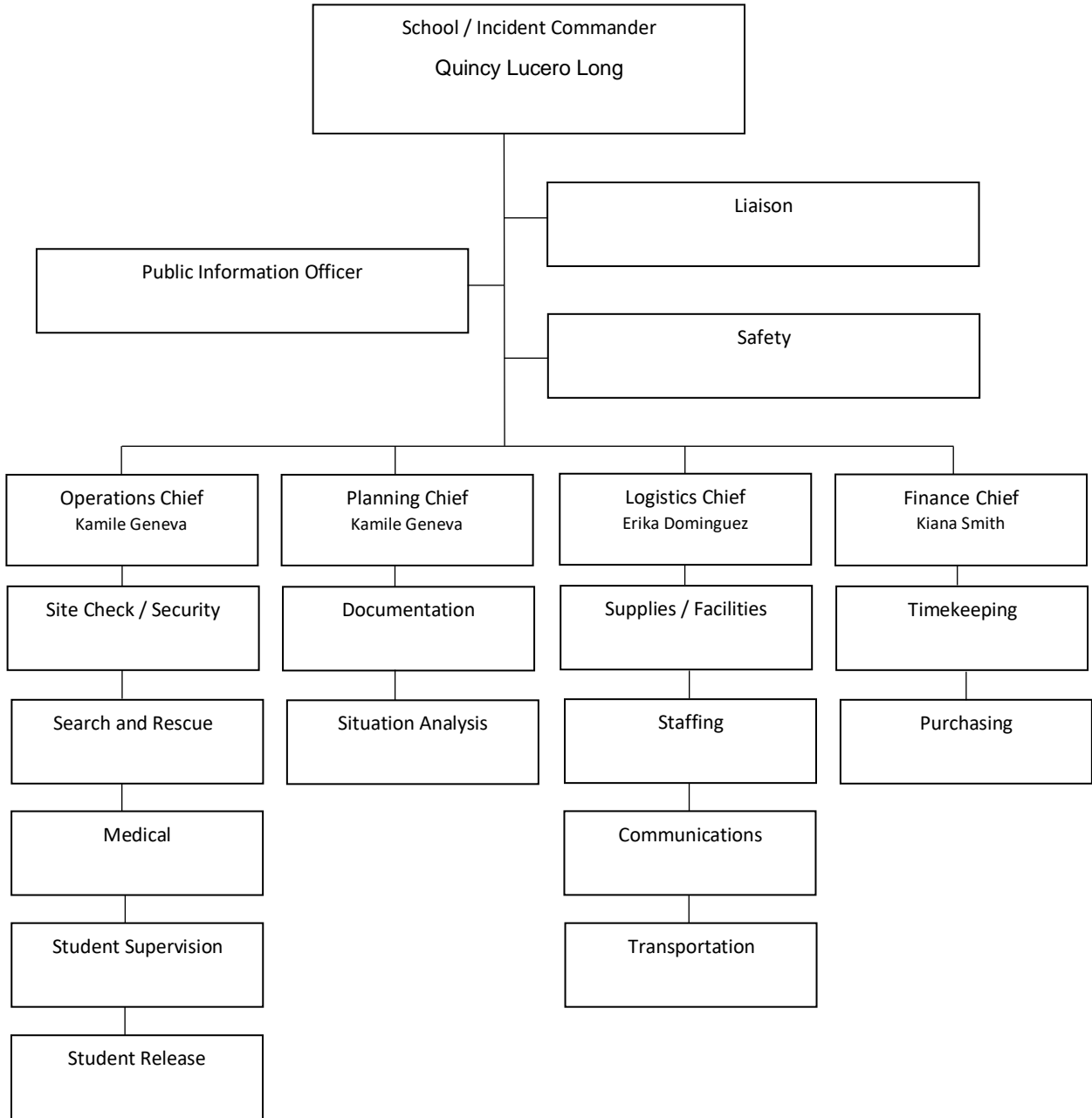
LISTED BELOW ARE WEBSITES THAT PROVIDE ADDITIONAL INFORMATION.

http://www.ready.gov	Disaster Preparedness Information
http://www.whitehouse.gov	White House
http://www.dhs.gov	Federal Department of Homeland Security
http://www.nasponline.org	National Association of School Psychologists
http://www.fema.gov/	Federal Emergency Management Agency
https://www.cde.ca.gov/	California Department of Education
http://www.oes.ca.gov/	California Office of Emergency Services
http://www.bt.cdc.gov/	Centers for Disease Control and Prevention
http://www.fbi.gov/	Federal Bureau of Investigation
https://www.sccoe.org/	Santa Clara County Office of Education
https://www.sbcoe.org/	San Benito County Office of Education
https://www.acoe.org/	Alameda County Office of Education
https://santacruzcoe.org/	Santa Cruz County Office of Education
https://www.navigatorschools.org/	Navigator Schools

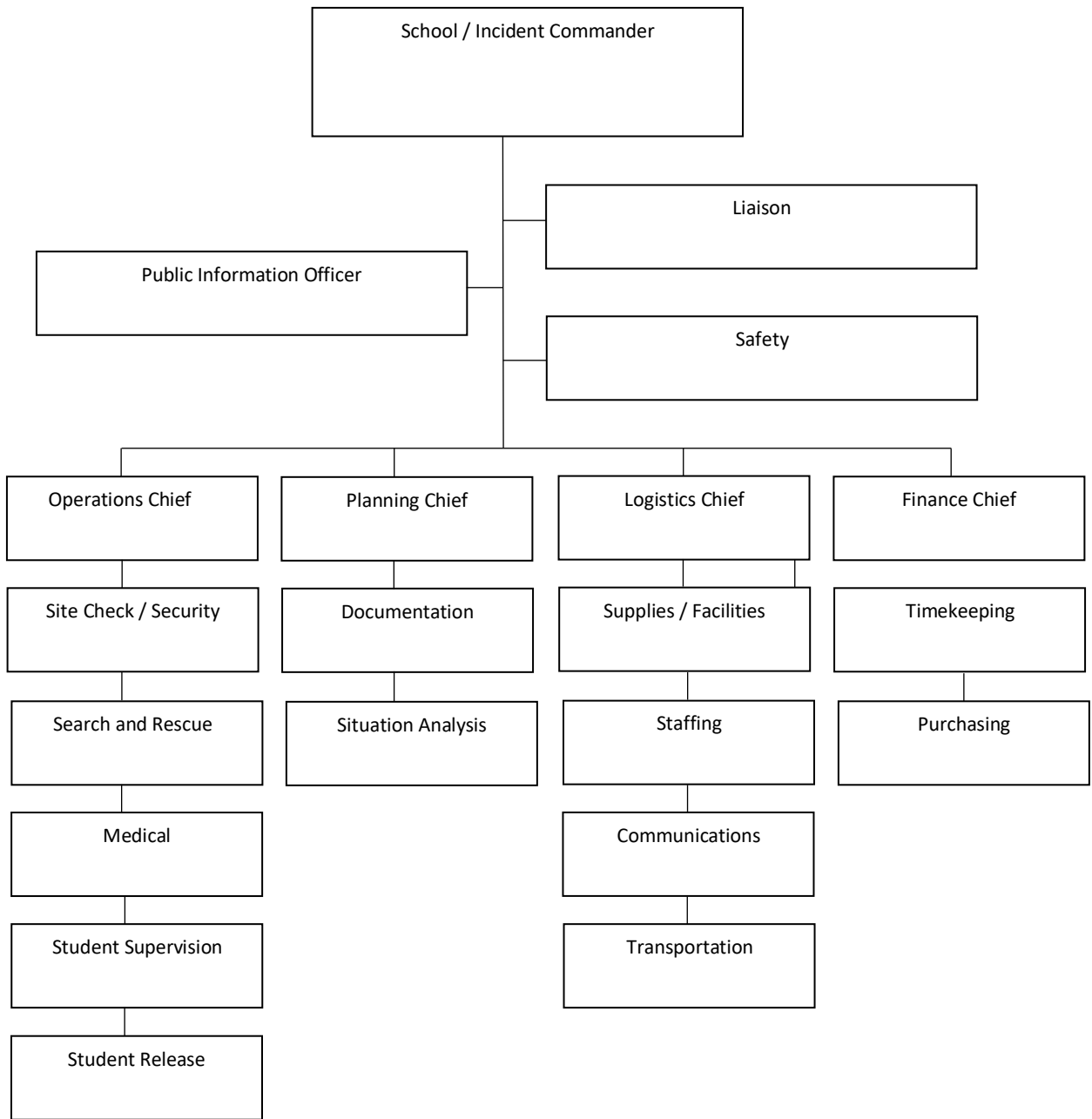
ICS Roster – Gilroy Prep



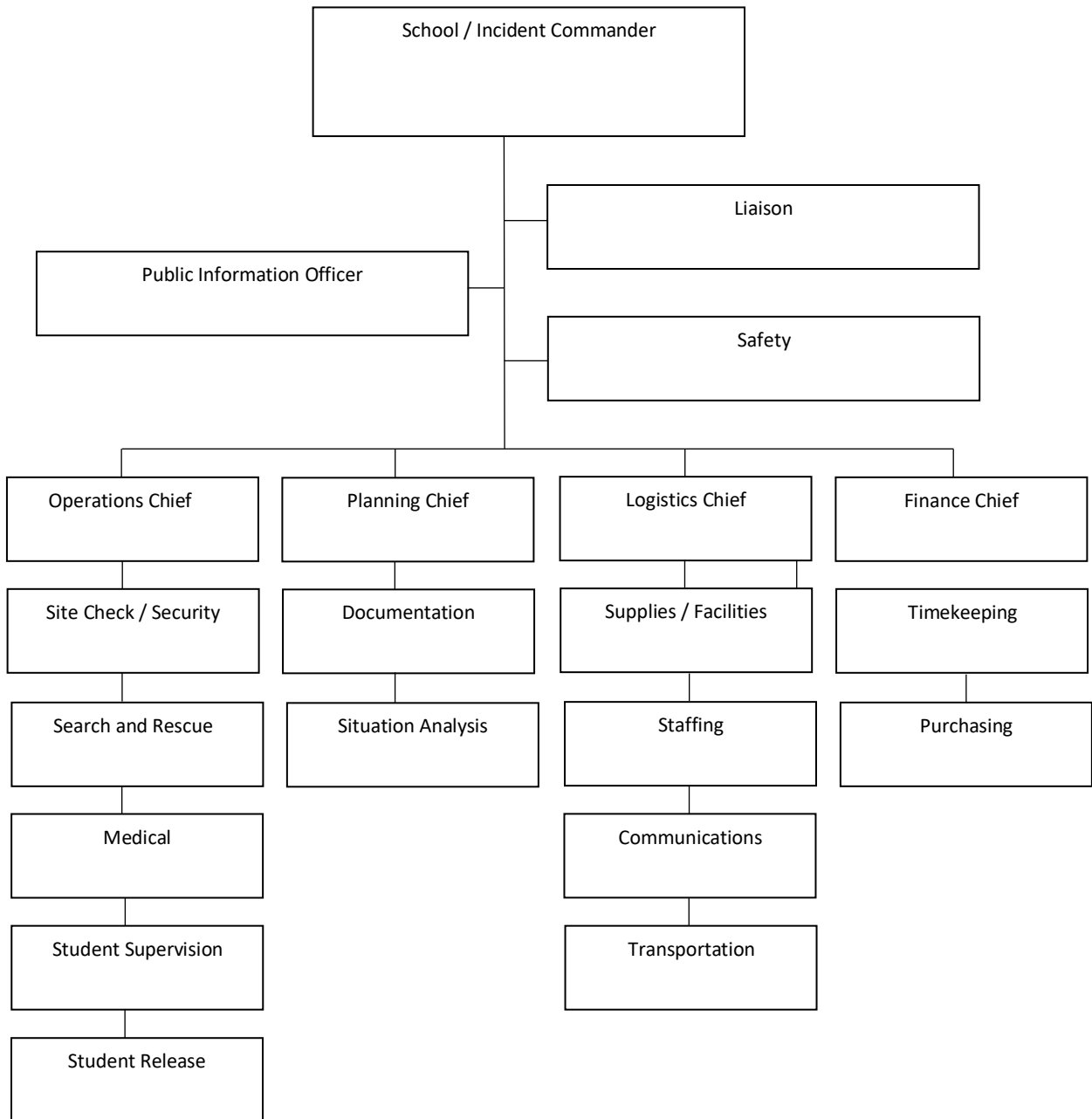
ICS Roster – Hayward Collegiate



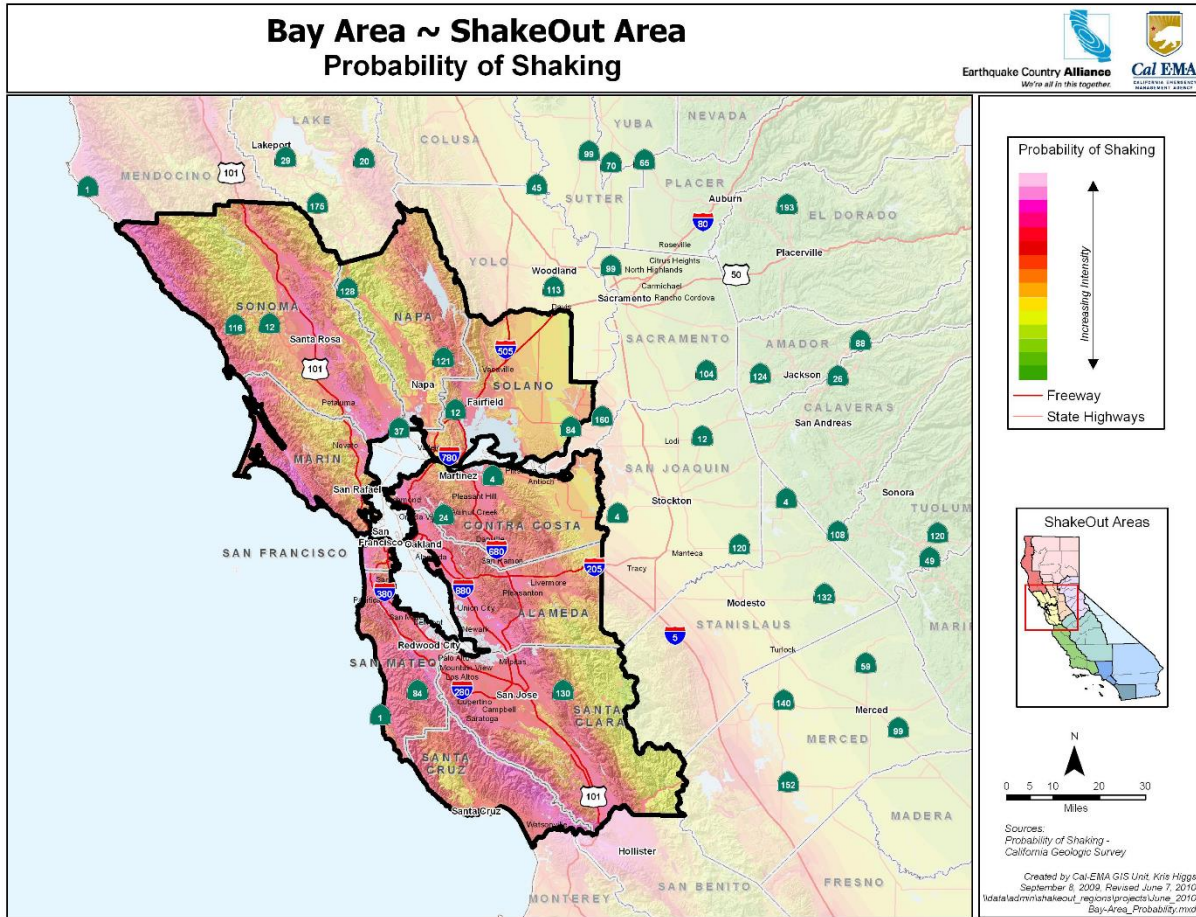
ICS Roster – Hollister Prep



ICS Roster – Watsonville Prep



EARTHQUAKE PROBABILITY CHART



EARTHQUAKE SIZE DESCRIPTIONS		
DESCRIPTION TITLE	RICHTER MAGNITUDE	INTENSITY EFFECTS
Minor Earthquake	1 to 3.9	Only Observed instrumentally or felt only near the epicenter
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distance of up to 20 or 30 miles from the epicenter may cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable
Major Earthquake	7 to 7.9	Landslide, liquefaction and ground failure triggered by shock waves
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.

NAVIGATOR SCHOOLS CONTINUITY OF OPERATIONS PLAN

Role or Topic	Responsibilities	Assigned and Alternates
Essential Functions/Essential Staff/Communications	<ul style="list-style-type: none"> • Identify essential functions and services that are needed to sustain division mission and operations. • Determine what functions will ultimately need to be prioritized in the worst-case scenario. • Establish how the division may be re-organized to accommodate prioritization of functions for the division and for the district. • List essential staffing positions for sustaining mission and operations and identify alternate staff members who can also fill essential positions (ensure there are multiple individuals capable of completing all essential functions). • Consider staffing reassignment options for critical positions to mitigate the impact of a reduced workforce. • Establish orders of succession, building out three deep for each leadership role. • Confirm Delegations of Authority to ensure that decision-making proceeds efficiently during times of 	Primary: Superintendent Possible Alternates:

	<p>crisis.</p> <ul style="list-style-type: none"> • Establish the processes for notifying employees of changes to the work environment and conditions and sharing other critical, timely information. • Establish the methods used for notification and dissemination of critical information. • Ensure that: <ul style="list-style-type: none"> ○ Contact rosters are complete and up to date ○ General messages are pre-staged when possible ○ Test the system and users by sending occasional test messages ○ Establish a back-up method for messaging 	
<p>Critical Resources/Facilities</p>	<ul style="list-style-type: none"> • Maintain overall function and facilities operation. • Review essential functions and responsibilities of back-up personnel. • Monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary • Keep the Business Office informed of staffing issues and of the point at which buildings can no longer be maintained. • Provided building 	<p>Primary: CBO</p> <p>Possible Alternates: MOT Director</p>

	<p>administrators with procedures for maintaining essential building functions (e.g., HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems</p> <ul style="list-style-type: none"> • Meet with staff and monitor their ability to maintain essential function 	
<p>Essential Records Management</p>	<ul style="list-style-type: none"> • Monitors absenteeism and ensures appropriate delegation of authority. • Work with bargaining units to develop the plan for emergency use of personnel in nontraditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. 	<p>Primary: Human Resources Director</p> <p>Possible Alternate:</p>
<p>Reconstitution</p>	<ul style="list-style-type: none"> • Will be implemented in the event of significant absences or school closure. • Alternate learning strategies will include: <ul style="list-style-type: none"> ○ Hard copy, self-directed lessons ○ Use of mobile media storage such as the cloud ○ On-line instruction; on-line resources; on-line textbooks • Communication modalities 	<p>Primary: Site Principal</p> <p>Possible Alternate:</p>

	<p>for assignment postings and follow-up:</p> <ul style="list-style-type: none">○ Telephone○ Postal Service○ Cell phone○ Cell phone mail○ Text messages○ E-mail○ Automated notification systems○ Website postings	

BOMB THREAT REPORT FORM

School Name:	Time of call:	Received by:
Date:	Time caller disconnected:	Caller ID if any:

Exact Wording of Threat:

Does the voice sound familiar? Like who?

QUESTIONS TO ASK

1. When will the bomb explode:	6. Did you put the bomb there?
2. Where is the bomb?	7. Why?
3. What does it look like?	8. How did the bomb get in the school?
4. What kind of bomb is it?	9. Where are you calling from?
5. What will cause it to explode?	10. What is your name / address / phone number?

Caller Description			
Male	Female	Unknown	Approximate Age:

(Caller's Voice (Circle all that apply))						
CALM	ANGRY	EXCITED	SLOW	RAPID	SOFT	LOUD
NASAL	STUTTER	LISP	RASPY	DEEP	RAGGED	LAUGHING
FRIGHTENED	DISGUISED	SERIOUS	INCOHERENT	SLURRED	CONGESTED	CRYING
CRACKING	ACCENT	SLANG	JOKING	DISTINCT	NORMAL	HEAVY BREATHING

Callers Language (circle all that apply)								
Well Spoken	Educated	Foul	Reading Something	Taped Message	Young Child	Young Adult	Middle Aged	Older/ Elderly

Background Noises (circle all that apply)									
Street sounds	Voices	Music	Motor	Factory	Animal Noises	Static	PA System	House Noises	
Machinery	Windy	Local	Clear	Cell Phone	Office	Other:			

Other Observations:



NAVIGATOR SCHOOLS

ACTIVE SHOOTER DRILL ASSESSMENT SHEET

Team Member _____ Site _____ Date _____

Room	Door Secured	Occupants Out of View	Lights	Improvised Weapon Available	Teacher/Staff Lockdown Steps	Mass Notification	All Clear Code	Evacuation Yes/No



HOMELAND SECURITY ADVISORY SYSTEM

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

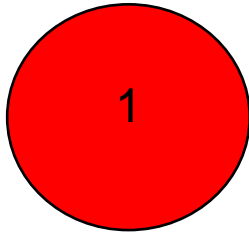
THREAT CONDITIONS AND RECOMMENDED PROTECTIVE MEASURES

Identified on the following pages, Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

HOMELAND SECURITY ADVISORY SYSTEM CHART



RESPONSE LEVEL DIAGRAM

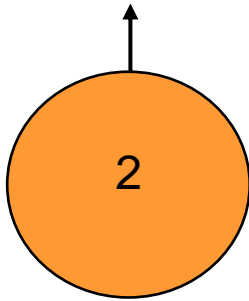


Major Disaster

Level 1: Major Disaster
On-scene incident Commander(s)
(multiple school sites)

communicates with
District EOC under

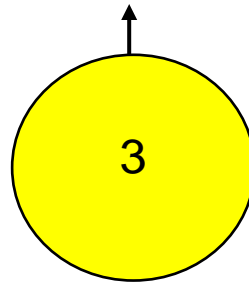
Command of EOC Director



Local Disaster

Level 2: Local Disaster
On-scene incident Commander(s)
(multiple school sites)

Communicates with Abbreviated
District EOC under Command of
EOC Manager

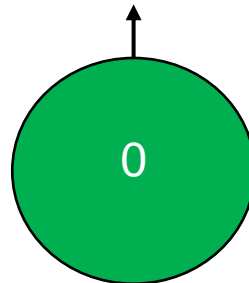


Local Emergency

Level 3: Local Emergency
On-scene incident Commander
(Site Coordinator)

Communicates as shown in
Classroom Emergency &
Critical Incident Plan

Based upon size of emergency, an
Abbreviated District EOC may open



Readiness and Routine

Level 0: Readiness & Routine

Day-to-day response by District

MASS CASUALTY PATIENT TRACKING SHEET

HOSPITALS: OTHER:

PARAMEDIC TAG #	VICTIM NAME	STUDENT ID #	TIME OF DEPARTURE	HOSPITAL

SIGNED _____

Date _____



NAVIGATOR SCHOOLS

MASS PROPHYLAXIS CENTER CHECKLIST

Portion of School Used as a Mass prophylaxis center (Gymnasiums only)

Current Useable Inventory			Inventory Used by Mass Prophylaxis Center	
Date Inventory Taken:			Date Inventory Taken	
Description	Quantity on Hand	✓	Quantity Used	Comments
Paper Goods				
Toilet Paper				
Hand Towels				
Sanitary Seat Covers				
Other				
Liquid Soap				
Sanitary Supplies				

The signatures of both school personnel & center manager verifies materials used and will be reimbursed.

School Site Personnel Signature

Mass prophylaxis center Manager Signature

Date

Date

NAVIGATOR SCHOOLS

REPORT OF NALOXONE (NARCAN) ADMINISTRATION

This is a **CONFIDENTIAL REPORT** for use by the Navigator School legal department. No copies of this report shall be furnished to anyone including employees, students, and parents without permission from the legal department.

REPORT OF NALOXONE ADMINISTRATION	
Demographics and Health History	
Name of Person: _____	Age: _____ Date: _____
School/Site: _____	Location: _____
Type of Person: <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor Gender: <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> Non-binary	
Ethnicity Description: Spanish/Hispanic/Latino Origin <input type="checkbox"/> Yes (if yes, see below) <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Spanish/Hispanic/Latino Origin	
<input type="checkbox"/> Argentinian <input type="checkbox"/> Colombian <input type="checkbox"/> Costa Rican <input type="checkbox"/> Cuban <input type="checkbox"/> Honduran <input type="checkbox"/> Guatemalan <input type="checkbox"/> Hispanic, Latino/Spanish Origin	
<input type="checkbox"/> Mexican, Mexican American, Chicano <input type="checkbox"/> Nicaraguan <input type="checkbox"/> Panamanian <input type="checkbox"/> Peruvian <input type="checkbox"/> Puerto Rican <input type="checkbox"/> Asian	
<input type="checkbox"/> Salvadorian <input type="checkbox"/> Other South American <input type="checkbox"/> Other <input type="checkbox"/> Unknown	
Race/Nationality Description:	
<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American	
<input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/> Unknown	

Signs of Overdose Present	
<input type="checkbox"/> Blue lips	<input type="checkbox"/> Breathing slowly
<input type="checkbox"/> Shallow breathing	<input type="checkbox"/> Slow pulse
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Weak pulse
<input type="checkbox"/> Other (specify) _____	

Suspected Overdose on What Drugs?	
<input type="checkbox"/> Heroin	<input type="checkbox"/> Benzos/Barbituates
<input type="checkbox"/> Cocaine/Crack	<input type="checkbox"/> Alcohol
<input type="checkbox"/> Methadone	<input type="checkbox"/> Suboxone
<input type="checkbox"/> Unknown	<input type="checkbox"/> Other (specify) _____

Naloxone Administration Incident Reporting	
Date of occurrence: _____	Time of occurrence: _____
Vital signs: BP _____ / _____	Temp _____ Pulse _____ Respiration _____
Location where student was found:	
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Health Office <input type="checkbox"/> Playground <input type="checkbox"/> Bus <input type="checkbox"/> Other (specify): _____	
How was the naloxone given: <input type="checkbox"/> Injected into muscle <input type="checkbox"/> Sprayed into nose	
Naloxone lot #: _____	Expiration date: _____
Naloxone administered by: (Name) _____	
Was this person formally trained? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know	
Parent notified of naloxone administration: (time) _____	
Was a second dose of naloxone required? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
➤ If yes, was that dose administered at the school prior to arrival of EMS? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
➤ Approximate time between the first and second dose: _____	
Naloxone lot #: _____	Expiration date: _____

Person's Response to Naloxone	
<input type="checkbox"/> Combative	<input type="checkbox"/> Responsive/Angry
<input type="checkbox"/> Responsive but sedated	<input type="checkbox"/> Responsive and Alert
<input type="checkbox"/> No response to naloxone	

Post-Naloxone Observations (Check all that apply)	
<input type="checkbox"/> None	<input type="checkbox"/> Seizure
<input type="checkbox"/> Vomiting	<input type="checkbox"/> Difficulty breathing
<input type="checkbox"/> Other (specify): _____	

Other Actions Taken	
<input type="checkbox"/> Sternal rub	<input type="checkbox"/> Recovery position
<input type="checkbox"/> Rescue breathing	<input type="checkbox"/> Chest compressions
<input type="checkbox"/> Automatic defibrillator	<input type="checkbox"/> Yelled
<input type="checkbox"/> Shook the person	<input type="checkbox"/> Oxygen
<input type="checkbox"/> Other (specify): _____	

Disposition
EMS notified at: (time) _____
Transferred to ER: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
If yes, transferred via: <input type="checkbox"/> Ambulance <input type="checkbox"/> Other: _____
Parent: <input type="checkbox"/> At school <input type="checkbox"/> Will come to school <input type="checkbox"/> Will meet student at hospital <input type="checkbox"/> Other: _____
Hospitalized: <input type="checkbox"/> Yes <input type="checkbox"/> If yes, discharged after _____ days <input type="checkbox"/> No
Name of hospital: _____
Student/Staff/Visitor outcome: _____

Comments

Form completed by: _____ Date: _____
Signature: _____ Title: _____
Phone number: (____) _____ - _____ Ext.: _____
School/Site: _____
School/Site Address: _____

PANDEMIC FLU CHECKLIST

1. Mitigation and Prevention:

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1 Identify or create a countywide, districtwide, or regional committee to provide guidance regarding pandemic flu preparations to district school sites, including charter schools and private schools. The committee should include (if available): <ul style="list-style-type: none"> • District administrators from instructional departments • District administrators from operations departments, such as custodial supervisor, human resources director, information officer, information technology/computer specialist, legal adviser, risk manager, and transportation director • Site administrators • School nurse/health services administrator • Adult education director • Food services director • Charter school representative • Private school representative • Before- and after-school program providers • Local health department representative¹ • Mental health professional • Teachers • Parents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.2 Review communicable disease policies as well as district and school emergency/crisis response and safe school plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.3 Determine if any additional policies or procedures are needed. ²
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.4 Develop procedures for communicating with the local health department and the media during normal and emergency conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5 Prepare for the possibility of schools functioning with up to 30 percent of all school staff absent. ³
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.6 Assess the financial impact of alternate scheduling, school closures, and before- and after- school programs closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.7 Assess the requirements of medically fragile students and students with special needs and incorporate the requirements into the emergency/pandemic response plan.

¹ This person should be the health officer or local health department designee who is the authority responsible for declaring a public health emergency and who will activate the district’s pandemic influenza response plan in the event of a pandemic. (Find a list of local health officers at <https://www.cdph.ca.gov/Programs/CCLHO/Pages/CCLHO-Health-Officer-Directory.aspx>)

² For example, policies regarding staff and student absences (non-punitive), sick leave, infirmaries for temporary placement of ill students, and transporting ill students.

³ High rates of absenteeism may be clustered by neighborhood or may occur district- or countywide. Look at alternatives, such as staggered school times, changes in busing, and telecommunications, and develop a substitute pool list for all levels and types of staff.

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.8 Develop communication and dissemination plans for staff, students, and families, including information about schedule changes, busing changes, and possible school closures. ⁴
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.9 Develop information about alternative instructional delivery systems and communicate that information to staff, students, and families to ensure that students continue to receive instruction and academic credit in the event of school closures. ⁵
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.10 Identify school-based individual(s) to work with the local health department pandemic planning committee on the possible need for school sites to help meet temporarily the health-related needs of the community. ⁶
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.11 Identify strategies to provide meals for those children who rely on school meals as their primary source of daily nutrition.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.12 Identify school-based individual(s) to educate all staff, including before- and after-school program staff, about pandemic flu and the school plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.13 Identify school-based individual(s) to educate students, staff (including before- and after-school program staff), and parents about washing hands, following hygiene/cough etiquette, obtaining seasonal influenza vaccine, and staying home when sick.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.14 Identify individual(s) to ensure (1) each room has adequate supplies of soap/water/paper towels or waterless hand sanitizer for hand washing and receptacles for disposal; and (2) basic hygiene supplies are replaced daily and trash is disposed of daily. A supply of surgical masks is also recommended.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.15 Distribute and display “Handwashing” and “Stop the Spread of Germs” posters in each classroom. https://www.cdc.gov/handwashing/materials.html
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.16 Identify individual(s) to educate families about pandemic flu and the school plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.17 Anticipate the potential fear and anxiety of staff, students, and families due to rumors and misinformation and plan communications accordingly. Consider developing key messages for various scenarios.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.18 Identify school-based individual(s) to implement a tabletop exercise/drill to practice the emergency/pandemic response plan.

⁴ Possible avenues of communication may include automated phone messages, e-mail, Web sites, text messaging, local media outlets, and cable television.

⁵ Develop procedures to ensure continuity of instruction (e.g., Web-based distance instruction, e-mailed lessons and assignments, automated phone messages, print media, cable television).

⁶ For example, school may be designated as a contingency hospital, vaccination center, casualty collection site/temporary morgue, site for feeding vulnerable populations (keeping in mind that not all schools have kitchens). Community may also need to utilize the LEA’s healthcare and mental health staff, etc.

2. Preparedness

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.1 Continue educating staff, families, and students on pandemic flu prevention and school plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.2 Identify the district and school site staff chain of command in case of illness. Establish a backup chain of command if necessary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.3 Develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.4 Review procedures for communicating with staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.5 Identify the languages spoken by the student population, including the communicatively disabled (such as students who are blind or deaf), and the information to be translated into those languages.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.6 Identify and recruit translators; translate information into template form so only minor changes will need to be made later. Recruit and train a pool of interpreters who can help deliver public announcements to students and families when a pandemic occurs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.7 Review policies and procedures for identifying ill students and staff, isolating and masking them as necessary, and sending them home.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.8 Use prevention strategies ⁷ NOW for reducing the spread of germs this flu season; look at results to gauge how these efforts are working and what more will need to be done in the event of a pandemic.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.9 Preplan for recovery: Identify and prescreen health and grief service providers, develop template letters, and provide training for school staff regarding grief and possible health problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.10 Identify or develop educational materials for families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.

⁷ Teach and practice hand washing and hygiene/cough etiquette. Although annual flu vaccine does not protect against pandemic flu, health officials recommend encouraging students, staff, and families to obtain seasonal influenza vaccine and to stay home when sick.

3. Response

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.1 Track the number of staff and students absent daily.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.2 Report to the district office and to the local health department the number of students absent if it is over ten percent of the student population or as requested.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.3 Finalize the information that needs to be communicated to staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.4 Have translators review information templates and finalize the written and oral information that will be provided to non-English-speaking families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.5 Hold staff meeting(s) to provide information on the extent of infection at the school site and potential changes that may take place.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.6 Conduct timely debriefings with the districtwide and/or community pandemic committee to identify lessons learned and make necessary changes to the response plan.

4. Recovery

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.1 Mobilize the district crisis recovery team that provides emotional-psychological support. If there is a loss of life in the school community, establish the location of a “safe room” for counseling services to be provided.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.2 Hold staff meetings and provide information on the extent of pandemic flu in the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.3 Provide staff with information on activities that may assist students and inform staff of the signs and symptoms of emotional distress to watch for.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.4 Announce counseling support services available to faculty and staff. Utilize employee assistance programs for assistance in coping with loss and stress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.5 Announce counseling support services that are available to students and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.6 Provide rest places for those staff and students who tire easily.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.7 Make educational materials available to families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.8 Identify students, families, and staff who may need long term physical and mental health support or intervention and develop school and community resources to provide these services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.9 Assign staff to monitor the effects of cumulative stress on caregivers, such as office staff, school nurses, teachers, aides, school counselors, and other crisis team members.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.10 Consider offering school-based health and mental health services, if available, by community, university, or public/nonprofit mental health agencies and identify funding to support these services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.11 Modify work roles and responsibilities or add volunteer or support staff as needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.12 Follow up with student referrals made to community agencies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.13 Conduct debriefings with the crisis recovery team.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.14 Document “lessons learned” and incorporate them into revisions and training.

NAVIGATOR SCHOOLS EOC MESSAGE FORM			
Date:	Priority (Check One):		
Time:	<input type="checkbox"/> Emergency <small>Life Threatening</small>	<input type="checkbox"/> Urgent <small>Property Threatening</small>	<input type="checkbox"/> Routine <small>(All Others)</small>
To:	Name:	From:	Name:
	Date:		Date:
	Title:		Title:
Check One: <input type="checkbox"/> Take Action <input type="checkbox"/> For Information <input type="checkbox"/> Other _____			
SUMMARY OF INJURIES AND PROPERTY DAMAGE			
Category	Number of Victims	Description	
A	Fatalities:	Fatal Injury	
B	Minor Injuries:	Minor Injuries: In need of first aid attention only. No ambulance needed.	
C	Major Injuries:	Major Injuries: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled severe bleeding, severe head injuries, open chest or abdominal wounds, severe shock. Ambulance Needed.	
	Moderate Injuries:	Moderate Injuries: Burns, major multiple fractures, Back injuries with or without spinal cord damage. Ambulance Needed.	
CATEGORY D: Property Damage:		Descriptions:	
<input type="checkbox"/> Major		Major damage: Building collapse, building leaning, major ground movement causing large cracks in ground.	
<input type="checkbox"/> Moderate		Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines).	
<input type="checkbox"/> Minor		Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.	
<input type="checkbox"/> None			
Category E: Resources Needed:			
<input type="checkbox"/> Ambulance <input type="checkbox"/> PG & E <input type="checkbox"/> Other: _____			
**Transmit only the data in the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate.			

Additional Information:	
Disposition:	
Action Requested by (Name):	Time Action Provided:

NAVIGATOR SCHOOLS

ANNUAL SITE AWARENESS CHECKLIST, YEAR: _____

Recommendation	Steps	Participants	Completed
<p>Review employment screening policy & procedure</p>	<ul style="list-style-type: none"> ◆ Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff? ◆ Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate. ◆ Do your searchers do Social Security Number traces to identify any out-of-state venues that should be checked? ◆ Do your outside contracts use due diligence screening procedures to check the backgrounds of their workers who regularly visit your school? 	<ul style="list-style-type: none"> ◆ Security ◆ Human Resources 	
<p>Review the physical security of bus yards and garages; review transportation security in general</p>	<ul style="list-style-type: none"> ◆ Are vehicle garages alarmed, and are the alarms in working order? ◆ Are fenced-in areas gated, locked, and adequately illuminated at night? ◆ Do drivers do “pilot inspections” of their vehicles before placing them into service each day? Is this done again after each time the vehicle has been left unattended? ◆ Are bus drivers equipped with two-way radios or cell phones? ◆ Are drivers trained to be aware of and to report suspicious vehicles that appear to be following their busses during their routes? ◆ Do drivers keep a student roster for each bus route, to include student name, address, primary and secondary emergency contact numbers, and medical authorization information? 	<ul style="list-style-type: none"> ◆ Security ◆ Contract Bus Operators ◆ Health Staff ◆ Drivers 	
<p>Review the adequacy of physical security in and around campus buildings</p>	<ul style="list-style-type: none"> ◆ Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities. ◆ Are keys to campus and administration buildings adequately controlled? ◆ Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared. ◆ Is exterior lighting working and is illumination adequate? ◆ Is interior lighting (night lighting) working and is illumination adequate? 	<ul style="list-style-type: none"> ◆ Security ◆ Maintenance ◆ Operations 	

Recommendation	Steps	Participants	Completed
<p>Review access control procedures and heighten employee awareness</p>	<ul style="list-style-type: none"> ◆ Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well. ◆ Are staff members trained to approach and to “assist” strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence. ◆ Has a visitor log and ID badge system been implemented? 	<p>◆ Everyone</p>	
<p>Train everyone to recognize and report suspicious activities on campus.</p>	<ul style="list-style-type: none"> ◆ Are persons taking pictures or filming campus activities questioned about their authorization to do so? ◆ Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again. ◆ Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters? ◆ Have you developed a plan to handle reports of suspicious activity? ◆ Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel? ◆ Do personnel know what to do if a suspicious package is found? ◆ Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs? ◆ Are food services personnel trained to be aware of suspicious people in their food preparation area? ◆ When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts? 	<p>◆ Everyone</p>	

<p>Implement a “tip-line” program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.</p>	<ul style="list-style-type: none"> ◆ Do you have a zero tolerance for verbal threats of any kind? ◆ Do all members of the school community know that any threat, or information about a potential threat, must be reported? And do they understand that there is no such thing as a threat intended as a joke? ◆ Do students and staff know that they are <u>responsible</u> for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act? ◆ Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves? 	<ul style="list-style-type: none"> ◆ Student Services ◆ Security ◆ Human Resources 	
<p>Work closely with local law enforcement and health officials.</p>	<ul style="list-style-type: none"> ◆ Have you made local law enforcement a partner in your district plans? ◆ Are parking regulations, particularly fire zone regulations, strictly enforced? ◆ Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans? ◆ Has local law enforcement been given the opportunity to conduct exercises on school property and on busses? ◆ Have you determined contact protocol with local health officials if bioterrorism is suspected? 	<ul style="list-style-type: none"> ◆ Security ◆ Clinical Staff ◆ Crisis Management Team 	
<p>Train staff on identifying and handling suspicious packages and letters.</p>	<ul style="list-style-type: none"> ◆ Have you download and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov? ◆ Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov? ◆ Have you considered publicizing the availability of this information to others in the school community for personal use? 	<ul style="list-style-type: none"> ◆ Mail room ◆ Secretarial ◆ Security ◆ Parents ◆ Students 	

NAVIGATOR SCHOOLS

ANNUAL SAFETY PLAN EMERGENCY PLAN CHECKLIST, YEAR _____

Site: **Site Checklist**
Due By: **September 15th Each Year**
Submit To: **Risk Management**

This is a checklist to help principals organize and meet the site requirements mandated by the Emergency Operations Plan. It is recommended that each principal appoint a Site Safety Committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

<u>Check</u>	<u>Requirement</u>
<input type="checkbox"/>	Read the District Disaster Plan, and know the responsibilities of the site manager
<input type="checkbox"/>	Designate a second-in-command and a backup
<input type="checkbox"/>	Orient staff to District emergency Operations Plan, review site procedures (staff meeting)
<input type="checkbox"/>	Update site plan, assign staff responsibilities (complete staff roster sheet)
<input type="checkbox"/>	Schedule necessary training (First Aid, CPR, Search & Rescue)
<input type="checkbox"/>	Schedule drills: Fire, Earthquake, Active shooter, Communications
<input type="checkbox"/>	Update site map, post as required, and place a copy in site Knox Box.
<input type="checkbox"/>	Complete Site Hazard Survey
<input type="checkbox"/>	Complete Classroom Hazard Survey Summary
<input type="checkbox"/>	Submit Classroom Hazard Survey Summary to superintendent
<input type="checkbox"/>	Participate in a test of District Radios
<input type="checkbox"/>	Check battery-operated radios
<input type="checkbox"/>	Check the location and condition of the 2-meter radio antennae and the base for installing the antennae if appropriate.
<input type="checkbox"/>	Complete supplies and equipment inventory to include classroom emergency kits
<input type="checkbox"/>	Order supplies and equipment as necessary
<input type="checkbox"/>	Evacuation areas/alternative identified for all classes
<input type="checkbox"/>	Communications to parents and students about disaster procedures
<input type="checkbox"/>	Review District Student Release Policy
<input type="checkbox"/>	Update Emergency Information Cards
<input type="checkbox"/>	Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.
<input type="checkbox"/>	Assess food supplies as applicable.
<input type="checkbox"/>	Meet with childcare provider and coordinate disaster preparedness plans
<input type="checkbox"/>	Identify hospitals and clinics in school's area that have back-up emergency power that would be able to handle casualties in an emergency.

Principal's Signature

Date

NAVIGATOR SCHOOLS

ANNUAL SITE HAZARD SURVEY, YEAR _____

Site Hazard Survey I

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the District Office by October 30. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include the evaluation of the interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include an assessment of the following areas.

- The proximity of toxic, flammable, corrosive, or chemically reactive materials
- The proximity of high voltage power lines has been considered in establishing the site evacuation plan
- The likelihood and possible effects of flooding or landslides
- Probably safety of evacuation areas after an earthquake; the proximity of gas, water, and sewer lines, or sprinklers
- Water heaters are strapped
- Objects that restrict people from moving to a safe place (tables and desks in hallways) etc.
- Janitorial areas: storage of tools and cleaning chemicals (keep a 3-foot clearance in front of all electrical panels)
- Storerooms: heavy items stored on high shelves; shelving secured (keep 3 foot clearance in front of all electrical panels)
- All computers and peripherals should be situated so as not to create a tipping hazard
- Machine shop and woodshop: equipment should be bolted down
- Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
- Sound system speakers and spotlights: secure
- Compressed gas cylinders: secured top and bottom with a safety chain
- Weight room/motor development room equipment: racks anchored and weights properly stored
- Laboratory chemicals on shelves shall be restrained

NAVIGATOR SCHOOLS

ANNUAL SITE HAZARD SURVEY II, YEAR _____

GENERAL GUIDELINES	OK	Needs Attention	Comments
CAMPUS			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan			
Required Postings			
ASSEMBLY ROOMS			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
ATHLETIC FACILITIES			
Bleachers, fences, backstops			
Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			
INDUSTRIAL ARTS			
All guards, shields, covers in place			
Aisles clear, material storage			
First aid kits; eye wash operable			
Dust collection/housekeeping			
Compressed gas cylinders secure			
Protective equipment, safety training			
Safety signs posted, enforced			
SCIENCE ROOMS			
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			
Safety training			
Safety signs posted, enforced			
EMERGENCY PREPAREDNESS			
Fire extinguishers checked monthly			
Fire and Earthquake drills conducted			
First Aid Equipment in place			
Evacuation routes posted			
Staff Training on Emergency Procedures			

NAVIGATOR SCHOOLS

ANNUAL CLASSROOM HAZARD SURVEY, YEAR _____

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess his/her for hazards and correct any they can; items they cannot correct will be submitted to the principal on this form by **September 30**. The principal shall submit a completed copy of the school needs with the principal's checklist by **October 30** to the District Office.

ROOM NUMBER	
Deficiencies to be corrected by maintenance staff:	
Free standing shelves over 4 feet tall secured to floor or wall	
File cabinets bolted to wall	
File cabinet drawers have latches	
Paints and chemicals restrained on shelves	
Wall-mounted objects are secured	
Sound system speakers are secured to building	
TV securely fastened to platform or cart	
Deficiencies to be corrected by school personnel:	
Heavy objects removed from high shelves	
Aquariums located on low counter or restrained	
Computers fastened to workstation	
Desks and tables cannot block exits	
Cabinets or equipment on wheels cannot block doorway	

NAVIGATOR SCHOOLS

ANNUAL SAFETY PLAN DRILL REPORT, YEAR _____

Date	Time		Please place a ✓ below for which drill has been completed.					Principal's Signature
	Start	End	Radio Communications	Fire	Earthquake	Active shooter	Other Drills	

NAVIGATOR SCHOOLS

ANNUAL DISASTER SERVICE WORKER SURVEY, YEAR _____

General Information		
1. Name		
2. Position		
3. Location		
4. Work Phone/Ext.		
5. Home Phone		
Specialized Skills		
1. Bilingual?		If yes, Language(s):
2. CPR Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
3. First Aid Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
4. CERT Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
5. Simple Triage/Rapid Assessment Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
Personal Responsibilities		
1. Children?		If yes, ages:
2. Special needs?		If yes, please describe:
2. Elderly parents?		Comments:
3. Pets?		Comments:
4. Other caregivers available?		Comments:
5. Other		
In an Emergency – Confidential		
1. Anything you want us to know? Special Needs? Medications?		
2. Other:		

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction - What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crowbar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)

- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheelchairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food, Water

- ½ gallon per person per day times three days, with small paper cups

First Aid

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small, sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pickax
- Sledgehammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms
- Cable to connect car battery for emergency power

Food

The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per Search & Rescue Team Member

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flashlight, extra batteries
- Duffel or tote bag to carry equipment

Gear per Search & Rescue Team

- Backpack with First Aid supplies
- Master Keys

HOMELAND SECURITY ADVISORY SYSTEM

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

THREAT CONDITIONS AND RECOMMENDED PROTECTIVE MEASURES

Identified on the following pages, Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.



This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for “Do Not Duplicate”
- Review and update the Emergency Call-in List.



This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.



An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

**ORANGE:
HIGH RISK OF
TERRORIST ATTACK**

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, and student concerns to determine when/how to communicate.
 - a. Communication should focus on reassurance that school is a safe place
 - i. Reminder – schools have existing safety plans
 - ii. Reminder – schools practice their safety procedures
 - iii. Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.



A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The affected county Emergency Operations Center, located at 3500 Apron Ave, Atwater, CA 95301, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)

The Navigator Schools will provide staff at the affected County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to MCOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the County EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - A. review communication guidelines under Orange Threat Level
 - B. reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
- Consider canceling special events.

- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

7. THREAT AND HAZARD ANNEXES

BASIC ACTIONS

Most emergency responses are covered by the following Basic Actions:

Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site. This is appropriate for—but not limited to—the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active shooter/Lockdown Alert, when the teacher/supervisor has ascertained that leaving is the best option.

Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, **Action:** TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location that is upwind and uphill in the event of a chemical or biological threat

Action: TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat
- Sniper Attack
- Rabid Animal on School Grounds

Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
 - Immediately **TAKE COVER** under desks or tables and turn away from all windows.
 - Explosion/Nuclear Attack:
- Take a protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

Action: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut off for each applicable building under the joint authorization of the administration and head custodian.

Action: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars, and other means of transportation, and taking them from a dangerous area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area

- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious means available

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

ACTION: CONVERT SCHOOL

Action: **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated by City officials.

INITIAL MEDIA STATEMENTS

The following statements, or similar wording, should be used to provide the media, including social media, with basic information at the onset of an emergency until more definitive information can be provided once the incident has stabilized. Secondary statements should be approved by the IC and PIO.

For incidents with no injuries involved and no reunification is necessary:

We are aware of the (type of incident) at/near (campus) and all students and staff are safe. We are working with (local authorities) to further stabilize the situation. There is no need to pick up your child at this time. We will have more information as soon as possible.

For incidents with no injuries involved and no reunification is necessary:

We are aware of the (type of incident) at/near (campus) and all students and staff are safe. We are working with (local authorities) to further stabilize the situation. We have established a reunification location to pick up your student. Please go to the (reunification location) or have a person named on the (Student Safety Card) authorized

to pick up your student to come and we will reunite you with your student. We will have more information regarding the incident as soon as possible.

For incidents with injuries involved and on-site reunification is necessary:

We are working with (local authorities) to stabilize the situation that occurred at/near (campus). Please come to the (specific location on campus) or have a person named on the (Student Safety Card) authorized to pick up your student to come and we will reunite you with your student. We will have more information regarding the incident as soon as possible.

For incidents with injuries involved and off-site reunification is necessary:

We are working with (local authorities) to stabilize the situation that occurred at/near (campus). Please do not respond to the school. We have established an off-site reunification location to pick up your student. Please go to the (reunification location) or have a person named on the (Student Safety Card) authorized to pick up your student to come and we will reunite you with your student. We will have more information regarding the incident as soon as possible.

EARTHQUAKE

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is off the bridge or away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. **The district bus driver is legally responsible for the welfare of student riders.**

FIRE

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

A fire within a school building:

In the event that a fire is detected within a school building, use the following procedures:

- a. The Principal or Designee will:
 - i. Order an evacuation if the fire alarm doesn't work.
 - ii. Call 9-1-1
 - iii. Notify the superintendent.

- b. Teachers will:
 - i. Grab clipboard
 - ii. Grab emergency backpack
 - iii. Ensure all people have evacuated
 - iv. Last person out closes the door
 - v. Ensure students walk in an orderly and brisk fashion to designated space
 - vi. Account for all students and staff, if all are present hold up green card from clipboard, if not hold up red card
 - vii. Wait for all clear

- c. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

- d. The Head Custodian or designee shall open necessary gates for fire trucks and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

- e. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The principal or designee shall:

- Determine the need to execute an evacuation if a nearby fire poses an immediate threat to the students or the building.
- Notify the Fire Department by calling 911.
- Notify the Superintendent's office.
- Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

FLOOD / INUNDATION

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning as a result of damage to water distribution systems.

- Initiate appropriate immediate response actions; SHELTER IN PLACE, EVACUATE, or OFF SITE EVACUATION.
- Call 911.
- Notify Superintendent's office.
- In the event of evacuation, teachers bring their roll sheet and take attendance in assembly area.
- Notify school administration of any missing students.

LOSS OF UTILITIES

This procedure addresses situations involving a loss of water, power, or other utilities on school grounds.

This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the principal or designee immediately.

Upon notice of loss of utilities the principal or designee will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.

The principal or designee will notify the Maintenance and Operations Department and will provide the location and nature of emergency.

The principal or designee will notify the Superintendent of the loss of utility service.

If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.

POWER OUTAGE/ROLLING BLACKOUTS

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. Despite everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e., flashlights & batteries.
- Find out that when power is lost, do emergency lights go on, and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check the school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- According to SBC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

HEAT WAVE

A heat wave is a prolonged period of excessive heat, generally 10 degrees or more above average, often combined with excessive humidity.

- Excessive Heat Watch - Conditions are favorable for an excessive heat event to meet or exceed local Excessive Heat Warning criteria in the next 24 to 72 hours.
- Excessive Heat Warning - Heat Index values are forecasting to meet or exceed locally defined warning criteria for at least 2 days (daytime highs=105-110° Fahrenheit).
- Heat Advisory - Heat Index values are forecasting to meet locally defined advisory criteria for 1 to 2 days (daytime highs=100-105° Fahrenheit).

Extreme Heat Instructions

When the heat index reaches the range of 90 to 105 degrees, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity. Always provide adequate amounts of water to students and staff to maintain appropriate hydration and use areas shaded from direct sunlight.

TORNADO/HIGH WIND EVENT

Tornadoes are violently rotating columns of air that extend from a thunderstorm to the ground.

Tornadoes in California are not as threatening as the ones seen in the Midwest States. Most California tornadoes last only a few minutes but should still be considered dangerous. Wind speeds near a tornado can cause bodily harm with flying objects. In recent history, tornadoes have been reported mostly in the central valley and have rarely touched down. They generally occur in sparsely populated areas.

Categories of Tornadoes:

EF Number	3 Second Gust (mph)
0	65 to 85
1	86 to 110
2	111 to 135
3	136 to 165
4	166 to 200
5	Over 200

Tornado/High Wind Safety

Preparation

- Know the **county** your school is in. The NWS issues Tornado Warnings that are polygon-based and may include an entire county, or more likely portions of neighboring counties.
- Stay abreast of the latest forecast via NOAA Weather Radio, commercial radio or TV. Keep a watchful eye on the sky and consider postponing outdoor activities or large-scale school functions.
- Know your community's warning system. Communities have different ways of warning residents about tornadoes, with many having sirens for **outdoor warning purposes**.
- Identify the safer locations on campus. This should be a smaller building like a classroom or office. **Interior rooms with no windows, i.e. bathrooms, work rooms, closets etc. are ideal. Modular buildings, cafeterias and MPR's should be avoided.**

- Practice periodic tornado drills so that everyone knows what to do if a tornado is approaching. This should include “drop” procedures where persons are protected under furniture with arms over the head.
- Prepare for high winds by removing diseased and damaged limbs from trees near school buildings.
- Watch for tornado danger signs:
 - Dark, often greenish clouds/sky
 - Wall Cloud - an isolated lowering of the base of the thunderstorm
 - Debris cloud
 - Large hail
 - Funnel Cloud
 - Roaring Noise

Procedures for when a tornado warning siren is activated

- Announce and activate over the school P.A. system tornado response procedures
- Secure all doors and windows
- Turn off appliances and utility meters as much as possible
- Move students and staff to pre-designated safe buildings
- Monitor local media stations for updates and instructions
- Shelter in place until the all clear notification is received

During a Tornado

- The safest place to be is a smaller sturdy building away from windows like a classroom or office that has available items to take cover under. Cover your head with your arms.
- Underground shelters are a great option in areas where available.
- Stay away from windows!
- Get out of large auditoriums, MPR’s or similar large buildings

- If you are caught outdoors, immediately go to your pre-designated safe building or the nearest one.

After a Tornado

- Continue listening to local news or a NOAA Weather Radio for updated information.
- Stay out of damaged buildings.
- Watch out for fallen power lines or broken gas lines and report them to the utility company immediately.
- Clean up spilled bleaches, gasoline and other flammable liquids that could become a fire hazard.

LIGHTING STORM

If thunderstorms and lightning are occurring in your area, you should:

- The principal or designee will initiate appropriate response action, which may include a Shelter-in-place or Reverse Evacuation.
- Staff and students should take shelter in a sturdy building. Avoid isolated sheds or other small structures in open areas.
- Staff and students should avoid contact with electrical equipment or cords. Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage.
- Staff and students should avoid contact with plumbing. Do not wash your hands; Plumbing and bathroom fixtures can conduct electricity.
- Staff and students should stay away from windows and doors.
- Staff and students should not lie on concrete floors and do not lean against concrete walls.
- Staff and students should avoid hilltops and open fields.
- Staff and students should avoid contact with anything metal.
- Staff and students should avoid natural lightning rods such as a tall, isolated tree in an open area.

SHELTER IN PLACE

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions, or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- **Advise students to cover their mouths and nose with a damp cloth or handkerchief** to protect them from any airborne hazards.
- **A school official (or student if no official is present) should close all vents and turn off ventilation systems.** *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*
- **Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*
- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

INTRUDER ON CAMPUS

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

HOSTAGE SITUATION

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

LOCKDOWN: ACTIVE SHOOTER

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

BOMB THREAT

Most likely, threats of a bomb or other explosive device will be received by telephone.

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the link to jump to the [BOMB THREAT REPORT](#) form located in the Functional Annex as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves-- could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - Your name
 - Your call-back phone number
 - Exact street location with the nearest cross street
 - Nature of incident
 - Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.

- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance.

EXPLOSION OR THREAT OF EXPLOSION

In the event of an explosion at the school or the threat of an explosion - such as those caused by leaking gas or a faulty boiler within the school building - the following will be accomplished:

A. EXPLOSION

Command "DROP" is given. *

If the explosion occurred within the building, or threatened the building, the teachers should immediately implement Action **LEAVE BUILDING**:

1. Sound the school fire alarm.
2. Move to an area of safety and maintain control of students.
3. Render first aid as necessary.
4. Call 911.
5. Fight incipient fires without endangering life.
6. Take roll.
7. Notify Principal, Assistant Superintendent, Superintendent, or other appropriate school official.
8. Notify utility companies of a break or suspected break.
9. The school principal will direct further action as required.
10. Student and staff should not return to the school until the School Administrator and the Fire Department officials declare the area safe.

B. THREAT OF EXPLOSION

1. Sound the school fire alarm. This will automatically implement Action **LEAVE BUILDING**.
2. Following procedures 4, 5, 6, 7, 9, 11, 12, and 13 under "Explosion" above.

Teachers should instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a bear, snake, dog, bull, coyote, mountain lion, or any other wild animal threatens the safety of students and staff.

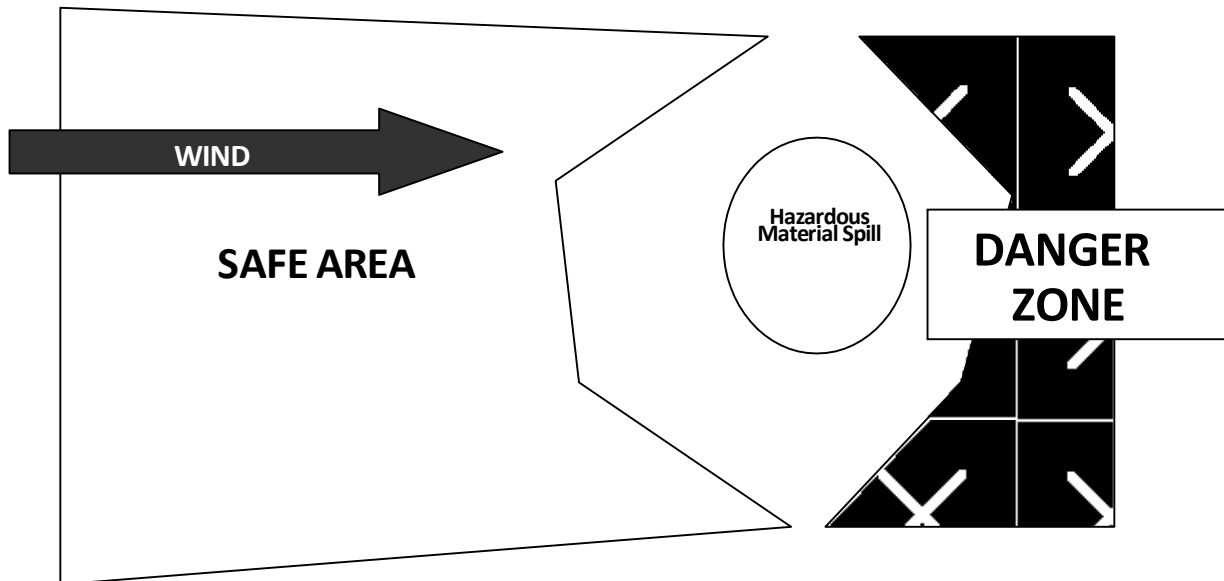
- Call 911.
- The principal/designee will initiate appropriate actions, which include LOCKDOWN or
- EVACUATION from the affected area.
- Upon discovery of an animal, staff members will attempt to isolate the animal from students.
- If the animal is outside, students will be kept inside. If the animal gets inside the students will remain outside.
- It is suggested closing doors or locking gates as a means to isolate the animal.
- Call Animal Control.
- If conditions change or warrant it, the principal/designee will initiate off-site evacuation procedures.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline Lacquer Thinner
- Solvents Paint
- Motor Oil Agricultural Spray
- Diesel Fuel Paint Thinner
- Kerosene Stain Anti-Freeze
- Airborne Gases/Fumes Brake Fluid

If the spill is too great to handle, contact the District Office at (209) 392-0200.



Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, or upstream if possible.**

POISONING, CHEMICAL SPILLS, HAZARDOUS MATERIALS

POISONING:

If a student ingests a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that chemical
- Notify the District Office

CHEMICAL SPILL OFF-SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the District Office with the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notification made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have it present, should the need arise
- Place reflective triangles or traffic cones if in the street or highway. **DO NOT LIGHT FLARES!**
- If spill response equipment is available, use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at (831) 217-4880. The cleanup will be coordinated through a designated contractor.

MOTOR VEHICLE CRASH

- If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:
 - Call 911.
 - Contact school office to report incident and any persons injured or trapped.
- If no buildings are in endangered, instruct students to stay inside classrooms.
- If buildings are damaged, evacuate all students and staff from building as appropriate. Maintain control of students and take roll and complete accountability report.
- If evacuated, wait for instructions from principal or designee.

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off the emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled, and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1
- If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:
 - Date, time, and exact location of the release

- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

FALLEN AIRCRAFT

If an accident, such as an auto wreck or plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

If an aircraft falls near the school, the following will be accomplished:

- The principal will determine which action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for directions from the principal.
- All students and staff will be kept at a safe distance, allowing for a possible explosion.
- If possible, the principal will determine whether the aircraft is military, commercial, or a private plane.
- Call 911
- Notify Superintendent or Assistant Superintendent.

EMERGENCY EVACUATION ROUTES AND PROCEDURES

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with students and keep them calm.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check the room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with transportation to help transport evacuees.
- Direct the evacuation and assure all students/staff are accounted for as they depart and arrive.

Evacuation Map – Gilroy Prep

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

Evacuation Map – Hayward Collegiate

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

Evacuation Map – Hollister Prep

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

Evacuation Map – Watsonville Prep

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

8. FULL TEXT OF MANDATED POLICIES

CHILD ABUSE AND NEGLECT REPORTING

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspect have been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. In addition, school site employees will confidentially inform the site Principal that a report has been made. Support Office employees will confidentially inform their supervisor.

Navigator will provide annual training on mandated reporting requirements. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

(This policy is found in the Employee Handbook.)

NAVIGATOR SCHOOLS 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 based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, 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.

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. Navigator Schools school staff that witness acts of discrimination, harassment, intimidation and bullying will take immediate steps to intervene when safe to do so.

Moreover, Navigator Schools will not condone or tolerate discrimination, sexual harassment, harassment, intimidation, or bullying of any type by any employee, independent contractor or other person with which Navigator Schools 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. Navigator Schools will promptly and thoroughly investigate any complaints of such harassment and take appropriate corrective action, if warranted.

Definitions

Prohibited Unlawful Harassment

- 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 Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Navigator Schools.

Navigator Schools 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, up to, and including dismissal, of the offending employee, and disciplinary action up to and including suspension and/or expulsion for students.

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
 - Attempts to commit these assaults
 - 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.

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:

- Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- 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 Navigator Schools.

*"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

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:

- A message, text, sound, or image.
- 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.

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

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment or bullying, 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 bullying.

Any employee or student who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal.

All other members of the school community, including students, parents/guardians, volunteers and visitors, are encouraged to report any act that may be a violation of this policy to the Principal, Executive Director or administrative designee.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Principal. 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 discrimination, intimidation, harassment, and bullying 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, 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.

Navigator Schools 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 Principal, CEO, or administrative designee on a case-by-case basis.

Navigator Schools 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 discrimination violating 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.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of Navigator Schools, the Principal 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 Principal 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 Principal or administrative designee will meet with the complainant and, to the extent possible with respect to student 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 Principal or administrative designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying are maintained in a secure location.

Right of Appeal

Should the reporting individual find the Principal's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Family Handbook. In addition, when harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also fill out a complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Consequences

Students who engage in discrimination, harassment, intimidation, or bullying will be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Suspension and Expulsion Policy outlined in this Handbook.

SCHOOL DISCIPLINE

Navigator Behavioral Systems

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 "Graduate Aims" 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 Infinite Campus), use of restorative practices, Second Step.

BEHAVIORAL CHALLENGES and POSSIBLE CONSEQUENCES

Behavior	Definition and examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Arson	<i>Student plans and/or participates in malicious burning of property</i>	N/A	N/A	Saturday School Restorative practice Parent shadow Formal Behavior plan Behavior Contract Character building project (Alternate placement) Alternate placement Suspension Expulsion
Attendance	<i>Student is absent from or is late to school (with/without excusal)</i>	Auto calls Phone call home	Parent meeting Truancy letter sent home Middle School 4 tardies/absenc	Attendance contract SART meeting Saturday School

			es = After school detention Citizenship grade affected	
Bullying	<i>A distinctive pattern of repeatedly and deliberately creating an intimidating or hostile educational environment</i> Reference bullying in student handbook.	Phone call home Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation	Parent meeting After school Detention Restorative Project Stay away agreement Behavior Contract Parent shadow Loss of privileges (ie: school events)	Saturday School Alternate placement Suspension Expulsion
Behavior	Definition and link to examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Confrontation/Defensive	<i>To engage verbally face to face in an inappropriate way. Anxious to challenge or avoid criticism</i>	Phone call home Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation	Parent meeting After school Detention Loss of Recess Student is sent to buddy a buddy class Restorative Project Loss of privileges (ie: school events)	Saturday School Parent shadow MTSS Referral Behavior Contract Alternate placement

<p>Defiance / Non-compliance</p>	<p><i>Student engages in defiance and failure to follow directions or talks back.</i></p>	<p>Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation Phone call home</p>	<p>Parent Meeting After school Detention Loss of Recess Student is sent to buddy class Restorative Project Loss of privileges (ie: school events)</p>	<p>MTSS Referral Character building project (Alternate placement) Parent shadow Behavior Contract Alternate placement Saturday School</p>
<p>Disrespect</p>	<p><i>Student delivers socially rude messages to adults or students.</i></p>	<p>Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation Phone call home</p>	<p>Parent meeting After school Detention Loss of Recess Student is sent to buddy class Restorative Project Loss of privileges (ie: school events)</p>	<p>Parent shadow MTSS Referral Behavior Contract Alternate placement Character building project (Alternate placement) Saturday School</p>
<p>Disruption</p>	<p><i>Student engages in inappropriate disruption (ie. talking out of turn, disruptive noises).</i></p>	<p>Student is redirected Warning Non-verbal Cues Reflection sheet</p>	<p>Parent meeting After school Detention Loss or Recess Student is sent to buddy class Student is placed in a</p>	<p>Saturday School MTSS referral Parent shadow Behavior Contract</p>

		Restorative Conversation Phone call home	different spot in the room	Character building project (Alternate placement) Alternate placement
Behavior	Definition and link to examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Dress code	<i>Student arrives at school out of dress code (refer to parent handbook)</i>	Parent called to bring appropriate attire	Middle school 4 out of dress code = After school detention	
Drugs/Alcohol/Vape	<i>Student is in possession, has consumed, or is selling an illegal substance or possession of paraphernalia</i>	N/A	Restorative Conversation After school detention Character building project (Alternate placement)	Saturday School Parent shadow Behavior Contract Alternate placement Law enforcement involvement Suspension Expulsion
Gang Activity	<i>Student engages in gang related behaviors (ie. wearing or</i>	Phone call home Warning	Parent meeting Loss of privileges (example:	Saturday School Parent shadow

	<i>displaying gang apparel, writing graffiti, making gestures or signs)</i>	Reflection sheet	field trips, school events, etc.) After school detention Community service	Behavior contract Character building project (Alternate placement) Pay to replace or repair damaged property
Impulsive	<i>Acting or done without forethought of consequences</i>	Student is redirected Warning Student is placed in a different spot in the room	Loss of privileges (ie: field trips, school events, etc.) Reflection sheet Phone call home Loss of Recess	Parent meeting Detention Community project Parent shadow Change to defiant (tier 2)
Behavior	Definition and link to examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity Administrator Managed
Inappropriate Display of Affection	<i>Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to</i>	Student is redirected Warning Student is placed in a	Parent meeting Stay away agreement Loss of privileges	Saturday School Parent shadow Behavior Contract

	<i>another student/adult</i>	different spot in the room Reflection sheet Phone call home	(example: school events) Restorative Conversation	Alternate placement Suspension Expulsion
Inappropriate Language	<i>Student engages in an instance of inappropriate language.</i>	Phone call home Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation	Parent meeting After school Detention Loss of Recess Community service project Loss of privileges (ie: Ipad)	If continued use of inappropriate language refer to disrespect tier 3
Low to no work completion	<i>Little to no work done in an appropriate time frame</i>	Student is redirected		

DRESS CODE

DRESS FOR SUCCESS

All students are expected to follow the Navigator dress code every day. The dress code consists of black bottoms [Navy bottoms worn at HPS K-5] (pants, shorts, dress, skirt, or skorts) and the Navigator spirit wear or alternate color polo shirt. During cold weather, students may wear the Navigator spirit wear sweatshirt and/or a navy-blue jacket or plain navy-blue sweatshirt or jacket. Gloves and scarves can be worn but must be Navigator colors. Any additional clothing must be white or navy including stockings or undershirts. Students should also wear closed toe athletic shoes. Sandals are not safe or appropriate for school. Dressing for success includes pants worn appropriately and not sagging.

If a student arrives at school, out of dress code, the parent/guardian will be contacted and will be asked to bring a change of clothes for their child.

Rain boots and rain jackets can be worn on rainy days.

Coversheet

Data Systems Integration Partnership

Section: IV. Topical
Item: C. Data Systems Integration Partnership
Purpose: Vote

Submitted by:

Related Material:

Parsec Proposal for Navigator Schools All Services (No Academy).pdf
2024-27 Navigator Schools - Parsec Premium and More - Service Order.pdf
Attached Terms_ Ex A_Parsec.pdf
Intelligent Systems Integration.pptx.pdf



+



Parsec Education Partnership Proposal

Making data meaningful with a true partner in education.

Executive Summary

Navigator Schools looks to establish a one stop shop data platform and partner to facilitate data-driven decision making at every level of the instructional process.

We propose that Parsec's services will support Navigator Schools to achieve this desired outcome by providing high quality data visualization tools for real-time and lagging data with proactive support and data insights from our analysts.

The annual cost of Parsec's services is \$81,400 per year.

Account Executive for this project is:

Ryan Royer

Ryan@parseceducation.com



Parsec Education's mission is to **improve and transform K-12 education and student outcomes** through modernizing, evaluating, improving, and standardizing the way schools view, interpret, and respond to data.

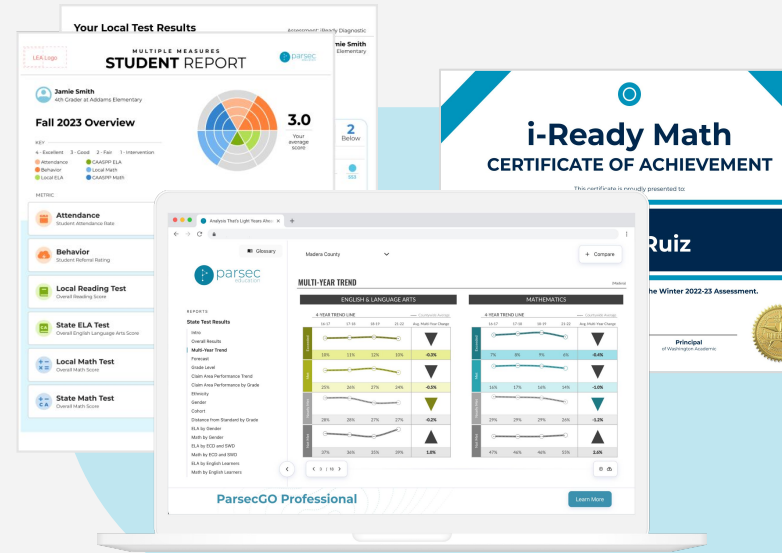
TRUSTED BY



Parsec Analytics: Premium

Package includes

- ✓ 1-year license to the Parsec Analytics premium platform
- ✓ Multiple Measures Student Report Cards and Student Status + Growth Certificates (part of platform)
- ✓ Onboarding
- ✓ Monthly network meeting
- ✓ Consulting: quarterly data insights meetings and 1 x presentation



PARSEC ANALYTICS: PREMIUM

Onboarding & Monthly Network Meeting

Onboarding

In a 2-hour virtual onboarding meeting, get introduced to the platform.

Access to Parsec's Networks

Virtual 1-hour meetings once a month for 1 x district member and 1 x principal member

“The beautiful thing about learning is that nobody can take it from you.”

-B.B. King

PARSEC ANALYTICS: PREMIUM

Consulting

Quarterly Data Insights Meeting

After onboarding, meet for the next 3 quarters with your dedicated data analyst from Parsec. These are 2-hour virtual meetings. Review your school's data and connect on key insights to inform data-driven decisions. Use this to support with writing your LCAP, WASC reports, and SPSA.

Presentation

Collaborate with your dedicated data analyst to create a presentation of your choice (e.g. create a slide deck for an upcoming board meeting, staff meeting, cabinet meeting, etc.)

*“Alone, we can
do so little;
together, we
can do so
much.”*

-Helen Keller

PARSEC ANALYTICS: PREMIUM

The Platform

State and Local Level Data Analysis

A user-friendly dashboard for quick access to your schools' data. Proactively plan with forecasting tools showcasing end-of-year trends. Explore reports for:

- State and Local Assessments
- Graduation Rates
- ELPAC and CAST
- Suspension Rates
- Chronic Absenteeism
- CA Dashboard Metrics
- Contiguous Enrollment
- Intake Analysis
- State to Local Test Correlations
- Local Test Normative Growth Analysis

Presentation-Ready Data Visuals

Present your data to community members, board members, and other stakeholders with presentation-ready visuals. Export as PDFs, translate to spanish and hmong, and compare reports for different schools.



Distance from Standard: Student List

See each student's DFS for the most recent CAASPP administration and the previous one in order to monitor changes at the individual student level.

STATE TEST RESULTS
Reset Filters Download PDF


Distance from Standard: Student List

Academic Year: 2022 1... (1) ▾ Grade: 3, 4, 5, 6, 7, 8, 11 (7) ▾ Gender ▾ Race/Ethnicity ▾ Socio-Econ. Disadvanta... ▾ English Learner ▾

Language Acquisition S... ▾ Foster Youth ▾ Homeless ▾ Students w/ Disabilities ▾ **Test Site** ▾ **Enrollment Length** ▾

Test Date ▾ **Subject** ▾

Local ID ▾ Student Name ▾



Year	District Name	Test Site	Local ID	Grade	Student Name	Subject	Overall Achievement	DFS	DFS Prior Year	DFS Growth
2023	Parsec Academy Cha...	Parsec Academy	32	4	Korok0032, Imma	Math	Level 3 - Standard Met	26	77	-51
2023	Parsec Academy Cha...	Parsec Academy	32	4	Korok0032, Imma	ELA	Level 3 - Standard Met	20	78	-58
2023	Parsec Academy Cha...	Parsec Academy	1129	4	Korok1129, Imma	Math	Level 1 - Standard Not Met	-85	-50	-35
2023	Parsec Academy Cha...	Parsec Academy	1129	4	Korok1129, Imma	ELA	Level 1 - Standard Not Met	-70	15	-85
2023	Parsec Academy Cha...	Parsec Academy	1989	4	Korok1989, Imma	ELA	Level 1 - Standard Not Met	-83	-77	-6
2023	Parsec Academy Cha...	Parsec Academy	1989	4	Korok1989, Imma	Math	Level 1 - Standard Not Met	-158	-163	5
2023	Parsec Academy Cha...	Parsec Academy	2073	4	Korok2073, Imma	Math	Level 3 - Standard Met	23	33	-10
2023	Parsec Academy Cha...	Parsec Academy	2073	4	Korok2073, Imma	ELA	Level 2 - Standard Nearly Met	-42	72	-114
2023	Parsec Academy Cha...	Parsec Academy	2936	4	Korok2936, Imma	Math	Level 1 - Standard Not Met	-82	28	-110
2023	Parsec Academy Cha...	Parsec Academy	2936	4	Korok2936, Imma	ELA	Level 2 - Standard Nearly Met	-57	12	-69
2023	Parsec Academy Cha...	Parsec Academy	2994	4	Korok2994, Imma	Math	Level 4 - Standard Exceeded	149	224	-75
2023	Parsec Academy Cha...	Parsec Academy	2994	4	Korok2994, Imma	ELA	Level 4 - Standard Exceeded	98	135	-37
2023	Parsec Academy Cha...	Parsec Academy	4557	4	Korok4557, Imma	ELA	Level 2 - Standard Nearly Met	-10	-80	70
2023	Parsec Academy Cha...	Parsec Academy	4557	4	Korok4557, Imma	Math	Level 2 - Standard Nearly Met	-44	-26	-18
2023	Parsec Academy Cha...	Parsec Academy	4639	4	Korok4639, Imma	ELA	Level 1 - Standard Not Met	-189	-193	4
2023	Parsec Academy Cha...	Parsec Academy	4639	4	Korok4639, Imma	Math	Level 1 - Standard Not Met	-202	-137	-65
2023	Parsec Academy Cha...	Parsec Academy	6043	4	Korok6043, Imma	ELA	Level 2 - Standard Nearly Met	-10	-2	-8
2023	Parsec Academy Cha...	Parsec Academy	6043	4	Korok6043, Imma	Math	Level 3 - Standard Met	5	-35	40
2023	Parsec Academy Cha...	Parsec Academy	6678	4	Korok6678, Imma	ELA	Level 1 - Standard Not Met	-194	-192	-2
2023	Parsec Academy Cha...	Parsec Academy	6678	4	Korok6678, Imma	Math	Level 1 - Standard Not Met	-36	34	-70

1 - 200 / 200

State Test Dashboard Trend Analysis: By Student



STATE TEST RESULTS

Reset Filters Download PDF

Trend Analysis: By Student

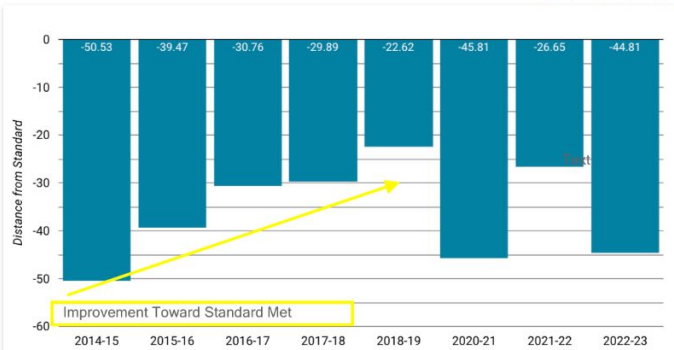


Academic Year: 2022-23 (1) | Current Grade: 3, 4, 5, 6... (7) | Gender | Race/Ethnicity | Socio-Econ. Disadvanta... | English Learner | Language Acquisition S... | Foster Youth | Homeless | Students w/ Disabilities | Test Site | Enrollment Length | Current School | Local ID | Student Name

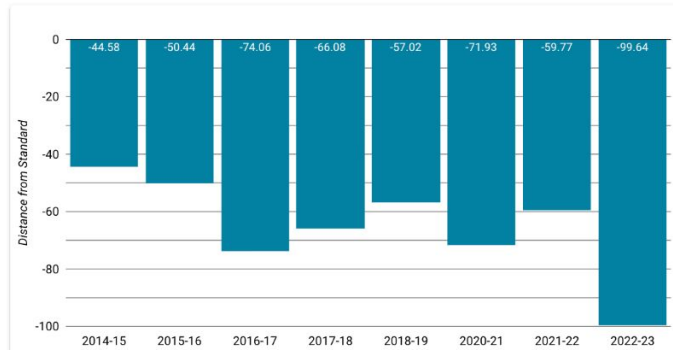
NAVIGATION MENU

- Overall State Test Results >
- Results by School >
- Results by Student Group >
- Claim Areas >
- Distance from Standard >
- Distance from Standard: Growth >
- Distance from Standard: Student List >
- Trend Analysis >
- Trend Analysis: By Student >**
- Variance Analysis >
- Contiguous Enrollment >
- Student List >

ELA Results



Math Results



Current Sch...	Test Year	District	Test Site	Student	Grade	Subject	Performanc...	DFS
Parsec Aca...	2022-23	Parsec Aca...	Parsec Aca...	Korok1129, ...	4	ELA	Level 1 - Sta...	-70
Parsec Aca...	2021-22	Parsec Aca...	Parsec Aca...	Korok1129, ...	3	ELA	Level 3 - Sta...	15
Parsec Aca...	2022-23	Parsec Aca...	Parsec Aca...	Korok6272, ...	4	ELA	Level 1 - Sta...	-198
Parsec Aca...	2021-22	Datazella U...	Datazelle P...	Korok6272, ...	3	ELA	Level 1 - Sta...	-93
Parsec Aca...	2022-23	Parsec Aca...	Parsec Aca...	Korok8784, ...	5	ELA	Level 3 - Sta...	59
Parsec Aca...	2021-22	Parsec Aca...	Parsec Aca...	Korok8784, ...	4	ELA	Level 3 - Sta...	30

Current Sch...	Test Year	District	Test Site	Student	Grade	Subjec...	Performanc...	DFS
Parsec Acad...	2022-23	Parsec A...	Parsec Acad...	Korok6917, I...	6	Math	Level 1 - Sta...	-288
Parsec Acad...	2022-23	Parsec A...	Parsec Acad...	Korok4058, I...	11	Math	Level 3 - Sta...	2
Parsec Acad...	2022-23	Parsec A...	Parsec Acad...	Korok9674, I...	11	Math	Level 1 - Sta...	-100
Parsec Acad...	2022-23	Parsec A...	Parsec Acad...	Korok9431, I...	11	Math	Level 1 - Sta...	-127
Parsec Acad...	2022-23	Parsec A...	Parsec Acad...	Korok2595, I...	11	Math	Level 1 - Sta...	-208
Parsec Acad...	2022-23	Parsec A...	Parsec Acad...	Korok1338, I...	6	Math	Level 1 - Sta...	-137

Student Progress by Length of Enrollment



NAVIGATION MENU

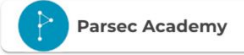
- Overall State Test Results >
- Results by School >
- Results by Student Group >
- Claim Areas >
- Distance from Standard >
- Distance from Standard: Growth >
- Distance from Standard: Student List >
- Trend Analysis >
- Trend Analysis: By Student >
- Variance Analysis >
- Contiguous Enrollment >
- Student List >

STATE TEST RESULTS

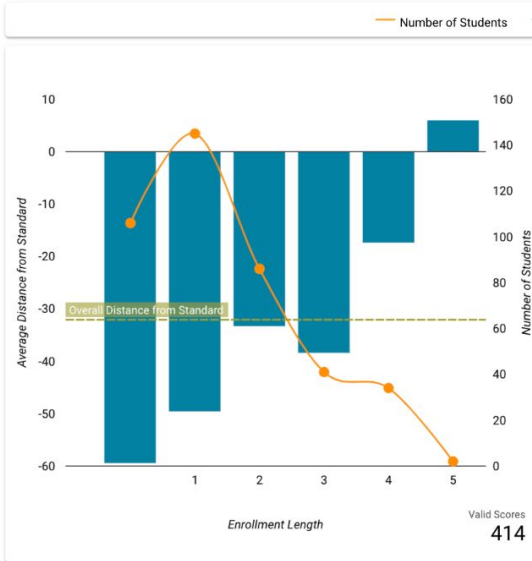
Contiguous Enrollment

Academic Year: 2022-23 (1) | Grade: 3, 4, 5, 6, 7, 8, 11 (7) | Gender: | Race/Ethnicity: | Socio-Econ. Disadvanta...: | English Learner: |
 Language Acquisition S...: | Foster Youth: | Homeless: | Students w/ Disabilities: | Test Site: | Enrollment Length: |
 Test Date:

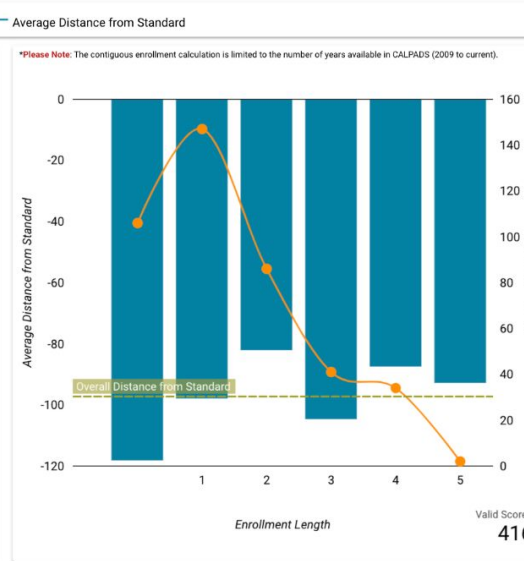
Reset Filters Download PDF



Overall ELA Results

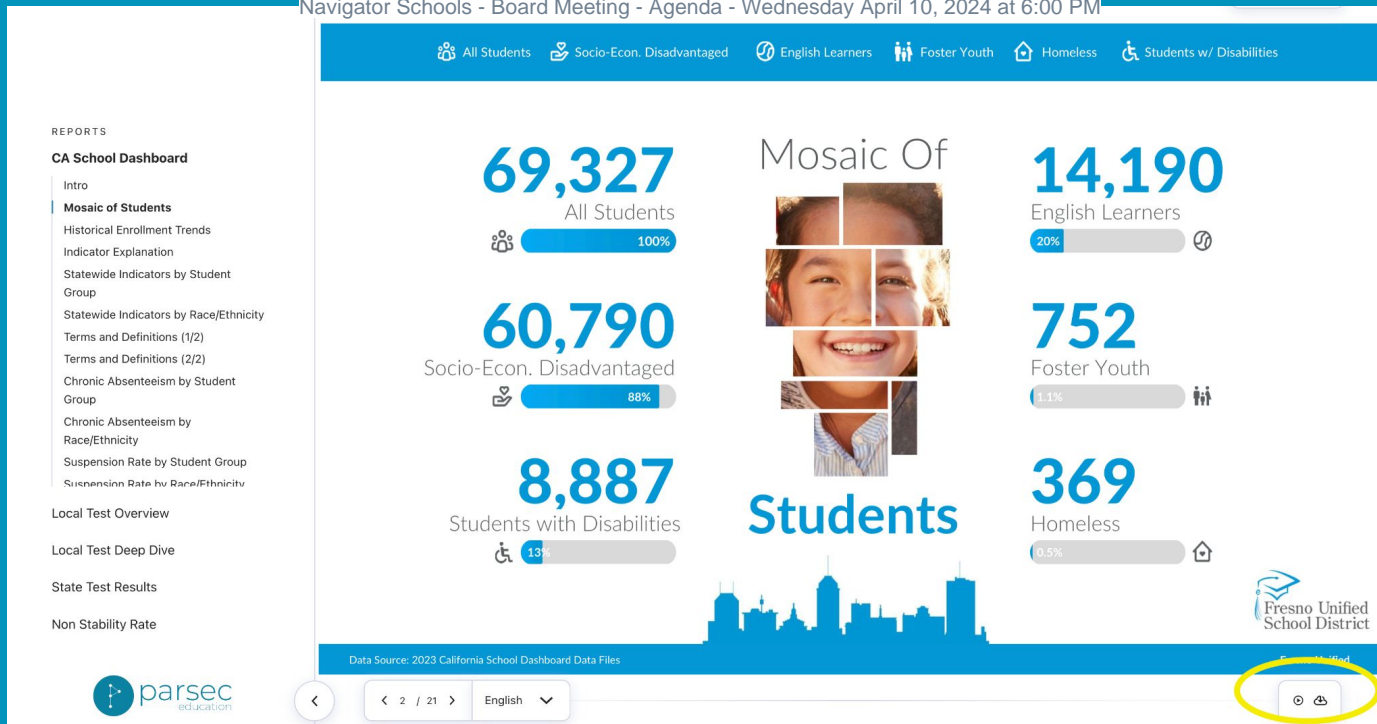


Overall Math Results



"As you explore the results of the Smarter Balanced Summative Assessment and view the data presented in this report, think about the cycle of inquiry. Let history be your guide as you recall the actions for improving teaching and learning that your organization has implemented in the past, and begin to establish causal relationships with the data you see visualized here."

Presentation Ready Reports



Presentation Ready Reports: Analytic Platform that allows users to present, download (PDF), and easily share with community

PARSEC ANALYTICS: PREMIUM

Multiple Measures Student Report Cards and Student Status and Growth Certificates

Multiple Measure Student Report Cards

Individualized student reports with a 360 view of their educational experience. Includes local and state test performance, with the option to add on attendance, behavior, ELPAC and CAST performance. See local test growth on the back with an easy-to-read visual of performance throughout the last year.

Student Status and Growth Certificates

Celebrate your students with printable certificates—for meeting or exceeding their CAASPP assessment and for their growth.



Multiple Measures Student Report

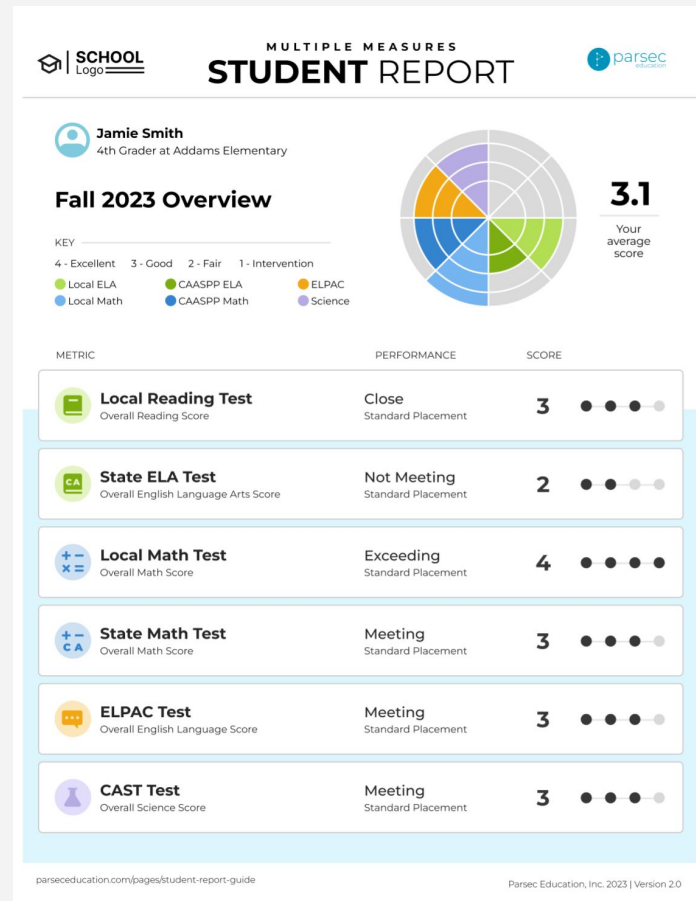
Standard Sorting By:

- School
- Grade
- Teacher
- Student Name

- Overview of Individual Student Data in an Easy to Read Report for Parents

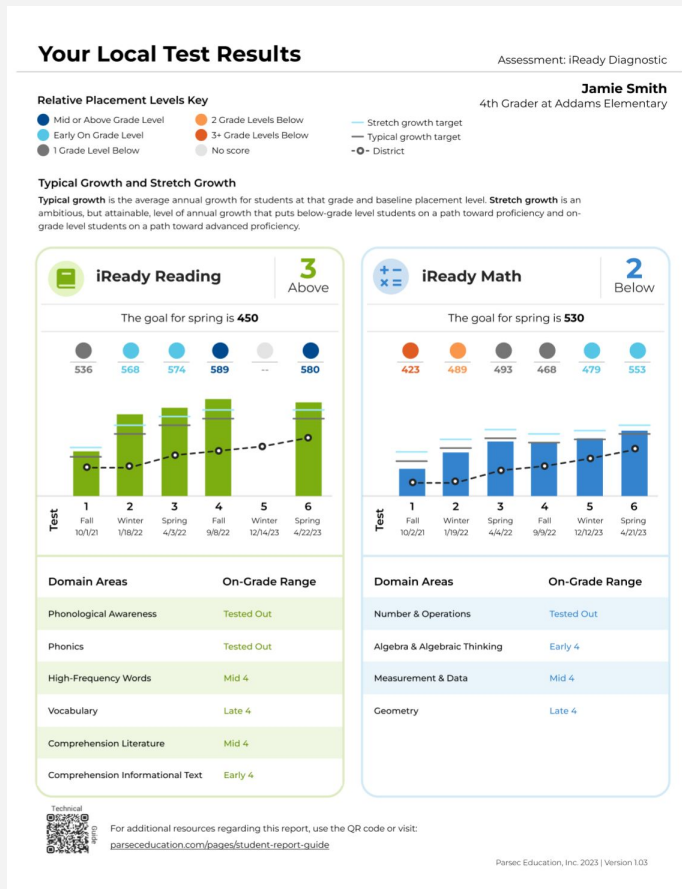
*Included with parsec Premium

*Can be upgraded to include Attendance & Discipline- requires SIS integration



Multiple Measures Student Report

- Individual Local Test Results
- Annual Growth Benchmarks
- Available in English & Spanish
- Built into Parsec Premium



Custom Dashboard

KPI Dashboard

Overview of 9 KPIs monitoring status and change on a weekly basis. Monitors Attendance, Grades, Discipline, Enrollment, etc.

Grades

Visualize grade data from transcripts to gradebook per course per student. Easily maneuver to create custom views used to identify trends and areas for improvement.

KPI Dashboard



SUPERINTENDENT (KPI)

Reset Filters Download PDF

Overview

NAVIGATION MENU

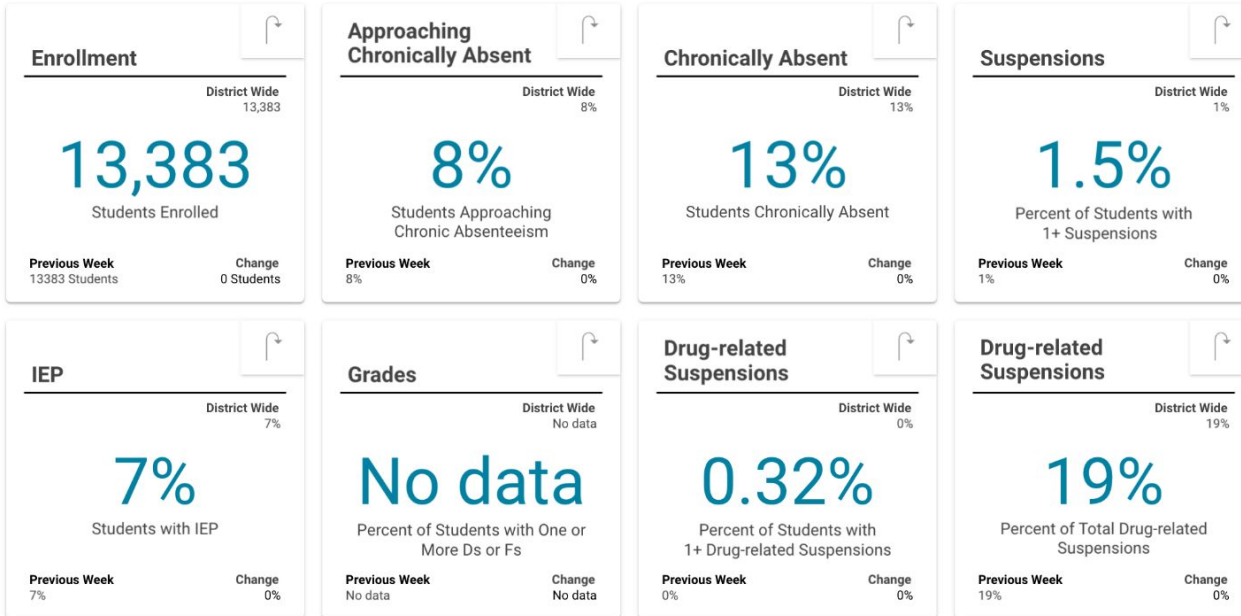
- Overview >
- By School >

Academic Year: 2023-2... (1) School Gender Grade Socio-Econ. Disadvanta... English Learner ELAS Designation

Homeless Students w/Disabilities Foster Youth Week: Most Recent (1) Mar 14 to Mar 20

Please note: Grades data is snapshot-based and was first pulled on 1/18/2024. Weeks before this date will not display data for grades.

Please Select One



* ADA week is defined as 5 consecutive in school days. For example the week Aug 31 to Sep 7 is a Thu, Fri, Tue, Wed, Thu, skipping Sat/Sun/Mon (Labor Day)

[Drug-Related Violation Codes List](#)

Grades (One of 3 Variations)



REAL-TIME GRADES DASHBOARD

Reset Filters Download PDF

Overall Results

School: Atwater High Sc... (1) Grade Gender Race/Ethnicity Socio-Econ. Disadvanta... English Learner Students w/ Disabilities

Foster Youth Homeless **Teacher** Course Period **Currently Enrolled in C... (1)**

NAVIGATION MENU

Overall >

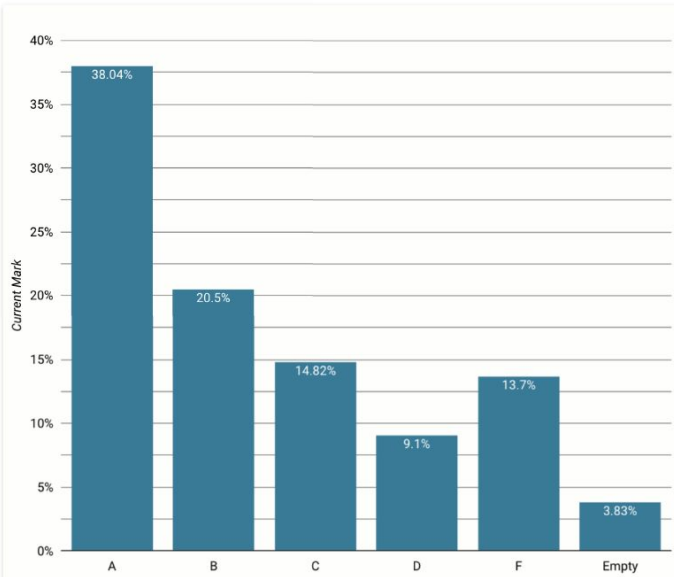
ADDITIONAL REPORTS

- Gradebook by Teacher >
- Non-Passing Grades >
- Student Groups >
- Student Weekly Progress >
- Course Weekly Progress >
- Student List >

NEED HELP?

Contact Parsec >

Gradebook Mark Distribution Percentage



Teacher Breakdown

Teacher	Course	Total Marks
	Health & Wellness For Life	210
	American Government	196
	World History/Culture2Nd Sem	194
	World History/Culture2Nd Sem	188
	Pe 2 - Semester 2	183
	Integrated Math 2 2Nd Sem	181
	U.S. History Semester 2	169
	Eng 4 Voyage Identity - Sem 2	169
	Intro To Healthcareers - Sem 2	160
	Pe 1 - Semester 2	160
	Eng 3 Semester 2	159
	Health & Wellness For Life	151
	Health & Wellness For Life	151
	Investigations in Life Sci - Sem 2	149
	Eng 1 Semester 2	147
	Integrated Math 1 - Semester 2	145
	U.S. History Semester 2	141
	Eng 1 Semester 2	132
	Integrated Math 2 2Nd Sem	131
	Leadership - Sem 2	130

1 - 100 / 209 < >

Student Breakdown

Student	StudentID	Current Mark
		A+
		F
		B+
		C
		B-
		F
		D
		F
		B+
		B-
		C
		B+
		B-
		C-
		A+
		B
		D
		D-
		F

8121 < >

This page displays current marks from gradebooks as of: **Mar 26, 2024** [Click on bar +++ \(ie, Empty\) to see that score in teacher breakdown +++](#) [Click on teacher +++ to see that class in student breakdown +++](#)

Custom Dashboard

Attendance

ADA and Course attendance data updated daily, visualized, and quickly adjustable to see students by school, grade level, student group, etc.

Discipline

Track major and minor referrals, referrers, school of incident, rates by group or grade. Parsec can build in trackers for specific criteria to create specific student lists for use outside the platform

Extra Assessments

Let us pull your assessment data into our platform and visualize the results giving you data down to the student level.



ATTENDANCE DASHBOARD

Reset Filters Download PDF

All Day Attendance by Time Period

Academic Year: 2023-2... (1) | School | Grade | Gender | Race/Ethnicity | Economically Disadvant... | English Learner |
 Month | Students w/ Disabilities | Foster | Homeless | Inactive Status Code: ... (1) | Attendance Program C... | Student Name |
Month Type: Attendance (1) | Absenteeism | Approaching chronic absenteeism is defined as an absence rate greater than 8% and less than 10% days absent

NAVIGATION MENU

- Attendance Rates >
- Attendance Counts by Month >
- All Day Attendance by Time Period >**
- Daily All Day Attendance >
- Class Attendance by Time Period >
- Daily Class Attendance >
- Month Date Reference >

Student All Day Attendance - Aggregated

Year...	School Name	Student...	Student Name	Grade	Gender	Year to Date Values			Values for Selected Time-Frame				
						Days Enrolled	Days Absent	Attendance Rate	Absenteeism	Absences in Time Frame	Total Excused	Total Unexcused	Total Unverified
2024				14	F	130	0	100.00%	Not Chronic	0	0	0	0
2024				14	F	106	0	100.00%	Not Chronic	0	0	0	0
2024				12	F	101	0	100.00%	Not Chronic	0	0	0	0
2024				12	M	129	2	98.40%	Not Chronic	0	0	0	0
2024				12	F	129	10	92.20%	Not Chronic	9	9	0	1
2024				12	F	129	15	88.40%	Chronic	11	11	0	4
2024				12	M	129	0	100.00%	Not Chronic	0	0	0	0
2024				12	F	129	10	92.20%	Not Chronic	0	0	0	0
2024				12	M	129	11	91.50%	Approaching C...	7	7	0	4
2024				12	F	129	11	91.50%	Approaching C...	11	10	1	0
2024				11	M	49	0	100.00%	Not Chronic	0	0	0	0
2024				12	M	129	5	96.10%	Not Chronic	5	4	1	0
2024				12	F	129	11	91.50%	Approaching C...	7	7	0	2
2024				12	F	129	4	96.90%	Not Chronic	4	2	2	0
2024				12	M	129	15	88.40%	Chronic	11	9	2	4
2024				12	M	129	0	100.00%	Not Chronic	0	0	0	0
2024				12	F	129	13	89.90%	Chronic	13	13	0	0
2024				12	M	129	2	98.40%	Not Chronic	1	1	0	1
2024				12	F	129	12	90.70%	Approaching C...	12	12	0	0

1 - 500 / 1420 < >

NEED HELP?

- Contact Parsec >

[Month Date Reference](#)



DISCIPLINE DASHBOARD

Referrals

Reset Filters Download PDF

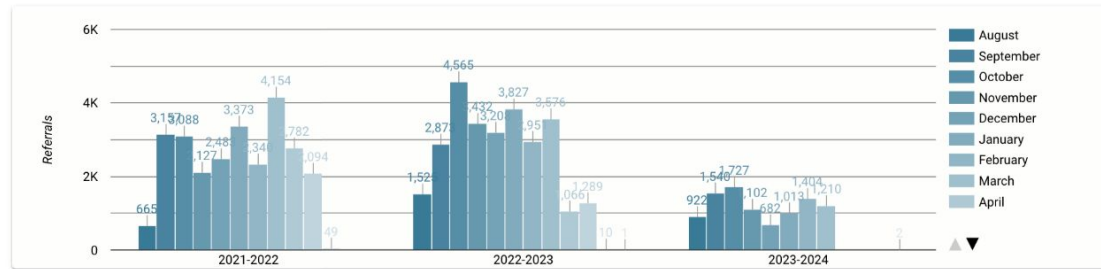
NAVIGATION MENU

- Suspensions >
- Referrals >**
- Referral Quantity Bands >
- Referral Quantity Bands (Tables) >
- Referral Quantity Bands (%) >
- Referrals by Race/Ethnicity >
- Referrals by School >
- Referrals by Student >
- Referral List >

Academic Year: 2023-2... (3) | School of Attendance | School of Incident | Month | Grade | Gender | Race/Ethnicity |
 Socio-Econ. Disadvanta... | English Learner | Students w/ Disabilities | Foster | Homeless | Attendance Program C... | Student Name |
 Suspension | Class Suspension | Expulsion | Inactive Status Code | Major/Minor: Major (1) | Referring Staff | Job Classification

Please note: The major referral counts/percentages in this dashboard will differ slightly from the incident counts/percentages in the Aeries discipline dashboard. The Aeries discipline dashboard counts each incident ID as one incident. The ParsecGO dashboard counts each referral. One incident ID can involve multiple students receiving referrals.

Referrals per Year



	Academic Year / Gender / Referrals								
	2021-2022			2022-2023			2023-2024		
	Male	Female	Non-Binary	Male	Female	Non-Binary	Male	Female	
	3,359	2,644	14	2,611	2,286	19	1,176	782	
	1,963	1,523	-	1,884	1,780	-	1,205	984	
	2,193	1,863	-	1,879	1,962	9	735	561	
	1,478	951	-	1,536	993	-	567	302	
	1,002	768	-	1,179	870	-	812	316	
	985	789	-	1,395	828	-	285	161	
Grand total	14,916	11,354	14	15,750	12,540	33	6,018	3,552	

Grade	Gender / Referral Count		
	Male	Female	Non-Bin...
-1	42	3	-
0	920	539	-
1	2,361	1,567	-
2	2,105	1,346	-
3	2,097	1,393	-
4	2,196	1,647	-
5	2,453	1,834	-
6	3,011	2,018	-
7	3,704	2,902	-
8	4,929	3,631	-
9	3,588	2,914	7
10	3,482	2,664	13
11	3,019	2,715	19
12	2,777	2,273	13
G...	36,684	27,446	52

NEED HELP?

- Tutorial Videos >
- Contact Parsec >

Suspensions are calculated on DispositionCodes: SUS, SUS-H, SUS-P, SUSP01, SUSP02, SUSP03, SUSSUP, SUSTCH, EXP-P. Class suspensions are calculated on DispositionCodes: SUSTCH, SUS-P. Expulsions are calculated on DispositionCodes: EXP, EXP-01, EXP-02, EXP-04, EXPINS, EXP-P, EXPWRN

Lexia (as an example of many)



LEXIA DASHBOARD

Core5: Overall Results

Academic Year: 2023-24 (1) | School Name | Grade | Gender | Race/Ethnicity | Socio-Econ. Disadvanta... | English Learner | Foster Youth | Homeless | Students w/ Disabilities | ELAS Designation | Enrollment Length | Site Name | Classes

NAVIGATION MENU

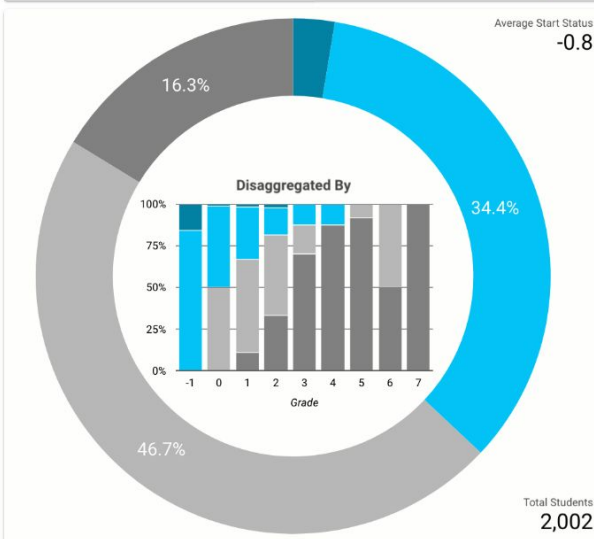
- Lexia Core5 Results >
- By School >
- By Student Group >
- Contiguous Enrollment >
- Student List >
- Lexia PowerUp Results >
- By School >
- By Student Group >
- Contiguous Enrollment >
- Student List >

NEED HELP?

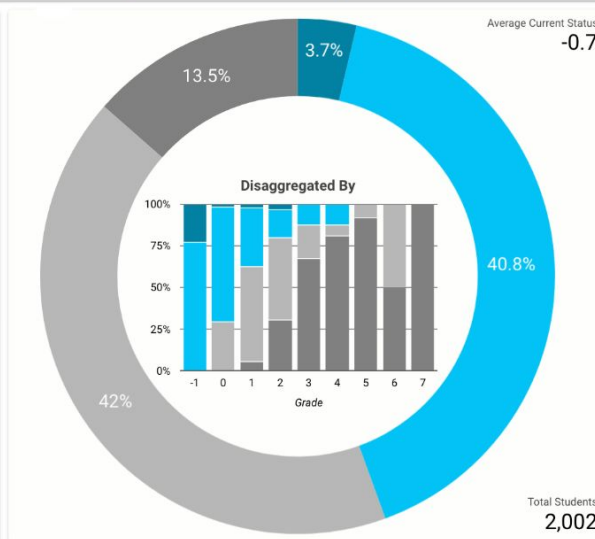
- Lexia Core5 Documentation >
- Lexia PowerUp Documentation >

Start Status

● 2+ Grade Levels Below ● 1 Grade Level Below ● In Student Grade Level ● Above Student Grade Level ● Finished



Current Status



"The greatest value of a picture is when it forces us to notice what we never expected to see."

John W. Tukey

Exceptions Dashboard

Data Error Detection

The system to detect potential errors in your SIS data. Presented in an easy-to-use dashboard.

Strategic Planning Platform

THE WHY

District and Charter leaders need to measure the effectiveness of the actions they are taking to meet their goals, so that they can adjust if needed.

Goal 1
Provide early support for children and their families before beginning school. We believe in every child receiving quality early learning experiences to prepare them for supporting children and their families from preconception to four years old. Our vision relies on families and a supportive community. We believe parents or guardians are a child's first teachers and guardians with technology training and educational and social-emotional resources. All families and care to be healthy and ready to learn. All families will also receive nutrition and connect resources.

Goal 2
Demonstrate equity before equality, providing resources based on student needs.

Metrics (23)
12 targets met

Actions (12)
45% implemented

Budget used
\$758,953 / \$1,777,121

Actions (12)

1 Partner with community agencies and promote early childhood development classes at our Parent Resource Centers.

Partner with community agencies such as Cal-Safe, State Preschools, Madera County Superintendent of Schools Early Education Program, Migr ...[Show more](#)

Due date: 05/31/2024 Budget: \$1,777,121

Department: Student Services Spent: \$79,539.34

Contributing: No Owner: Alice Avery

Implementation details:
Next check in: 05/20/24
Status: On-Going
Action health (based on 4 updates):
This action is at risk, take some time to dig in to understand what's happening.

NWEA Mathematics (1st-2nd) - All

Year	Percentage
Previous Year	6.6%
Current Year	12.7% 8.1%
Projected	8.4%
Target Goal	12.6% (NOT MET)

Version 1 Features

- Goals View
- Additional View Options: by Metric and by Action
- Create Goals and Actions
- Set Budget for Actions
- Actions:
 - Due date
 - Update implementation
 - Owner
 - Budget
 - Contributing
 - Select metric
- Set Targets for Metrics
- Update action implementation
- View action updates
- Alerts

Note: Cabinet, Board and Team roles/permissions/views are slated for V2

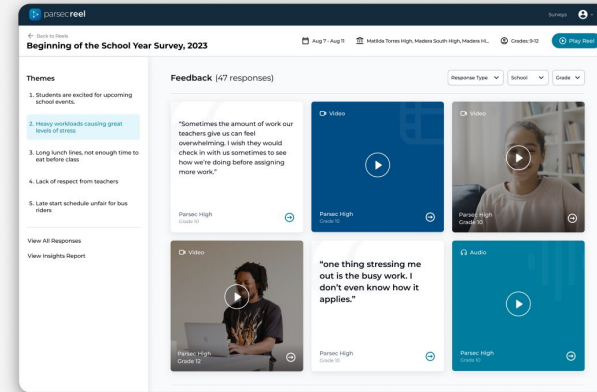
Parsec Real

Package includes

- ✓ 1-year license to the Parsec Real platform
- ✓ Onboarding
- ✓ Consulting: Street Data Capacity Building

“We heard incredible feedback from our in-person interviews that took place in the Spring to gather stakeholder feedback. Students requested that we continue with that style of student feedback in the future. (Whatever you did was magical.)”

- Los Gatos-Saratoga Union High School District



PARSEC REAL

The Platform

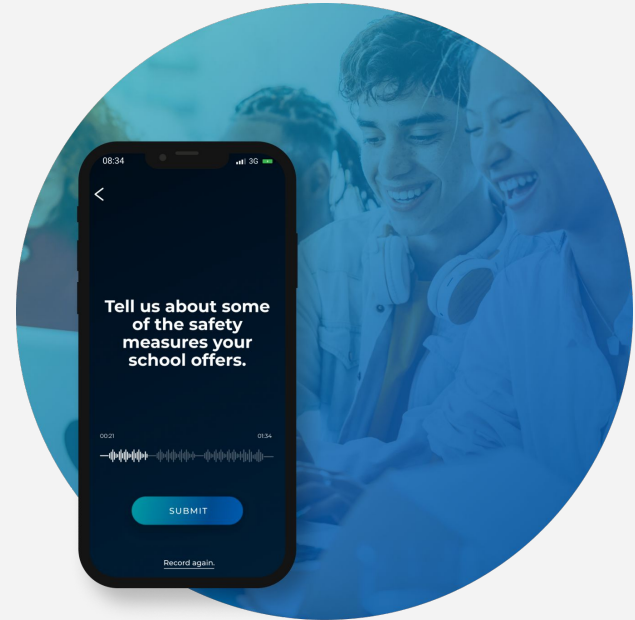
Video, Audio, and Text Feedback

A web-based application accessible on any device. Gather student, parent, and community feedback more easily and without the limitations of traditional survey methods.

- Feedback your way: video, audio, or text options
- Works on any device
- Shareable survey links
- Use interviewer mode for powerful video feedback on-the-go

Insights Dashboard

Explore AI transcriptions and auto-generated themes in a user-friendly dashboard. Present and share feedback through comprehensive “reals.” Draw faster insights with reports emailed directly to you.



PARSEC REAL

Onboarding

Year 1

In a 2-hour virtual onboarding meeting, get introduced to the platform, discuss kick-off, and develop a rollout timeline.

Year 2+

In a 2-hour virtual meeting review the last year's rollout and plan for upcoming year.

*“Voice and choice
can allow students
to explore their
passions and feel
honored for their
ideas and
opinions.”*

-Andrew Miller

PARSEC REAL

Consulting

Year 1 Street Data Capacity

½ day in-person training: Equip your team with the skills to practice deep listening to connect more meaningfully with students, colleagues, and the educational community at large.

Year 2+ Digging Deeper

½ day in-person training for partners who have already completed street data capacity training. Utilize this time to onboard new staff and go deeper into utilizing qualitative data more effectively.

“The ability to ask questions is the greatest resource in learning the truth.”

-Carl Jung

A Street Data Approach to the LCAP

3 x ½ day sessions

Create your continuous improvement roadmap in this in depth consultative service. We evaluate the effectiveness of actions outlined in your SPSA and LCAP, using our unique 'street data' approach in an authentic process going beyond standard metrics. All with the goal of supporting you in developing a deeper understanding of your initiatives and to make data-driven decisions for improvement.

- ✓ Customized data point identification
- ✓ Predicted outcome development
- ✓ Timeline and frequency determination
- ✓ Monitoring and analysis recommendations

Charter Renewal Support

Overview

Data narrative and improvement support aimed at requirements 2 and 3 of the charter renewal petition. The culminating deliverable is a clear plan to address areas of improvement and a presentation to deliver to your authorizer.

Service Includes

- ✓ Initial Readiness Meeting
- ✓ Workshops x 3
- ✓ Data narrative presentation for authorizer

**Partners have assigned work between sessions to ensure successful outcome of these services.*

CHARTER RENEWAL SUPPORT

Initial Readiness Meeting

2-hour virtual session

Two hour virtual session to meet with district/school leaders to review the charter renewal process, identify the team responsible for the work and establish clear roles and responsibilities.

Objectives

- Does the authorizer have a charter renewal handbook?
- Define collective vision for charter renewal (lead with the “why”).
- Discuss current climate and context between charter and authorizer.
- Define clear roles and responsibilities to ensure successful completion of all action items.
- Define clear timeline for meetings and deliverables.
- Establish accountability structures (e.g. who is driving the work in between meetings)

CHARTER RENEWAL SUPPORT

Workshops

Workshop 1: What is our current reality?

A cross section of staff (administrators, teachers, parents) to understand the charter's current data reality and identify areas that require additional data for better understanding the system.

Workshop 2: Understanding the why behind the data.

Focused on reviewing the local data to enhance the state level data and identify root causes for areas in need of improvement.

Workshop 3: Plan for success!

Focused on the review of stakeholder feedback and developing a clear plan of action to address areas for improvement.

All workshops are a ½ day and in-person

CHARTER RENEWAL SUPPORT

Data Narrative Presentation

Presentation for Charter Renewal

The presentation will include:

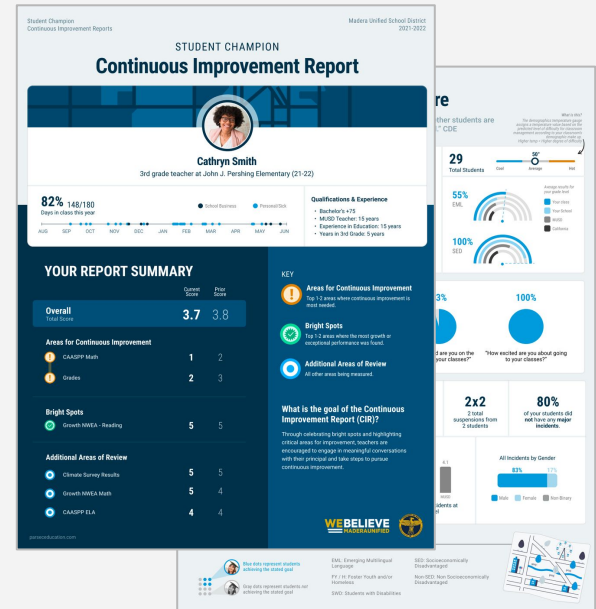
- Overview of state and local data
 - Identify and share current bright spots
 - Quantitative and qualitative
 - Identify and share gaps to focus on in the next charter renewal
- Clearly defined action items to address gaps
- Elevate student/family voice

Student Champion Report

Comprehensive Report for Teachers and Parents

Reflect on classroom and school performance with clear and comprehensive data visualizations. Break up data by student group to identify groups needing additional support and increase awareness of how student groups are doing.

- Celebrate bright spots
- Identify actionable next steps
- Truly support continuous improvement



Your Package Pt. 1

Service	Description
Platform License	Access to the Parsec Analytics Platform
Reports	Printable Multiple Measures Student Report Cards, Student Status Reports, and Student Growth Reports
Onboarding	2-hour virtual session with district/school leaders
Consulting	Quarterly insights meetings (2-hour virtual) 1 x presentation
Network	Access to Parsec's district network x 1 Access to Parsec's principal network x 1
Custom Dashboards	Attendance, Discipline, Grades, LEA Overview, built-in room for additional buildouts.
Strategic Planning Dashboard	Dashboard for Monitoring Strategic Plan metrics and implementation throughout the year. Includes expenditures and

Our proactive consultative approach means that data insights will come to you even if you didn't have time to dig into it yourself.

Your Package Pt. 2

Service	Description
A Street Data Approach to the LCAP	3 x ½ day sessions (in-person) Supports in evaluating the effectiveness of actions outlined in the Local Control Accountability Plan (LCAP) or School Plan for Student Achievement (SPSA)
Charter Renewal Support	Initial Readiness Meeting 3 x ½ day workshops (in-person) Data narrative presentation
Student Champion Report	A comprehensive report for teachers and principals to reflect and review on their prior year's performance (Supports Aeries and PowerSchool SIS only)
Exceptions Dashboard	Detect potential errors in your SIS data, and present them in an easy to use dashboard.
Strategic Dashboard	Consolidate your LCAP/strategic planning into a single space where you can monitor and design

Our proactive consultative approach means that data insights will come to you even if you didn't have time to dig into it yourself.

Your Package Pt. 3

Service	Description
Exception Reporting System	Dashboard built to retrieve potentially incorrect data from the SIS and report it for correction. Built for data quality improvement in the SIS
Training	2-Hour Training Session at each major category rollout

Our proactive consultative approach means that data insights will come to you even if you didn't have time to dig into it yourself.

Your Package Pt 4

Service	Description
Platform License	Access to the Parsec Real Platform
Onboarding	2-hour virtual session for kickoff and timeline development
Consulting	Street Data Capacity Building (½ day in-person training)

Our proactive consultative approach means that data insights will come to you even if you didn't have time to dig into it yourself.

Total: \$187,165

Total After Broad Discounts: \$111,299

Our Commitment

At Parsec Education, our dedication to **partner success** and a **student-centric focus** is paramount.

We tackle tough challenges and confront data realities head-on, ensuring our partners are equipped to enhance educational outcomes and student futures.

Our approach, fueled by innovation and integrity, drives meaningful change in schools, making a brighter educational landscape a tangible reality for all involved.

“Parsec has helped our school learn how to collect important and valuable data.

Our school has become much better at making data driven decisions since we started collecting the right type of data.”

- Gorman Learning Charter Network



Thank you for the opportunity to partner with you to **improve & transform education.**

Service Order			
Client		Parsec Education, Inc	
<i>Client Legal Name ("Client")</i>	Navigator Schools	<i>Company Name</i>	Parsec Education Inc.
<i>Primary Contact, Title</i>	Caprice Young	<i>Primary Contact</i>	Babatunde Ilori
<i>Billing / Payment Address</i>	650 San Benito St # 230	<i>Billing Address</i>	PO Box 286 Fresno, CA, 93708
<i>City / State / Zip</i>	Hollister, CA 95023	<i>City / State / Zip</i>	Fresno, CA 93721
<i>E-mail</i>	caprice.young@navigatorschools.org	<i>E-mail</i>	babatunde@parseceducation.com
<i>Phone</i>	(831) 217-4880	<i>Phone</i>	(559) 753-4529

Description of Services and Fees		
Services	Fees	
License(s) and Services(s): <input type="checkbox"/> Parsec STANDARD <input checked="" type="checkbox"/> Parsec PREMIUM <i>Premium-Only Add-Ons</i> <input checked="" type="checkbox"/> Customized Dashboard <input checked="" type="checkbox"/> Street Data Approach to LCAP <input checked="" type="checkbox"/> Charter Renewal Support <input checked="" type="checkbox"/> Student Champion Report <input checked="" type="checkbox"/> Exception Report <input checked="" type="checkbox"/> Parsec REAL <input type="checkbox"/> Parsec ACADEMY Additional Services (no package required) <input type="checkbox"/> General Professional Development <input type="checkbox"/> Keynote Conference Speaker <input type="checkbox"/> Additional Consultation	Effective Date (Annual):	7/1/24
	Termination Date:	6/30/27
	Enrollment Count:	1744
	Parsec Premium	\$21,032
	Premium Consultation	Included
	Premium Onboarding	Included
	ParsecREAL	\$14,145
	Real-Time Attendance	\$9,500
	Real-Time Discipline	\$9,500
	Real-Time Grades	\$9,500
	KPI Dashboard	\$9,500
	Additional Dashboard Buildouts	\$47,500
	Infinite Campus API Buildout	\$15,000
	Exception Reporting System	\$13,488
	Street Data Approach to the LCAP	\$13,000
	Student Champion Report	\$10,000
	Charter Renewal Support	\$15,000
	Annual Subtotal:	\$187,165
	<i>Discounts (include description):</i>	
	<i>Annual Broad Discount</i>	-\$74,866
Annual Total:	\$111,299	
3-Year Total	\$333,897	
<i>Notes:</i>		

Explanation of Services

Parsec STANDARD

- Onboarding
 - 1 x onboarding meeting (2 hrs, virtual) - intro to the platform
- Platform
 - Standard Analytics Platform
 - State assessment analysis tool
 - Trend analysis reports
 - County, school, district comparison
 - Longitudinal overview reports
 - Student group analysis reports
 - Growth analysis reports
 - Dataquest Data
 - State assessment presentation ready reports
 - English, Spanish, and Hmong translations available
 - User-friendly online viewing platform (public or password protected)
 - Compare up to 4 report simultaneously
 - High quality data visualization
 - Full-screen presentation mode capabilities

Parsec PREMIUM

- Onboarding
 - 1 x onboarding meeting (2 hrs, virtual) - intro to the platform
- Consulting
 - 3 x data insights meetings (2 hrs, virtual)
 - 1 x presentation (e.g.: board meeting; staff meeting; cabinet meeting, etc.)
- Platform

This includes the Standard platform features PLUS:

 - Premium Analytics Platform
 - Cloud-based Data Warehouse
 - Individualized Student Data
 - CA School Dashboard Filters
 - Dashboards:
 - Student Enrollment
 - Historical Enrollment Analysis
 - Percentage Breakdown
 - State Assessment
 - Overall
 - Claim Areas
 - Distance From Standard
 - Trend Analysis
 - Spread Analysis
 - Enrollment Length
 - Growth Model
 - Local Assessment
 - Overall
 - By Race/Ethnicity
 - By Student Group
 - Trend Analysis
 - Growth Analysis
 - Correlation Analysis (3rd-6th)
 - Correlation Analysis (MS & HS)
 - Graduation Rate
 - Overall
 - Bty Outcome
 - Student List
 - ELPAC/CAST
 - Overall
 - Trend
 - Student List
 - Presentation Ready Reports
 - Student Status Certificates
 - 1 x year
 - Measure student achievement
 - Student Growth Certificates
 - 1 x year

- Measure student growth
 - Multiple Measures Report-
 - 3 x year
 - View your student's state and local assessments in a single report - with a deep dive in their local assessment trends
 - *Note: Attendance and discipline may be added to this report with an SIS integration and custom pricing*
- Network

Receive complimentary access to Parsec's network improvement communities. Anticipating to launch Fall 2024.

 - Access for one participant to the District network
 - Access for one participant to the Principal network

Parsec PREMIUM Add-On Services:

Note: Must have Parsec Premium package to purchase these services

- **Customized Dashboard**
 - Custom dashboards to meet your organization's needs
- **Street Data Approach to LCAP**
 - 4 x ½ day sessions (in-person)
 - Supports in evaluating the effectiveness of actions outlined in the Local Control Accountability Plan (LCAP) or School Plan for Student Achievement (SPSA)
- **Charter Renewal Support**
 - Partner with our data analysts to prepare for your charter renewal
- **Student Champion Report**
 - A comprehensive report for teachers and principals to reflect and review on their prior year's performance
 - *Note: Currently only available to customers using Aeries and PowerSchool for their SIS*
- **Exception Report**
 - Detect potential errors in your SIS data, and present them in an easy to use dashboard.

Parsec REAL

Provides rich qualitative feedback through recorded video interviews and powerful analysis capability. Uncover new insights that inspire action.

- Platform
 - Video Surveys
 - Templated Prompts
 - Customized Prompts
 - Admin Dashboard
 - Insights Search
 - Insights Report
 - Insights "Real"
 - Data Integration and Implementation
- Onboarding
 - NEW PARTNERS: 1 x onboarding meeting (2 hrs, virtual) - intro to the platform
 - RENEWING PARTNERS: 1 x annual review + plan for upcoming year meeting
- Consulting
 - NEW PARTNERS: Street Data Capacity Building (½ day, in-person)
 - RENEWING PARTNERS: Street Data Capacity Building OR ½ day of on-site consulting
Street data capacity building focused on deep listening will equip participants with the skills to practice deep listening, enabling them to connect more meaningfully with students, colleagues, and the educational community at large.

Parsec ACADEMY

- Platform
 - Full access to Parsec Academy features.
- Onboarding
 - NEW PARTNERS: 1 x onboarding meeting (2 hrs, virtual) - intro to the platform
 - RENEWING PARTNERS: 1 x annual review + plan for upcoming year meeting
- Consulting
 - NEW PARTNERS: One full day of training for all active users- includes power standards, overview of parsec academy, and grade level collaboration time.
 - Receive 1 set of power standards books per teacher in attendance
 - RENEWING PARTNERS: Onboard new staff or go deeper into high quality PLC/improvement science/instructional practices
- Network: Access to the monthly network for one teacher per school

Agreement

The Service Order, along with the Terms and Service attached as "Exhibit A" and Parsec Privacy Policy found here: <https://www.parseceducation.com/pages/privacy-policy> and the Acceptable Use Policy found here: <https://www.parseceducation.com/pages/acceptable-use-policy>, constitute the entire "Agreement" by and between the Client and Parsec.

Authorization

EACH PARTY ACKNOWLEDGES THAT IT HAS READ THIS AGREEMENT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS, AND THAT THE PERSON SIGNING ON ITS BEHALF HAS BEEN AUTHORIZED TO DO SO. THE PERSON EXECUTING THIS AGREEMENT ON CLIENT'S BEHALF REPRESENTS THAT HE OR SHE HAS THE AUTHORITY TO BIND CLIENT TO THESE TERMS AND CONDITIONS. By signing below, the parties hereto ACCEPT AND AGREE to this Agreement as of the Effective Date above .

Client Signature:	Print Name, Title:	Date:
Parsec Education Signature:	Print Name, Title: Babatunde Ilori, CEO	Date:

Exhibit A Terms of Service

These Terms of Service along with the corresponding Service Order (as defined below in section 1.11) constitute an agreement (this "Agreement") by and between Parsec Education, Inc., ParsecReal, LLC, Parsec Academy, LLC or its affiliates (hereinafter "Parsec") and K-12 schools, school districts, and local education agencies ("Educational Institutions") (hereinafter "Client"). Client's use of and Parsec's provision of ParsecReal's Web App and Mobile App or Parsec Education's Dashboard, or Parsec Academy's Web App (as defined below in Sections 1.7 and 1.9) are governed by this Agreement.

EACH PARTY ACKNOWLEDGES THAT IT HAS READ THIS AGREEMENT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS, AND THAT THE PERSON BINDING THE CLIENT HAS BEEN AUTHORIZED TO DO SO. THIS AGREEMENT SHALL CONTROL THE RIGHTS AND OBLIGATIONS OF THE PARTIES.

1 DEFINITIONS. The following capitalized terms will have the following meanings whenever used in this Agreement.

- 1.1. "AUP" means Parsec's acceptable use policy currently posted at <https://www.ParsecReal.com/aup>.
- 1.2. "Authorized Users" is defined in Section 2.1 below.
- 1.3. "Client Content" is defined in Section 4.1(b) below.
- 1.4. "Client Data" means all information processed or stored through the Web App, Mobile App, Desktop App or Dashboard by Client or on Client's behalf, which includes student and parent/guardian personal information.
- 1.5. "Desktop App" means the ParsecReal desktop app as defined in Section 2.4 below.
- 1.6. "Dashboard" means Parsec Education's dashboard (including but not limited to ParsecGO, ParsecGO+, ParsecPRO, ParsecPRO +, and Parsec Analytics).
- 1.7. "Documentation" means Parsec's standard manual related to use of the Web App, as well as one-off printed and web-based resources.
- 1.8. "Excluded Data" is defined in Section 5 below.
- 1.9. "Mobile App" means the ParsecReal mobile app as defined in Section 2.4 below.
- 1.10. "Privacy/Security Law" means laws (a) related to personal data that (b) govern Parsec's handling of Client Data (if any).
- 1.11. "Reports" means a multiple measure report card with individualized student data, or growth certificate, or student champion continuous improvement reports.
- 1.12. "Safeguards" is defined in Section 4(e) below.
- 1.13. "Service Order" means an order for access to the Web App, Mobile App, Desktop App or Dashboard, executed as follows: via electronic or regular signature.
- 1.14. "Services" means professional development, workshops, training and consulting.
- 1.15. "Term" is defined in Section 11.1 below.
- 1.16. "User" means any individual who uses the Web App, Mobile App, Desktop App or Dashboard on Client's behalf or through Client's account or passwords, whether authorized or not and any individual, student, parent/guardian, teacher or school staff who uses the Web App, Mobile App, Desktop App or Dashboard whether authorized or not.
- 1.17. "Web App" means the ParsecReal web platform or Parsec Academy's web app.

2 RIGHT TO USE DESKTOP APP, DASHBOARD, MOBILE APP & WEB APP

2.1. Use of the Web App and Dashboard. During the Term, Client may access and use the Web App or Dashboard for its internal business purposes pursuant to the terms and as provided for in the applicable Service Order and Users may access the Mobile App and/or Desktop App, including such features and functions as the Service Order requires and specifies and use by Client's schools, school districts, local education agency and their respective students, school district staff, teachers, and administrators ("Authorized Users").

2.2. Documentation: Client may reproduce and use the Documentation solely as necessary to support Users' use of the Web App or Dashboard.

2.3. Web App, Mobile App, Desktop App and Dashboard Revisions. Parsec may revise the Web App, Mobile App, Desktop App or Dashboard features and functions at any time, including without limitation by removing such features and functions or reducing service levels. If any such revision to the Web App, Mobile App, Desktop App or Dashboard materially reduces features or functionality provided pursuant to an outstanding Service Order, Client may notify Parsec in writing and Parsec will have 30 days to cure such material reduction.

2.4. Mobile App and Desktop App Licenses. Parsec hereby grants Client and Client's Users a nonexclusive license to reproduce and use one copy of the App (as defined below) on Users' mobile device and/or desktop and tablet, solely as a component of the Web App, provided you comply with the restrictions set forth below in Section 2.5 (Restrictions on Software Rights). The license in the preceding sentence does not include use by any third party, and Client shall not permit any such use. Parsec grants the license in this Section 2.4 under copyright and, solely to the extent necessary to exercise such rights, under any other applicable intellectual property rights. (The "Mobile App" and "Desktop App" mean ParsecReal's downloadable mobile app and desktop app available in the Apple App Store or Google Play Store. The Mobile App and Desktop App are components of the Web App and is included in references thereto, except in provisions that separately address the Mobile App and Desktop App.)

2.5. Restrictions on Software Rights. Copies of the Mobile App or Web App created or transferred pursuant to this Agreement are licensed, not sold, and Client or Users receive no title to or ownership of any copy of the Mobile App or Web App itself. Furthermore, Client nor Users receive no rights to the Mobile App or Web App other than those specifically granted in Section 2.4 above. Without limiting the generality of the foregoing, Client or Users shall not: (a) modify, create derivative works from, distribute, publicly display, publicly perform, or sublicense the Mobile App or Web App; (b) use the Mobile App or Web App in any way forbidden by Section 5.1 below; or (c) reverse engineer, decompile, disassemble, or otherwise attempt to derive any of the App's source code.

3. IP & FEEDBACK

3.1. IP Rights to the Web App, Mobile App, Desktop App or Dashboard. Parsec retains all right, title, and interest in and to the Web App, Mobile App, Desktop App or Dashboard, including without limitation all software used to provide the Web App, Mobile App, Desktop App or Dashboard and all graphics, user interfaces, logos, and trademarks reproduced through the Web App, Mobile App, Desktop App or Dashboard. This Agreement does not grant Client any intellectual property license or rights in or to the Web App, Mobile App, Desktop App or Dashboard or any of its components, except to the limited extent that such rights are necessary for Client's use of the Web App, Mobile App, Desktop App or Dashboard as specifically authorized by this Agreement. Client recognizes that the Web App, Mobile App, Desktop App or Dashboard and its components are protected by copyright and other laws.

3.2. Feedback. Parsec has not agreed to and does not agree to treat as confidential any

Feedback (as defined below) that Client, Client's Customers, or other Users give Parsec, and nothing in this Agreement or in the parties' dealings arising out of or related to this Agreement will restrict Parsec's right to use, profit from, disclose, publish, keep secret, or otherwise exploit Feedback, without compensating or crediting Client. Feedback will not be considered Client's trade secret. ("Feedback" refers to any suggestion or idea for improving or otherwise modifying any of Parsec's products or services.)

4. CLIENT DATA & PRIVACY

4.1. Management of Client Data in General. The provisions below of this Section 4.1 are subject to applicable law, including Privacy/Security Laws.

- (a) Limited Use for Web App, Mobile App, Desktop App or Dashboard. Parsec shall not: (i) access, process, or otherwise use Client Data other than as necessary to facilitate the Web App, Mobile App, Desktop App or Dashboard; or (ii) give Client Data access to any third party, except Parsec's subcontractors that have a need for such access to facilitate the Web App, Mobile App, Desktop App or Dashboard and are subject to a reasonable written agreement governing the use and security of Client Data. Further, Parsec shall exercise reasonable efforts to prevent unauthorized disclosure or exposure of Client Data.
- (b) Permission of Use for Web App, Mobile App, Desktop App or Dashboard. Client grants Parsec permission to access, process, and otherwise use Client Content (as defined below) in order to provide Provider's products and/or services to Client, to track and analyze use of the Web App, Mobile App, Desktop App or Dashboard. To the extent that Client has intellectual property rights in the Client Content, Client grants Parsec a world-wide, perpetual, non-exclusive, royalty-free, sublicensable, transferable license to use and prepare derivative works from Client Content for the purposes outlined in this Agreement. As between the parties, Client retains ownership of Client Content. ("Client Content" means any Content transmitted by Client or Client's Users to Parsec or its agents. "Client Content" means text, images, photos, audio or video files, and other forms of data or communication provided by students and parents/guardians teachers, school, school district. local education agency staff.)
- (c) Rights in Client Content. Client represents and warrants that Client owns Client Content or has received a valid license to Client Content and that submitting or transmitting Client Content to or through the Web App, Mobile App, Desktop App or Dashboard will not violate the rights of any third party, including without limitation intellectual property, privacy, or publicity rights and Client has secured all legally required consents under Family Educational Rights and Privacy Act ("FERPA") at 20U.S.C. § 1232g (34 C.F.R. Part 99); the Protection of Pupil Rights Amendment ("PPRA") at 20U.S.C. §1232h; and the Children's Online Privacy Protection Act ("COPPA") at 15 U.S.C. §6501-6506 (16 C.F.R. Part 312), Student Online Personal Information Protection Act ("SOPIPA") at California Bus. &Prof. Code § 22584 . Parsec is under no obligation to review or screen Client Content or other Users' Content.
- (d) De-Identified Data. Notwithstanding the provisions of this Article 4, Parsec may use, reproduce, sell, publicize, or otherwise exploit De-Identified Data (as defined below) in any way, in its sole discretion, including without limitation aggregated with data from other Clients. ("De-Identified Data" refers to Client Data with the following removed: information that identifies or could reasonably be used to identify an individual person, a household, or Client.)
- (e) Privacy Policy. Client acknowledges Parsec's privacy policy at

<https://www.parseceducation.com/pages/privacy-policy> and Client recognizes and agrees that nothing in this Agreement restricts Parsec's right to alter such privacy policy.

- (f) Required Disclosure. Notwithstanding the provisions of this Article 4, Parsec may disclose Client Data as required by applicable law or by proper legal or governmental authority. Parsec shall give Client prompt notice of any such legal or governmental demand and reasonably cooperate with Client in any effort to seek a protective order or otherwise to contest such required disclosure, at Client's expense.
- (g) Risk of Exposure. Client recognizes and agrees that hosting data online and sharing content to or through the Web App, Mobile App, Desktop App or Dashboard involves risks of unauthorized disclosure or exposure and that, in Client or Users accessing and using the Web App, Mobile App, Desktop App or Dashboard Client assumes such risks. Parsec offers no representation, warranty, or guarantee that Client Data or Client Content will not be exposed or disclosed through errors or the actions of third parties. Parsec will implement and maintain reasonable administrative, physical and technical safeguards ("Safeguards") which attempt to prevent any collection, use or disclosure of, or access to Client Data or Client Content that this Agreement does not expressly authorize, including, without limitation, an information security program that meets commercially reasonable industry practice to safeguard Client Data and Client Content. Such information security program includes: (i) physical security of all premises in which Client Data and Client Content will be processed and/or stored; and (ii) reasonable precautions taken with respect to the employment of, access given to, and education and training of any and all personnel furnished or engaged by Parsec to perform any part of the services hereunder.
- (h) Additional Fees. Client recognizes and agrees that Parsec may charge additional fees (without limitation) (a) for activities (if any) required by Privacy/Security Laws and (b) for activities Client requests to help it comply with Privacy/Security Laws.

4.2. Data Accuracy. Parsec will have no responsibility or liability for the accuracy of data uploaded to the Web App, Mobile App, Desktop App or Dashboard by Client or Client's Users, including without limitation Client Data and Client Content and any other data uploaded by Users.

4.3. Erasure. Parsec may permanently erase Client Data or Client Content if Client's account is delinquent, suspended, or terminated for 30 days or more, without limiting Parsec's other rights or remedies.

4.4 Right to Data Destruction. If requested by the Client, during or after the term of this agreement, Parsec will make reasonable efforts to destroy or otherwise render Client Data or Client Content inaccessible and no longer available for any future usage.

4.5. Excluded Data. Client warrants that (a) it has not and will not transmit Excluded Data (as defined below), or permit transmission of Excluded Data, to Parsec or its computers or other media and, (b) to the best of its knowledge, Client Data does not and will not include Excluded Data. Client shall inform Parsec of any Excluded Data within Client Data promptly after discovery (without limiting Parsec's rights or remedies). Client recognizes and agrees that: (i) the provisions of this Agreement related to Client Data do not apply to Excluded Data; (ii) Parsec has no liability for any failure to provide protections in the Excluded Data Laws (as defined below) or otherwise to protect Excluded Data; and (iii) Parsec's systems are not intended for management or protection of Excluded Data and may not provide adequate or legally required security for Excluded Data. Parsec is not responsible or liable for any data

exposure or disclosure or related loss to the extent that it involves Excluded Data. (“Excluded Data” means Protected Health Information. “Excluded Data Laws” means any law or regulation governing Excluded Data, including without limitation any law or regulation protecting privacy or security rights of Excluded Data subjects, as well as the following statutes and regulations: The Health Insurance Portability and Accountability Act of 1996 (HIPAA).)

5. CLIENT RESPONSIBILITIES & RESTRICTIONS

5.1. Acceptable Use. Client shall comply with the AUP. Client shall not: (a) use the Web App for service bureau or time-sharing purposes or in any other way allow third parties to exploit the Web App; (b) provide Web App, Mobile App, or Web App passwords or other log-in information to any third party; (c) share non-public Web App, Mobile App or Web App features or content with any third party; (d) access the Web App, Mobile App or Web App in order to build a competitive product or service, to build a product using similar ideas, features, functions or graphics of the Web App, Mobile App or Web App, or to copy any ideas, features, functions or graphics of the Web App, Mobile App or Web App; or (e) engage in web scraping or data scraping on or related to the Web App, Mobile App or Web App, including without limitation collection of information through any software that simulates human activity or any bot or web crawler. In the event that it suspects any breach of the requirements of this Section 5.1, including without limitation by Users, Parsec may suspend Client’s access to the Web App or Client’s access and Client’s Users access to the Mobile App or Web App without advanced notice, in addition to such other remedies as Parsec may have. Neither this Agreement nor the AUP requires that Parsec take any action against Client or any User or other third party for violating the AUP, this Section 5.1, or this Agreement, but Parsec is free to take any such action it sees fit.

5.2. Unauthorized Access. Client shall take reasonable steps to prevent unauthorized access to the Web App, Mobile App, Desktop App or Dashboard, including without limitation by protecting its passwords and other log-in information. Client shall notify Parsec immediately of any known or suspected unauthorized use of the Web App, Mobile App, Desktop App or Dashboard or breach of its security and shall use best efforts to stop said breach.

5.3. Compliance with Laws. In its use of the Web App, Mobile App, Desktop App or Dashboard or Client’s Users’ use of the Mobile App or Desktop App, Client shall comply with all applicable laws, including without limitation Privacy/Security laws such as but not limited to Family Educational Rights and Privacy Act (“FERPA”) at 20U.S.C. § 1232g (34 C.F.R. Part 99); the Protection of Pupil Rights Amendment (“PPRA”) at 20U.S.C. §1232h; and the Children’s Online Privacy Protection Act (“COPPA”) at 15 U.S.C. §6501-6506 (16 C.F.R. Part 312), Student Online Personal Information Protection Act (“SOPIPA”) at California Bus. &Prof. Code § 22584 .

5.4. Users & Web App, Mobile App, Desktop App and Dashboard Access. Client is responsible and liable for: (a) Users’ use of the Web App, Mobile App, Desktop App or Dashboard, including without limitation unauthorized User conduct and any User conduct that would violate the AUP or the requirements of this Agreement applicable to Client; and (b) any use of the Web App, Mobile App, Desktop App or Dashboard through Client’s account, whether authorized or unauthorized.

6 PAYMENT

6.1 Payment Terms. Due Date: Payment is due immediately upon receipt of the invoice. If not paid within 15 days of receipt, late fees will be applied.

6.2 Late Fees: Late fees 1.5% per month will be applied if payment is not received within 15

days of the invoice date. Late fees will be enforced 30 days after the invoice due date. A grace period of 7 days will be provided before late fees are applied.

6.3 Inquiries: For any questions or concerns regarding invoicing or payment, please contact billing@parseceducation.com.

6.4 Consequences of Non-payment: Failure to pay invoices within the specified timeframe may result in suspension of services and may be subject to further legal action.

6.5. Taxes. Amounts due under this Agreement are payable to Parsec without deduction for any tax, tariff, duty, or assessment imposed by any government authority (national, state, provincial, or local), including without limitation any sales, use, excise, ad valorem, property, withholding, or value-added tax, whether or not withheld at the source (collectively, "Sales Tax"). Except as forbidden by applicable law, Parsec may require that Client submit applicable Sales Taxes to Parsec. However, the preceding sentence does not apply to the extent that Client is tax exempt, provided it gives Parsec a valid tax exemption certificate within 30 days of the Effective Date. Parsec's failure to include any applicable tax in an invoice will not waive or dismiss its rights or obligations pursuant to this Section 6.2. If applicable law requires withholding or deduction of Sales Taxes or any other tax or duty, Client shall separately pay Parsec the withheld or deducted amount, over and above fees due. For the avoidance of doubt, this Section 6.2 does not govern taxes based on Parsec's net income.

7 CONFIDENTIAL INFORMATION

7.1. "Confidential Information" refers to any information or data, regardless of whether it is in tangible form, disclosed by either party (the "Disclosing Party") that the Disclosing Party has either marked as confidential or proprietary, or has identified in writing as confidential or proprietary within thirty (30) days of disclosure to the other party (the "Receiving Party").. All information that may not be marked as confidential should be maintained as private information in compliance with 20 U.S.C. 1232g - Family Educational and Privacy Rights. Parsec's Confidential Information includes, without limitation, Parsec's Web App, Mobile App, Desktop App or Dashboard and the terms of this Agreement. Information will not be deemed "Confidential Information" if such information: (a) is known to the Receiving Party prior to receipt from the Disclosing Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; (b) becomes known (independently of disclosure by the Disclosing Party) to the Receiving Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; or (c) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party; or (d) is approved for release in writing by the other Party. Client is on notice that the Confidential Information may include Parsec's valuable trade secrets..

7.2. Nondisclosure. Each party acknowledges that the Confidential Information constitutes valuable trade secrets and proprietary information of a party, and each party agrees that it will use the Confidential Information of the other party solely in accordance with the provisions of this Agreement and it will not disclose, or permit to be disclosed, the same directly or indirectly, to any third party without the other party's prior written consent, except as otherwise permitted hereunder. Each party will use reasonable measures to protect the confidentiality and value of the other party's Confidential Information. Notwithstanding any provision of this Agreement, either party may disclose the terms of this Agreement, in whole or in part (i) to its employees, officers, directors, professional advisors (e.g., attorneys, auditors, financial advisors, accountants and other professional representatives), existing and prospective investors or acquirers contemplating a potential investment in or acquisition of a party, sources of debt financing, acquirers and/or subcontractors who have a need to know

and are legally bound to keep such Confidential Information confidential by confidentiality obligations or, in the case of professional advisors, are bound by ethical duties to keep such Confidential Information confidential consistent with the terms of this Agreement; and (ii) as reasonably deemed by a party to be required by law (in which case each party will provide the other with prior written notification thereof, will provide such party with the opportunity to contest such disclosure, and will use its reasonable efforts to minimize such disclosure to the extent permitted by applicable law).

7.3. Injunction. Each party agrees to exercise due care in protecting the Confidential Information from unauthorized use and disclosure. In the event of an actual or threatened breach of the provisions of this Section, the non-breaching party will be entitled to seek immediate injunctive and other equitable relief, without waiving any other rights or remedies available to it. Each party will promptly notify the other in writing if it becomes aware of any violations of the confidentiality obligations set forth in this Agreement.

7.4. Termination and Return. Upon the termination of this Agreement, each Receiving Party agrees to promptly return to the Disclosing Party or destroy all Confidential Information of the Disclosing Party that is in possession of the Receiving Party and to certify the return or destruction of all such Confidential Information and embodiments thereof.

7.6. Retention of Rights. This Agreement does not transfer ownership of Confidential Information or grant a license thereto. Parsec will retain all right, title, and interest in and to all Confidential Information.

8 REPRESENTATIONS & WARRANTIES.

8.1. From Parsec. Parsec represents and warrants that it is the owner of the Web App, Mobile App, Desktop App or Dashboard and each and every component thereof, or the recipient of a valid license thereto, and that it has and will maintain the full power and authority to grant the rights to use the Web App, Mobile App, Desktop App or Dashboard set forth in this Agreement without the further consent of any third party. Parsec's representations and warranties in the preceding sentence do not apply to use of the Web App, Mobile App, Desktop App or Dashboard in combination with hardware or software not provided by Parsec. In case of breach of the warranty above in this Section 8.1, Parsec, at its own expense, shall promptly: (a) secure for Client the right to continue using the Web App, Mobile App, Desktop App or Dashboard; (b) replace or modify the Web App, Mobile App, Desktop App or Dashboard to make it noninfringing; or if such remedies are not commercially practical in Parsec's reasonable opinion, (c) refund the fees paid for the Web App, Mobile App, Desktop App or Dashboard for every month remaining in the then-current Term following the date after which Client access to the Web App, Mobile App, Desktop App or Dashboard ceases as a result of such breach of warranty. If Parsec exercises its rights pursuant to Subsection 8.1(c) above, Client shall promptly cease all use of the Web App, Mobile App, Desktop App or Dashboard and all reproduction and use of the Documentation and erase all copies in its possession or control. This Section 9.1, in conjunction with Client's right to terminate this Agreement where applicable, states Client's sole remedy and Parsec's entire liability for breach of the warranty above in this Section 8.1.

8.2. From Client. Client represents and warrants that: (a) it has the full right and authority to enter into, execute, and perform its obligations under this Agreement and that no pending or threatened claim or litigation known to it would have a material adverse impact on its ability to perform as required by this Agreement; (b) it has accurately identified itself and it has not provided any inaccurate information about itself to or through the Web App, Mobile App, Desktop App or Dashboard; and (c) it is a corporation, the sole proprietorship of an individual 18 years or older, or another entity authorized to do business pursuant to applicable law or a

governmental entity, school, school district, or local education agency with the power and authority to enter into this Agreement and has all applicable and required board approvals.

8.3. Warranty Disclaimers. Except to the extent set forth in Section 8.1 above, CLIENT ACCEPTS THE WEB APP, MOBILE APP, DESKTOP APP OR DASHBOARD “AS IS,” WITH NO REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, OR NONINFRINGEMENT OF INTELLECTUAL PROPERTY RIGHTS, OR ANY IMPLIED WARRANTY ARISING FROM STATUTE, COURSE OF DEALING, COURSE OF PERFORMANCE, OR USAGE OF TRADE. WITHOUT LIMITING THE GENERALITY OF THE FOREGOING: (a) Parsec HAS NO OBLIGATION TO INDEMNIFY OR DEFEND CLIENT OR USERS AGAINST CLAIMS RELATED TO INFRINGEMENT OF INTELLECTUAL PROPERTY; (b) PARSEC DOES NOT REPRESENT OR WARRANT THAT THE WEB APP, MOBILE APP, DESKTOP APP OR DASHBOARD WILL PERFORM WITHOUT INTERRUPTION OR ERROR; AND (c) PARSEC DOES NOT REPRESENT OR WARRANT THAT THE WEB APP, MOBILE APP, DESKTOP APP OR DASHBOARD ARE SECURE FROM HACKING OR OTHER UNAUTHORIZED INTRUSION OR THAT CLIENT DATA WILL REMAIN PRIVATE OR SECURE.

9. INDEMNIFICATION

Client shall defend, indemnify, and hold harmless Parsec and the Parsec Associates (as defined below) against any “Indemnified Claim,” meaning any third party claim, suit, or proceeding arising out of or related to Client's alleged or actual use of, misuse of, or failure to use the Web App, Mobile App, Desktop App or Dashboard including without limitation: (a) claims by Users or by Client's employees, as well as by Client's own customers; (b) claims related Data Incidents (as defined below); (c) claims related to infringement or violation of a copyright, trademark, trade secret, or privacy or confidentiality right by written material, images, logos or other content uploaded to the Web App, Mobile App, Desktop App or Dashboard through Client's account, including without limitation by Client Data; and (d) claims that use of the Web App, Mobile App, Desktop App or Dashboard through Client's account, including by Users, harasses, defames, or defrauds a third party or violates the CAN-Spam Act of 2003 or any other law or restriction on electronic advertising. INDEMNIFIED CLAIMS INCLUDE, WITHOUT LIMITATION, CLAIMS ARISING OUT OF OR RELATED TO Parsec'S NEGLIGENCE. Client's obligations set forth in this Article 10 include, without limitation: (i) settlement at Client's expense and payment of judgments finally awarded by a court of competent jurisdiction, as well as payment of court costs and other reasonable expenses; and (ii) reimbursement of reasonable attorneys' fees incurred before Clients' assumption of the defense (but not attorneys' fees incurred thereafter). If Client fails to assume the defense on time to avoid prejudicing the defense, Parsec may defend the Indemnified Claim, without loss of rights pursuant to this Article 10. Parsec will have the right, not to be exercised unreasonably, to reject any settlement or compromise that requires that it or a Parsec Associate admit wrongdoing or liability or subjects either of them to any ongoing affirmative obligation. (“Parsec Associates” are Parsec's officers, directors, shareholders, members, parents, subsidiaries, agents, successors, and assigns. A “Data Incident” is any (1) unauthorized disclosure of, access to, or use of Client Data, including without limitation Excluded Data, or (2) violation of Privacy/Security Law through Client's account. Data Incidents include, without limitation, such events caused by Client, by Parsec, by Client's customers or other users, by hackers, and by any other third party.)

10. LIMITATION OF LIABILITY

10.1. Liability Cap. PARSEC'S CUMULATIVE LIABILITY FOR ALL CLAIMS ARISING OUT OF OR RELATED TO THIS AGREEMENT WILL NOT EXCEED ONE HALF OF THE SUBSCRIPTION AND SERVICE FEES COLLECTED UNDER THIS AGREEMENT.

10.2. Excluded Damages. Except with regard to breaches of Article 7 (Confidential Information), IN NO EVENT WILL PARSEC BE LIABLE FOR LOST PROFITS OR LOSS OF BUSINESS OR FOR ANY CONSEQUENTIAL, INDIRECT, SPECIAL, INCIDENTAL, OR PUNITIVE DAMAGES ARISING OUT OF OR RELATED TO THIS AGREEMENT.

10.3. Clarifications & Disclaimers. THE LIABILITIES LIMITED BY THIS ARTICLE 11 APPLY TO THE BENEFIT OF Parsec'S OFFICERS, DIRECTORS, MEMBERS, EMPLOYEES, AGENTS, AND THIRD PARTY CONTRACTORS, AS WELL AS: (a) TO LIABILITY FOR NEGLIGENCE; (b) REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT, TORT, STRICT PRODUCT LIABILITY, OR OTHERWISE; (c) EVEN IF Parsec IS ADVISED IN ADVANCE OF THE POSSIBILITY OF THE DAMAGES IN QUESTION AND EVEN IF SUCH DAMAGES WERE FORESEEABLE; AND (d) EVEN IF CLIENT'S REMEDIES FAIL OF THEIR ESSENTIAL PURPOSE. Client acknowledges and agrees that Parsec has based its pricing on and entered into this Agreement in reliance upon the limitations of liability and disclaimers of warranties and damages in this Article 10 and that such terms form an essential basis of the bargain between the parties. If applicable law limits the application of the provisions of this Article 10, Parsec's liability will be limited to the maximum extent permissible. For the avoidance of doubt, Parsec's liability limits and other rights set forth in this Article 11 apply likewise to Parsec's affiliates, licensors, suppliers, advertisers, agents, sponsors, directors, officers, members, employees, consultants, and other representatives.

11. TERM & TERMINATION

11.1. Term. The term of this Agreement (the "Term") will commence on the Effective Date and continue for the period set forth in the Service Order or, if none, for 12 months.

11.2. Termination for Cause. Either party may terminate this Agreement for the other's material breach by written notice specifying in detail the nature of the breach, effective in 30 days unless the other party first cures such breach, or effective immediately if the breach is not subject to cure.

11.3. Effects of Termination. Upon termination of this Agreement, Client and its Users shall cease all use of the Web App, Mobile App, Desktop App or Dashboard, and delete, destroy, or return all copies of the Documentation in its possession or control. The following provisions will survive termination or expiration of this Agreement: (a) any obligation of Client to pay fees incurred before termination; (b) Articles and Sections 3 (IP & Feedback), 7 (Confidential Information), 18.3 (Warranty Disclaimers), 9 (Indemnification), and 10 (Limitation of Liability); and (c) any other provision of this Agreement that must survive to fulfill its essential purpose.

12 MISCELLANEOUS

12.1. Independent Contractors. The parties are independent contractors and shall so represent themselves in all regards. Neither party is the agent of the other, and neither may make commitments on the other's behalf.

12.2. Notices. Parsec may send notices pursuant to this Agreement to Client's email contact points provided by Client in the Service Order, and such notices will be deemed received 24 hours after they are sent. Client may send notices pursuant to this Agreement to privacy@parseceducation.com, and such notices will be deemed received 72 hours after they are sent. In addition, Client is on notice and agrees that: (a) for claims of copyright infringement, the complaining party may contact privacy@parseceducation.com; and (b) Parsec will terminate the accounts of subscribers who are repeat copyright infringers.

12.3. Force Majeure. No delay, failure, or default, other than a failure to pay fees when due, will constitute a breach of this Agreement to the extent caused by acts of war, terrorism, hurricanes, earthquakes, epidemics, other acts of God or of nature, strikes or other labor disputes, riots or other acts of civil disorder, embargoes, government orders responding to any of the foregoing, or other causes beyond the performing party's reasonable control.

12.4. Assignment & Successors. Client may not assign this Agreement or any of its rights or obligations hereunder without Parsec's express written consent. Except to the extent forbidden in this Section 12.4, this Agreement will be binding upon and inure to the benefit of the parties' respective successors and assigns.

12.5. Severability. To the extent permitted by applicable law, the parties hereby waive any provision of law that would render any clause of this Agreement invalid or otherwise unenforceable in any respect. In the event that a provision of this Agreement is held to be invalid or otherwise unenforceable, such provision will be interpreted to fulfill its intended purpose to the maximum extent permitted by applicable law, and the remaining provisions of this Agreement will continue in full force and effect.

12.6. No Waiver. Neither party will be deemed to have waived any of its rights under this Agreement by lapse of time or by any statement or representation other than by an authorized representative in an explicit written waiver. No waiver of a breach of this Agreement will constitute a waiver of any other breach of this Agreement.

12.7. Choice of Law & Jurisdiction: This Agreement and all claims arising out of or related to this Agreement will be governed solely by the internal laws of the State of California, including without limitation applicable federal law, without reference to: (a) any conflicts of law principle that would apply the substantive laws of another jurisdiction to the parties' rights or duties; (b) the 1980 United Nations Convention on Contracts for the International Sale of Goods; or (c) other international laws. The parties consent to the personal and exclusive jurisdiction of the federal and state courts of Fresno County, California. This Section 13.7 governs all claims arising out of or related to this Agreement, including without limitation tort claims.

12.8. Conflicts. In the event of any conflict between this Agreement and any Parsec policy posted online, including without limitation the AUP or Privacy Policy, the terms of this Agreement will govern.

12.9. Construction. If individually negotiated, the parties agree that the terms of this Agreement result from negotiations between them. This Agreement will not be construed in favor of or against either party by reason of authorship.

12.10. Technology Export. Client shall not: (a) permit any third party to access or use the Web App, Mobile App, Desktop App or Dashboard in violation of any U.S. law or regulation; or (b) export any software provided by Parsec or otherwise remove it from the United States except in compliance with all applicable U.S. laws and regulations. Without limiting the generality of the foregoing, Client shall not permit any third party to access or use the Web App, Mobile App, Desktop App or Dashboard in, or export such software to, a country subject to a United States embargo (as of the Effective Date, Cuba, Iran, North Korea, Sudan, and Syria).

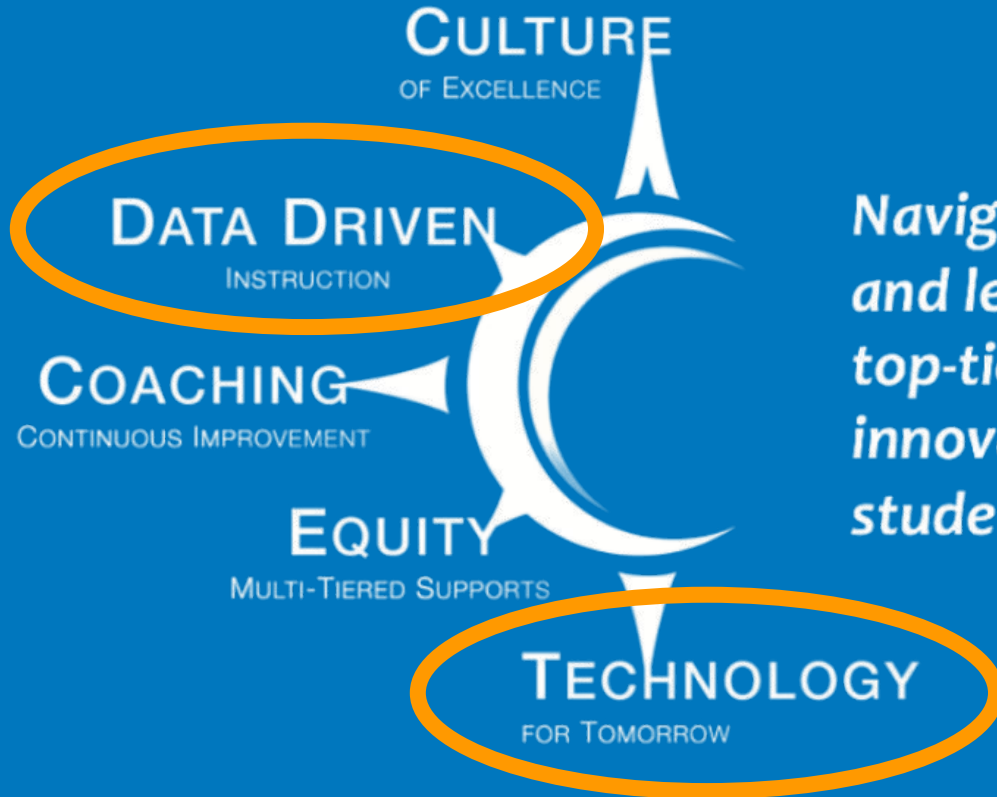
12.11. Entire Agreement. This Agreement sets forth the entire agreement of the parties and supersedes all prior or contemporaneous writings, negotiations, and discussions with respect to its subject matter. Neither party has relied upon any such prior or contemporaneous communications.



Navigator Schools Intelligent Systems Integration

April 10, 2024

Navigator Schools



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

Executive Summary

- Navigator staff use instructional data on a daily basis.
- The cogent presentation of data is integral to many of our core responsibilities as a public school.
- Despite plentiful data, the process of gathering it, analysing it, and presenting it is manual and time consuming.
- But, we don't need more tools or staff. We need access to systems integrators and data analysis expertise. We need a need a data partner with the technical skills (constantly updated) to integrate all of our major data sources and systematize access to standard dashboards unique to the roles of staff throughout Navigator schools.
- We reviewed the capabilities of several major providers, vetted them with references, engaged internal stakeholders, and held detailed demonstrations to identify the best match.
- We request that the board approve a three year contract with Parsec Education, Inc. for \$111,299 per year for a total of \$333,897 over three years to provide data systems integration work for Navigator Schools.
- **This is a strategic priority and prerequisite for growth.**

Navigator staff use instructional data on a daily basis.

- Identifying students who need help
- Deciding which academic standards to teach to which students
- Considering what types of professional development to engage in with staff
- Assessing the success of curricula, strategies, or programs
- Preparation of lesson plans and considering use of time
- Tracking Chronic Absenteeism and identifying families for outreach

A. Counselor Referrals B. Weekly Data Table

COUNSELOR REFERRALS

1. Count per Week Since Aug 2022 (by Source)

3. Count per Week: NAV

4. Count by Counselor

Source	Count
Misty	481
Ethel	237
Barbara	166
Alondra	94
Eva	82
Total	1,060

7. Count of Referrals by Type

	GPS	HCC	HPS	WPS
Academics	1	0	1	0
Attendance	2	0	2	5
Behavior	22	4	60	20

>By Grade - What do you see?

Grade 4

****5 of the same "lowest weeks" as 3rd Grade**

VG: Lowest weeks:
 Week 3: 4 1/2 day week
 Week 8: pre end of unit
 Week 10: pre PTC *Sa
 Week 14: Post PTC *Sa
 Week 20: 4 day week *
 Week 22: ? Non PW, no
 Week 24: Pre February

GPS Longitudinal Data: STAR Math Growth (K-8 Average)

STAR Math 50th Percentile

12% increase from last year equates to 70 students now at goal!

What did you do in Week 23?

- You had the most participation in week 23 (two weeks before break)
- Average for the last 3 weeks is 69% of the students in grades 3 - 6 who have hit their goal.

Week 25 Reading Plus

Weeks 2 - 24 (Grades 3 - 6)

C. C1. Count of CA (Cumulat.) C2. Student Contact List (Currently Enrolled)

	ABS	Unex	ADA
27 Eng	92	15	32%
51 Spa	50	7	63%
11 Eng	48	25	65%
54 Eng	47	18	65%
91 Spa	38	13	72%
60 Spa	38	6	72%
82 Spa	37	20	73%
89 Eng	36	7	73%
98 Spa	35	19	74%
10 Spa	34	23	75%
81 Spa	34	11	75%
78 Eng	34	11	75%
41 Eng	33	1	76%
69 Spa	32	3	77%
78 Spa	31	2	77%
00 Eng	30	8	78%
75 Eng	30	12	78%
64 Spa	30	4	78%
26 Spa	30	9	78%
48 Spa	29	6	79%
70 Eng	29	5	79%
88 Spa	28	8	79%
11 Eng	28	13	79%
85 Eng	28	6	79%
19 Eng	28	7	79%
96 Spa	28	1	79%
27 Eng	27	7	80%
27 Eng	27	10	80%
26 Eng	26	4	81%
26 Eng	26	12	81%
26 Eng	26	0	81%

The cogent presentation of data is integral to many of our core responsibilities as a public school.

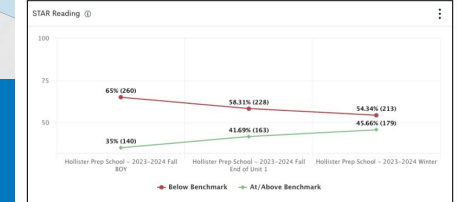
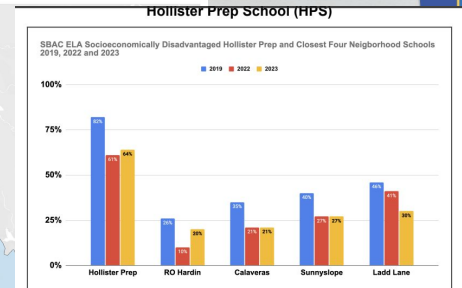
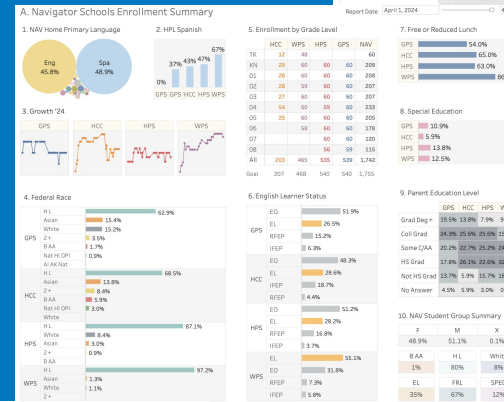
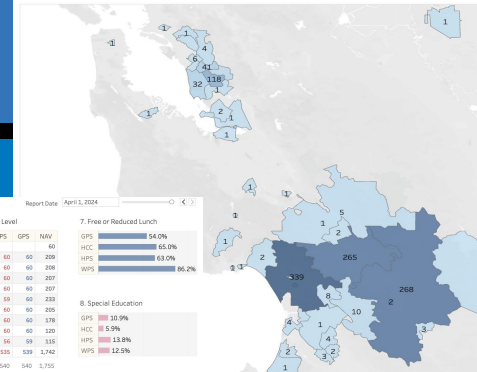
- Local Control Accountability Plan
- Renewal and Material Revision
- Communication with families
- Responding to authorizer requests
- Telling our story to the media and potential funders
- Board reports
- Student status reports/report cards
- Comparing our progress against state data

Hayward Collegiate's student population mirrors surrounding schools and the South Hayward community.

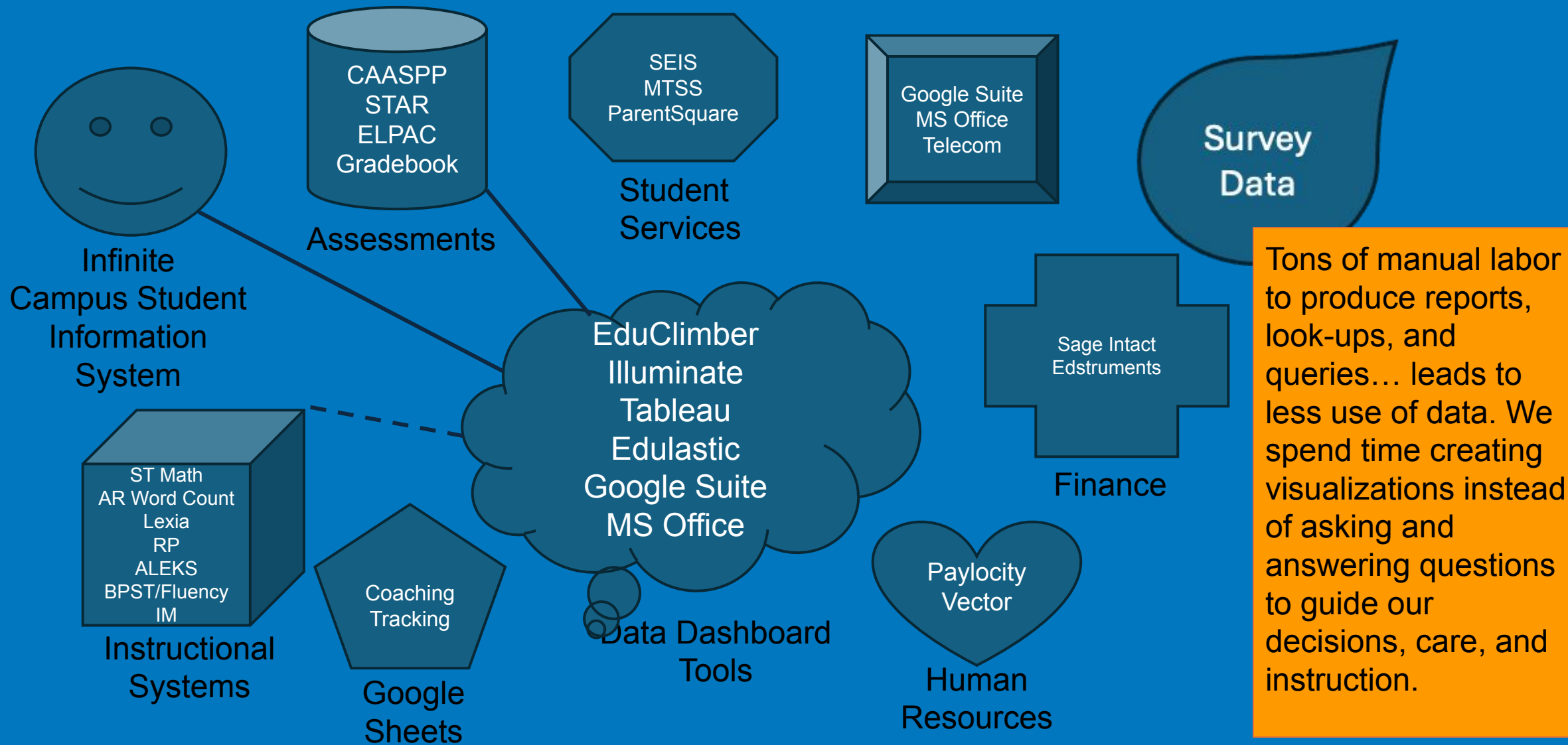
- 52% entered Hayward as English Learners
- 66% are eligible for free or reduced-price meals and considered socioeconomically disadvantaged
- Ethnicity/Race:
 - 68.5% Hispanic/Latinx
 - 14% Asian
 - 8% 2+ Races



B. Student Count by Zip Code Map based on mailing address. County name is blank if Zip Code represents a county or other anomaly (hover).



Despite plentiful data, the process of gathering it, analysing it, and presenting it is manual and time consuming.



Tons of manual labor to produce reports, look-ups, and queries... leads to less use of data. We spend time creating visualizations instead of asking and answering questions to guide our decisions, care, and instruction.

But, we don't need more ~~tools or staff~~. We need access to systems integrators and data analysis expertise.

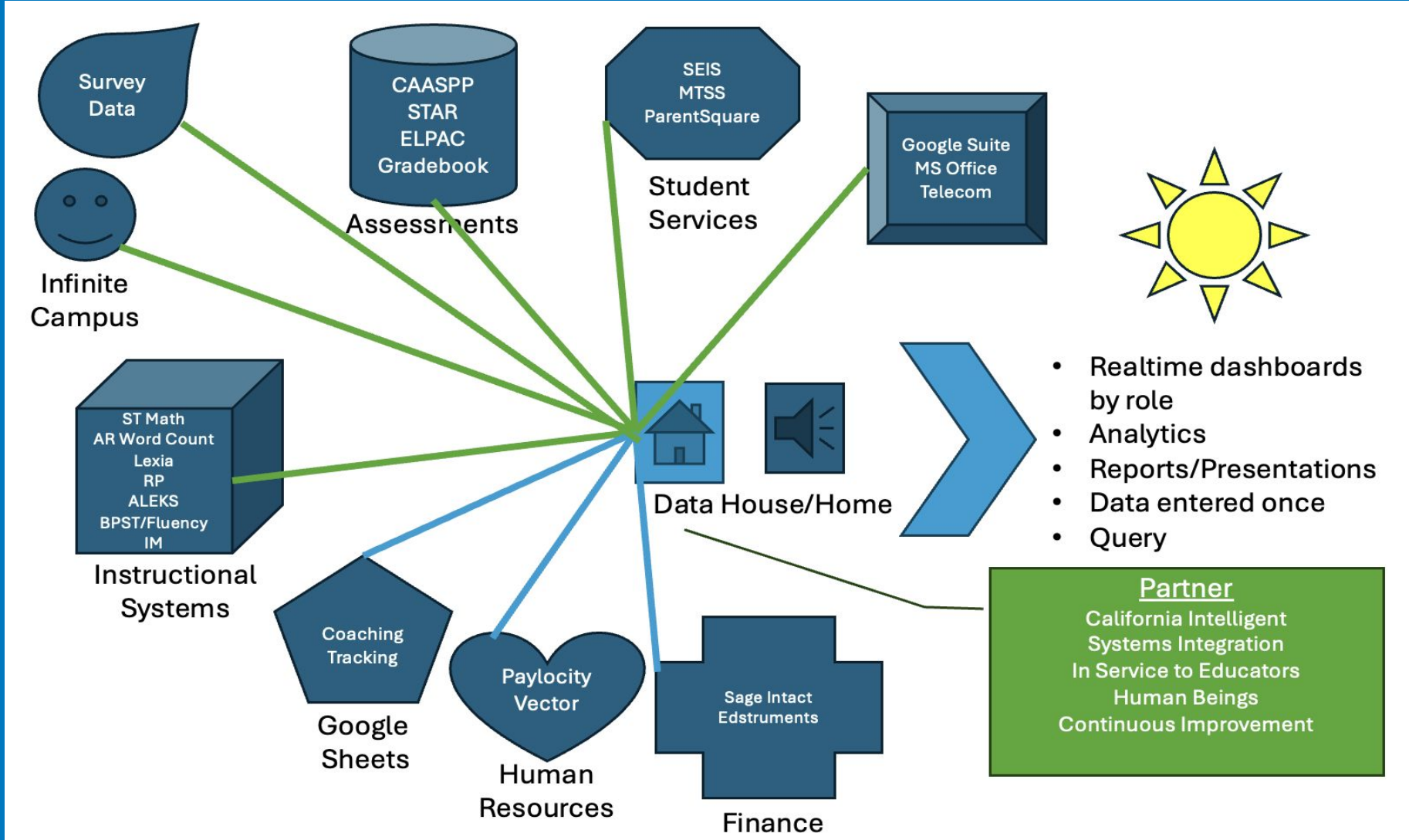
Navigator Schools - Board Meeting - Agenda - Wednesday April 10, 2024 at 6:00 PM

We need a need a data partner with the technical skills (constantly updated) to integrate all of our major data sources and systematize access to standard dashboards unique to the roles of staff throughout Navigator schools.

- Build automated links so that data is automatically uploaded in near real-time into a central database without teachers entering data multiple times in multiple systems.
- Establish best practice data visualizations that match the questions we need to ask and answer.
- Provide the ability to use AI to identify trends in the data so that the data is telling us what we should be asking and addressing.
- Contribute expert knowledge of the California accountability systems, charter needs, and state technical infrastructure.
- Access inexpensive technical talent with constantly updated software and database skills.
- Participate in a broad community of practice focused on the continuous improvement of the use of data for instruction, and shared development resources.
- Eventually allow us to integrate operational and financial data to track metrics and determine ROI

These are things we cannot do ourselves and which don't make sense to develop and maintain on our own.

We want our systems to talk to each other.



EduClimber
Tableau
EduLastic

We reviewed the capabilities of several major providers, vetted them with references, engaged internal stakeholders, and held detailed demonstrations to identify the best match.

Out of a dozen potential partners we researched, we vetted the top four in depth: Data Design, Qualtric, ConvergeEd, and Parsec Education.

Questions:

1. Data security and technical questions submitted by Navi IT team.
2. Is the system custom built for the client (Navigator)?
3. Are the permissions set up in a way that Navigator can create one report, push out to the staff, and the end user only sees what is applicable for their site and grade? IE, eliminate the need to create individualized data points.
4. Can your program push back to our SIS (Infinite Campus)?
5. Do they have the filters we need on a regular basis? Race, Ethnicity, FRL, EL, Disability, Homeless / Foster, etc?
6. Can end users edit their own filters (ie, demographic information)?
7. Does the platform have the ability to do a "threshold", or alert the end user when a student hits a particular data point?
8. Are the thresholds set up in a way that a Navigator staff member does not need to edit weekly, and only the most current data is being communicated to staff?
9. Does the platform have a usage report?
10. Do you have a google sheet integration?
11. Do you have an intervention tracker for students?
12. Based on the above for MTSS, does the intervention track program effectiveness, and can interventionists enter / edit their own data points etc?
13. Can staff enter their own data points directly into the platform? Example, interventions, BPST / Fluency, participation, etc.
14. Can your platform import written responses? IE, Google, assessments via Illuminate, MTSS comments, etc.
15. Is there an ability to use a training course? IE, put staff through training from within the system? Students?
16. Do you have an internal ticket system, like our own helpdesk, or actions, that allow us to track when staff and students are completing tasks?
17. Can your platform create questionnaires or surveys for staff and students?
18. Do you have translations available?
19. Do you have the ability to house resources, like a digital library ?
20. Can the platform message parents?
21. Is there a live ongoing support available?
22. Do you have the ability to do financial reports?
23. Can we download the graphs, CSV's?
24. Can the end users change the colors of the charts etc?
25. Can we access longitudinal data?
26. Where are your data centers located, and in which one is our data stored?
27. What is your disaster recovery plan?
28. Do you have any data breaches on record?
29. If we were to cancel our contract, how long will our data be retained?
30. Are there any network addresses we need to whitelist to allow their platform to communicate with ours?
31. Do you provide services that leverage data science for deeper insights? IE, Rather than relying on guesswork from a staff member, can you employ data science techniques to identify variables (i.e. enrollment numbers, curriculum changes, reading minutes, app usage, small group sessions, attendance, demographics, etc.) and determine their impact on scores (or whatever else we want to look at)?
32. What is the onboarding process?
33. Price?

The team selected Parsec Education. Here's why...

1. They checked all of our boxes with regards to data security and their handling of student data.
2. Their team demonstrated the highest level of expertise in asking and answering instructional questions.
3. We believe that rather than us developing the dashboards, they have thought them through already in ways that are best practices and provide deep value-add to our instructional thinking. But, they also provide custom dashboards and consulting.
4. They have the best user interface and visualization capabilities.
5. They know how to tell the charter story and have already developed the technical access to data required to tell it. For example, they include an analysis of how students have progressed since they have been with us and have established a partnership with the CDE that will give us access to our students' data from BEFORE they enrolled with us.
6. They have prioritised our desire to integrate financial and human resources data into their product roadmap.
7. Their “under-the-covers” engine is Google Looker Studio that will integrate with Genesis (Google's AI) over time, rather than a proprietary database that may not be systemically compatible as technology advances
8. Their CEO, who is based in Fresno, participated in the demonstration for our team. And, their demo used our actual data and presented it in ways that increased our understanding of our own performance:
https://navigator.parsecgo.com/home?activeReport=state_test_results&activeSchoolIds=watsonville_prep,,
9. Through Parsec we will become part of a community of practice.
10. Their price, while not the lowest, was competitive, deeply discounted, and most accurately covered our anticipated needs.

(a copy of their proposal and the contract will be provided to the board directly.)

This is a strategic priority and prerequisite for growth.

Our proposed partnership with Parsec Education, Inc. will allow the equivalent of at least five full-time staff members (principals, vice principals, data analysts, directors and chiefs– not including teachers and instructors) to shift their focus from collecting and presenting data to improving instruction based on data.

Coversheet

Growth Plan

Section: IV. Topical
Item: D. Growth Plan
Purpose: Vote
Submitted by:
Related Material: Navigator_2024_Growth Plan for Board.pdf



Navigator Schools Growth Plan for Discussion

April 10, 2024

At the 1/31/2024 meeting, the Board directed staff to return with a refined growth plan based on the Board's input.

Navigator Schools - Board Meeting - Agenda - Wednesday April 10, 2024 at 6:00 PM

The board considered our growth hypothesis and instructed us to return to the April 10, 2024 meeting with a detailed plan including the following direction:

1. Increase the number and proportion of students learning at high levels within our existing schools and maximize the grade levels we serve under existing charters.
2. Open new schools in similar communities of California, prioritizing areas reasonably close to existing schools and in clusters according to the demographic analysis: Salinas, Los Baños/Merced, Santa Maria/Paso Robles, and Stockton. (Wait on Out-of-CA)
3. Adopt existing schools into our network with tremendous caution, first completing the Hayward adoption and developing a thoughtful process for outreach, decision making, promising practice identification, and integration.
4. Integrate high schools into all of our growth work and develop strong articulation and alumni support strategies.
5. Use operational and instructional services as strategies for partnerships as opposed to becoming primarily revenue generation focused.
6. Develop the internal infrastructure needed to support both operations and growth.
7. Develop a comprehensive leadership development pipeline for site and instructional leadership.

At the 1/31/2024 meeting, staff presented the following themes:

1. Increase the number and proportion of students learning at high levels within our existing schools and maximize the grade levels we serve under existing charters
2. Start new schools regionally in CA
3. Adopt existing schools into our network
4. High Schools
5. Provide operational and instructional support to existing, new, and partner schools
6. Develop the internal infrastructure needed to support both operations and growth
7. Develop a comprehensive leadership development pipeline for site and instructional leadership.

Staff included a potential recommendation with actions addressing each theme.

Growth Strategy	Now	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	Total Schools	Total Students (at Capacity)
1. Perfect our program at current scale	4							4	2,360
2. Open new schools in CA	Yes		1	2	2	2	2	9	5,400
3. Adopt existing schools	Go identify in more detail		1-6	TBD	TBD	TBD	TBD	6	3,000
4. High schools	Counseling and New Schools as part of TK-12		1	2	2				3,000
5. Services partnerships	Selectively, as a form of adoption-lite when MR not possible	1	1	1	1	1	1	6	[3,000]
6. Open schools outside of CA	Not Yet				3	3	3	9	5,400



As staff has refined the plan, we propose a more focused effort: Recommended 5-Year Growth Plan Themes

By 2033-34, Navigator Schools will operate 14 schools (4 existing TK-8 plus 10 new TK-12) serving more than 12,000 students well. To do this, we will:

1. Keep our promises to current students, families, staff, and schools.
2. Scale with quality in California with a TK-12 offering.
3. Strengthen Support Office capacity.

Staff recommend a more limited program, concentrating our efforts on the work we do well in communities we know best.

Growth Strategy	Now	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	Total Schools	Total Students (at Capacity)
1. Perfect our program at current scale	4							4	2,360
2. Open new schools in CA as TK-12	Yes		1	1	2	2	4	10	9,800
3. Adopt existing schools	Go identify in more detail		1-6	TBD	TBD	TBD	TBD	6	3,000
4. High schools	Counseling and New Schools as part of TK-12		4	2	2				3,000
5. Services partnerships	Selectively, as a form of adoption-lite when MR not possible	4	4	4	4	4	4	6	[3,000]
6. Open schools outside of CA	Not Yet				3	3	3	9	5,400

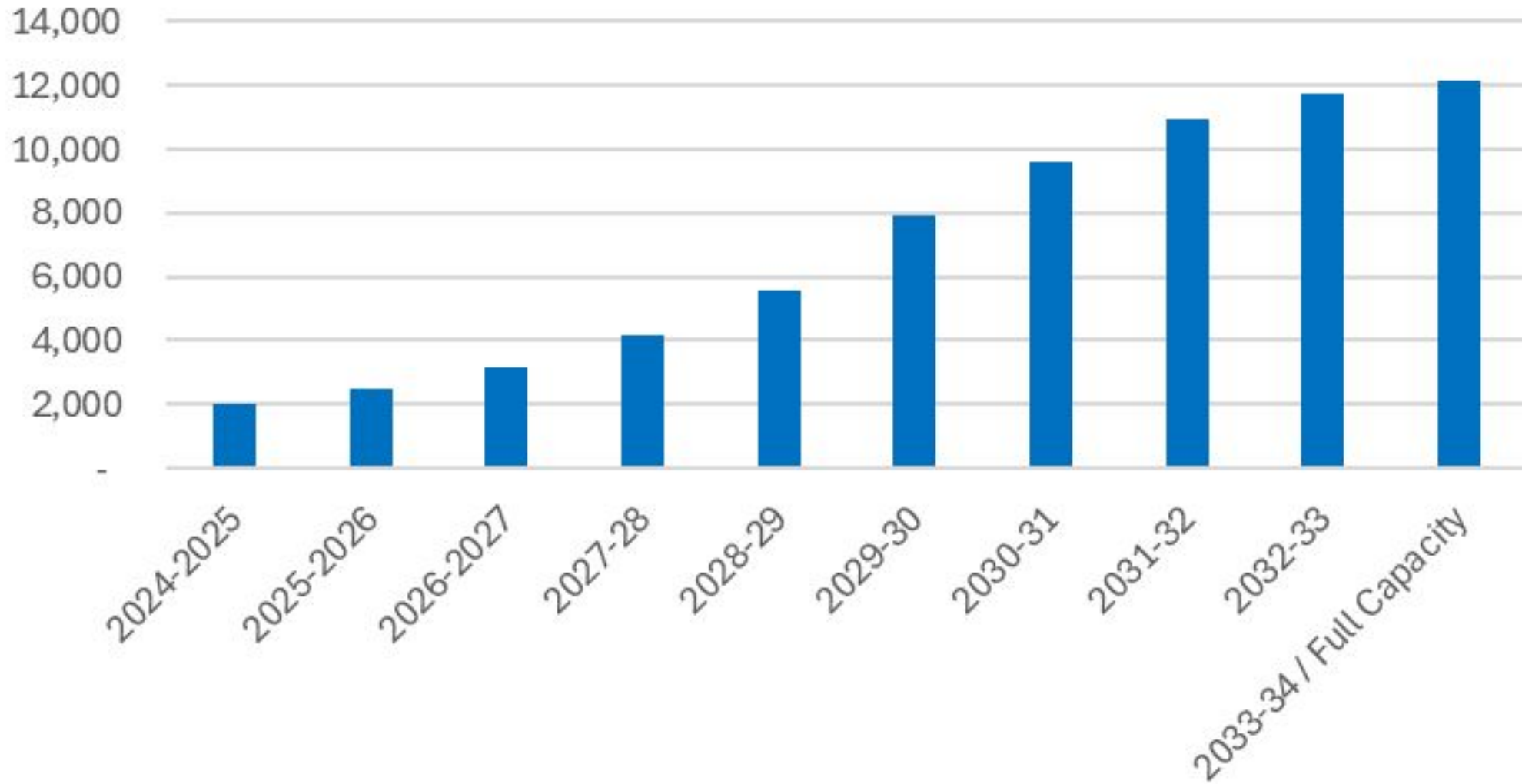


Staff recommends a five-year plan to open 10 new schools and grow them to capacity by 2032-33

		GROWTH PLAN HORIZON									
School Name	Grades Served at Full Enrollment	2024-2025	2025-2026	2026-2027	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	Full Capacity
New School 1 (Salinas)	TK-12		300	515	730	885	980	980	980	980	980
New School 2 (Los Banos ie Merced Anchor)	TK-12			300	515	730	885	980	980	980	980
New School 3 (Santa Maria ie San Luis Obisibo anchor)	TK-12				300	515	730	885	980	980	980
New School 4	TK-12				300	515	730	885	980	980	980
New School 5	TK-12					300	515	730	885	980	980
New School 6	TK-12					300	515	730	885	980	980
New School 7	TK-12						300	515	730	885	980
New School 8	TK-12						300	515	730	885	980
New School 9	TK-12						300	515	730	885	980
New School 10	TK-12						300	515	730	885	980
NEW SCHOOL SUB-TOTAL			300	815	1,845	3,245	5,555	7,250	8,610	9,420	9,800



Enrollment Growth Over Time



Our growth plan is consistent with our mission and compass.



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

Growth Theme 1 = Keep our promises to current students, families, staff, and schools.

Culture of Excellence

1. Add Alumni Counselors by 2024-25 to support our 8th graders in high school selection and support their high school years to and through college.
2. Support students' development of durable skills through Squads, Valor, Second Step, and other structured programs.
3. Invest in family engagement and community partnerships to ensure that we are reaching and serving families and communities consistent with our mission.

Data Driven Instruction

4. Implement a comprehensive data strategy to fully inform instructional and operational decision making.

Coaching Continuous Improvement

5. Invest in continued instructional staff coaching to maintain our teams of top instructional staff.
6. Select and roll out new ELA curriculum, science, arts and electives; implement the curriculum well, acknowledging it will impact schedules.
7. Continue Navi Impact mentoring as grant funding allows and integrate Navi Impact into internal professional development.

Growth Theme 1 = Keep our promises to current students, families, staff, and schools.

Equity, Multi-tiered Supports

8. Improve supports and instructional strategies for Multi-Language Learners over 3 years with annual growth targets.
9. Advance our full-inclusion special education model through professional development and partnerships to improve access to specialized talent.
10. Complete material revision and facilities strategy to reach TK-8 at all current schools.
11. Increase our capacity to raise funds for both growth and programs.
12. Explore strategies to equalize per pupil facilities funding costs across school sites.
13. Implement equity audit findings in 2024-25 (audit currently in progress).

Technology for Tomorrow

14. Continue to invest in instructional technology and innovation for students, staff, and families.

We anticipate the following investments to Enable Growth Theme 1 over the coming three years.

These investments are contemplated in the Multi-Year Projections for Existing Schools. Specifically we are recommending to add:

- Alumni Counselors
- New curricula
- Multi-Language Learner supports
- Implement equity audit findings
- Improved data capacity
- Strengthened Support Office capacity

The five-year budget projection for Growth Theme 1 will primarily be funded by traditional operating funds and specialized program grants.

5 Year Multi Year Projection					
	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment	1992	2148	2300	2330	2330
Revenue	\$ 40,043,892	\$ 43,574,942	\$ 47,114,177	\$ 49,071,934	\$ 50,102,824
Expense	\$ 37,331,680	\$ 41,146,142	\$ 44,485,930	\$ 46,211,810	\$ 47,370,665
Net Income	\$ 2,712,212	\$ 2,428,799	\$ 2,628,247	\$ 2,860,123	\$ 2,732,159
Beginning Fund Balance	\$ 11,365,519	\$ 14,077,731	\$ 16,506,531	\$ 19,134,778	\$ 21,994,901
Ending Fund Balance	\$ 14,077,731	\$ 16,506,531	\$ 19,134,778	\$ 21,994,901	\$ 24,727,060

Growth Theme 2 = Scale with quality in California with a TK-12 offering.

We plan to open 10 new schools, all TK-12, in 5 years. We believe we will be most successful opening new schools in regions where there are:

- Students similar to those with whom we are showing the most success (low-SES, high Multiple Language Learner, Latinx, immigrant, rural/exurban)
- Districts with increasing or stable enrollment
- Neighborhoods with ultra-low performing elementary and middle schools
- Regions where agricultural land is giving way to housing

CSGF provided us with a regional analysis based on a set of criteria we created. The slides that follow outline strong possibilities.

We asked CSGF to assess six target growth areas.

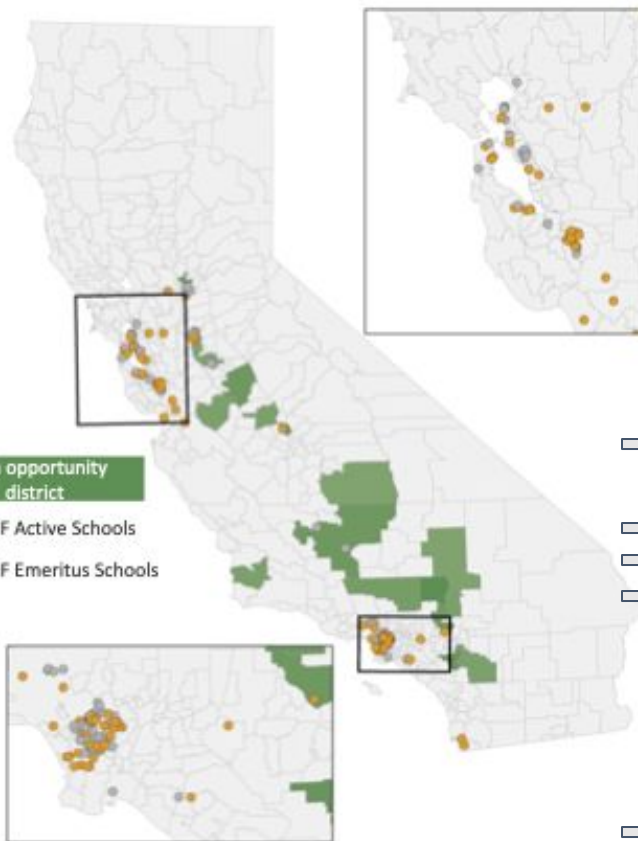
Metric Summary of High School or Unified Areas in Proposed Targets for Expansion

Area	County	Opportunity Score	2022-23 Enrollment	5-Year Historic Trend	% EcoDis	% Black and Latino	% MLL	% SwD	Access to Quality (% Met ELA / Math)	Charter Share
Merced Union High	Merced	4.3	33,421	+3%	53%	75%	12%	12%	38% / 22%	2%
Los Banos Unified	Merced	3.9	10,178	+2%	78%	87%	25%	14%	33% / 18%	0%
Salinas Union High	Monterey	3.8	34,610	-4%	81%	90%	21%	12%	35% / 20%	1%
North Monterey County Unified (Prunedale)	Monterey	3.4	4,083	-3%	80%	90%	47%	13%	27% / 10%	0%
Monterey Peninsula Unified (Seaside)	Monterey	3.0	9,430	-6%	64%	66%	26%	16%	38% / 21%	10%
Cabrillo Unified (Half Moon Bay)	San Mateo	2.1	2,518	-14%	36%	53%	18%	16%	44% / 30%	0%



CSGF also provided a statewide analysis based on our criteria.

Most of the highest opportunity locations are in the Central Valley



High School Location Opportunity Scores are created by rolling up elementary data to their High School or Unified district component to create a geographic view of opportunity across the state.

The areas of highest opportunity are:

Geographic Area Name	County	# Feeder Districts	Total Score
Victor Valley Union High	San Bernardino	5	4.7
Stockton Unified	San Joaquin	1	4.4
Perris Union High	Riverside	5	4.4
Kern Union High	Kern	25	4.3
Merced Union High	Merced	11	4.3
Fresno Unified	Fresno	1	4.3
San Bernardino City Unified	San Bernardino	1	4.2
Twin Rivers Unified	Sacramento	3	4.2
Hesperia Unified	San Bernardino	1	4.1
Antelope Valley Union High	Los Angeles	9	4.1
Hemet Unified	Riverside	1	4.0
Santa Maria Joint Union High	Santa Barbara	5	4.0
Madera Unified	Madera	1	4.0



Note: Map is of High-School-Area opportunity scores, which roll up all Elementary districts to their secondary component

Opening TK-12 schools will require a “Navi-way” approach to high school that will be defined over the next few months.

We plan to:

- Learn from our friends at Polytechnic Academy
- Draw from the best high school models in the country
- Hire a Director of High Schools to lead our new strategy
- Partner with providers of college and career pathways
- Delay the start of high school grades until 2026-27, the second year of our proposed Salinas Area first new school to give us time to design and codify the approach, make curricular decisions, recruit teachers, and train (see year-by-year TK-12 launch pattern on next slide)

Grow our new schools slowly to ensure quality.

	Year 1	Year 2	Year 3	Year 4	Year 5
TK	60	60	60	60	60
K	60	60	60	60	60
1	60	60	60	60	60
2	60	60	60	60	60
3		60	60	60	60
4			60	60	60
5	60	60	60	60	60
6		60	60	60	60
7			60	60	60
8				60	60
9		95	95	95	95
10			95	95	95
11				95	95
12					95
TOTALS	300	515	730	885	980

We plan to raise grant funds to enable Growth Theme 2= Scale with quality in California with a TK-12 offering.

These investments are embedded in the New School columns of the Multi-Year Projections for Growth. Specifically we have budgeted for the following school site roles:

<u>Add in Year -1 and continue in Year 0</u>	<u>Add in Year 0</u>
Community Engagement Facilitator	Family/Enrollment support (3-4 part-time)
Community Engagement Consultant	Year 0 Principal
TK-12 Site School Admin Director	Year 0.5 VP (6 months before opening)
Facilities Acquisition Director	Office Manager (3 months before opening)

*Year -1 is 24-13 months prior to opening

Year 0 is 12-1 month prior to opening

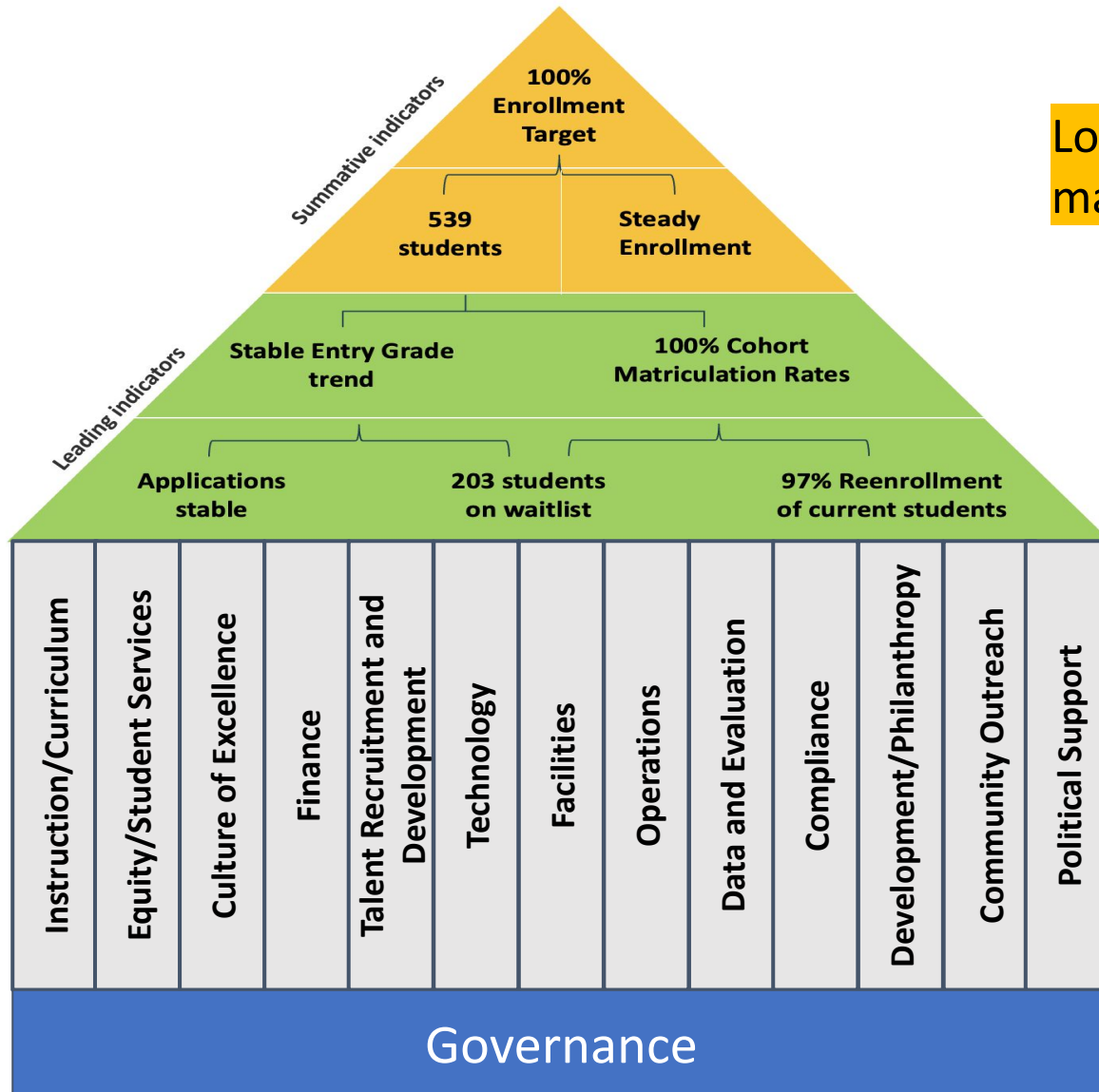
Growth Theme 3 = Strengthen Support Office Capacity.

The Growth Strategy Team has done a department-by-department analysis of the strengths and opportunities as we contemplated Growth Themes 1 & 2.

The following are areas of needed investment:

- Academic and operational data systems integration
- More strategic use of technology inside and outside of classrooms
- Leadership development to enable new schools led by existing Navigator team members
- Deeper teacher recruitment and onboarding once growth begins
- Development of a robust career pipeline for future leadership
- Deep local community engagement and stakeholder cultivation strategies
- Facilities development leadership
- Growth project management leadership

We must develop the internal infrastructure needed to support both operations and growth to accomplish Growth Themes 1 & 2 simultaneously.



Long-term strength depends on consistently maintained effective systems and practices.



Investments to Enable Growth Theme 3: We plan to request funding from grant makers to hire a growth team.

These investments are embedded in the Support Office columns of the Multi-Year Projections for Growth. Specifically we have budgeted for the following additional capacity

<u>Add in 2024-25 and continue over plan horizon</u>	<u>Add in 2025-26 and continue over plan horizon</u>
Director of Community Engagement (an additional 50%)	Chief of External Affairs
Director of Staff Recruitment	Director of High Schools
Director of IT (an additional 50%)	Director of Communications
	Chief Growth Officer
	Teacher PD & Career Development Lead
	Data Analytics Lead

Investments to Enable Growth Theme 3 (cont'd)

The following roles are anticipated to have additional growth-related responsibilities where additional investment / capacity is expected for completing a higher volume of work or additional codification to ensure new schools operated with fidelity to the Navi Way. These roles are assumed in 2025-26.

- FP&A/Budget Analyst
- HR Generalist
- STEM lead
- Humanities lead
- Arts & Electives lead
- Spec Pops lead

To enable Growth Themes 1 - 3, Navigator Schools will pursue funding from the following sources:

- US Department of Education's Charter School Program Competition for CMOs to Replicate and Expand. This competition provides up to \$2M / new school and can be used 18 months before opening (Year -1) thru full enrollment. It also allows for Support Office funding as long as it enables growth. (\$20M is built into the Multi-Year Projections for Growth.)
- Charter School Growth Fund, assumed at \$250K / new school. \$2.5M is built in. This is a conservative number.
- Silicon Valley Schools Fund, assumed at \$250K / new school. \$2.5M is built in.

Financial assumptions for the growth plan show a reasonable path forward.

The aforementioned revenue covers every school to operate with positive net income each year of operation, including Year -1 and Year 0.

It also enables each school to contribute to the Growth Support Office Team at the following graduated rates depending on the year of operation:

Year of Operation	% of Total Revenue
1	10%
2	6%
3	2%
4	1%
5	No growth support; moves to exiting school contribution of 14%

Financials: This plan will likely require ~\$1M to “front-load” the growth team.

The Growth Support Office Team operates at a cash deficit for the first three years of supporting the new schools, due to the small number of schools and their limited enrollment. Therefore, Navigator needs to invest ~\$1M (either raised from philanthropy or utilize current fund balance) so that the schools are fully covering growth costs by Year 4 of the plan.

The Navigator Growth Strategy Team feels that this investment is necessary, phased in across 2024-26 as presented in the Multi-Year Projected Growth Financials, to facilitate growing with quality.

The five-year budget projection for Growth Themes 2 & 3 will require support from foundations and the US Department of Education.

Growth 5 Year Multi Year Projection

	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment	0	300	815	1845	3245
Revenue	\$ 800,000	\$ 7,394,779	\$ 15,224,390	\$ 32,031,786	\$ 52,458,161
Expense	\$ 972,365	\$ 8,062,235	\$ 15,167,086	\$ 31,513,564	\$ 51,559,749
Net Income	\$ (172,365)	\$ (667,456)	\$ 57,304	\$ 518,222	\$ 898,413
Beginning Fund Balance	\$ -	\$ (172,365)	\$ (839,821)	\$ (782,517)	\$ (264,296)
Ending Fund Balance	\$ (172,365)	\$ (839,821)	\$ (782,517)	\$ (264,296)	\$ 634,117

Thank you!



Navigator Schools

Charting a new course in education



Coversheet

2024-25 Academic Calendar

Section: IV. Topical
Item: E. 2024-25 Academic Calendar
Purpose: Vote
Submitted by:
Related Material: Board Memo_ 2024_2025 School Year Calendars.pdf
24-25 Draft Calendar.pdf



Date: March 28, 2024
To: Board of Directors
Submitted By: Ami Ortiz
Subject: 2024-2025 School Year Calendar Adoption

Background

The Navigator leadership team, comprised of the Directors, Chiefs, and Principals, reviewed draft calendars submitted by the Navigator Operations team after input from families and staff. Creating these calendars included reviewing local district calendars, attendance and academic data, and staff morale and retention while calculating each school site's educational minutes and days. Our goals were to maximize student learning time, schedule professional development synergistically across all four schools during strategic points in the year, provide reasonable downtime for staff to reduce burnout, and allow for some variation based on the needs of the individual school communities.

What we ended up with are:

- 180 days of school, the same as the school districts with whom we compete for talent
- Six to fifteen more early release days than surrounding school districts
- Overlapping major professional development days that align with our instructional data cycles
- 1,050 to more than 3,750 instructional minutes beyond the local norms, creating longer school days.

The variations among our schools are unique to their local educational communities. Hollister Prep's Spring Break needed to coincide with Hollister High School's because 48 of our seventh and eighth graders take advanced math at Hollister High. Hayward Collegiate required fewer minimum days for family-teach conferences because the enrollment is smaller than the others. And, Watsonville Prep has an extra 30 minutes of instructional time each day to support increased academic growth.

The various areas of consideration and the associated data are shared below:

Educational minutes and school days - Staff reviewed the number of educational minutes and days at Navigator Schools (chart below). Navigator scholars receive at least 1000 more educational minutes yearly than traditional school districts. Students at WPS have an additional 30 minutes added to their school day, increasing their yearly minutes over all other Navigator schools.

	Navigator			GUSD			HUSD			HSD			PVUSD		
	Days	Daily Minutes	Yearly Minutes	Days	Daily Minutes	Yearly Minutes	Days	Daily Minutes	Yearly Minutes	Days	Daily Minutes	Yearly Minutes	Days	Daily Minutes	Yearly Minutes
Full days	120	360	43200	120	330	39600	135	340	45900	126	330	41580	142	330	46860
Early release	60	250	15000	60	265	15900	45	250	11250	51	240	12240	38	240	9120
Ex Early release										3	210	630			
ER day	Wed			Wed			Wed			Thur			Fri		
Yearly minutes			58200			55500			57150			54450			55980
Difference						(-2700)			(-1050)			(-3750)			(-2220)

Local district calendars (start/end dates, holiday breaks, and minimum days):

District	First Day of School	Winter Break	February Break	Spring Break	Last Day of School
Gilroy Unified	8/21	12/21-1/3	2/17-2/21	4/7-4/11	6/13
Hayward Unified 2023-24	8/17	12/19-1/2	2/19-2/23	3/29-4/5	6/7
Hollister School District	8/13	12/23-1/6	2/17-2/21	4/14-4/18	6/5
Pajaro Valley	8/14	12/21-1/10	none	4/7-4/11	6/6

Attendance - We were concerned that our students might miss school during the breaks of the surrounding school districts if our breaks did not align with theirs. Staff reviewed the attendance data for district breaks that did not align with Navigator and did not find significant scholar absences.

Educational data - Staff reviewed the educational data of each school and compared it to the neighborhood schools.

School	Socioeconomic data	ELA	Math
GPS (grades 3-8)	53%	68%	54%
Elliot	86%	21%	16%
El Roble	54%	30%	27%

School	Socioeconomic data	ELA	Math
HC (grades 3-4)	66%	68%	59%
Glassbrook	70%	12%	4%
Schafer Park	65%	35%	24%

School	Socioeconomic data	ELA	Math
HPS (grades 3-8)	62%	68%	52%
R.O. Hardin	87%	22%	12%
Calaveras Elementary	81%	22%	21%

School	Socioeconomic data (FRL %)	ELA	Math
WPS (grades 3-5)	86%	38%	34%
Radcliff	97%	11%	7%
Mintie White	90%	12%	9%

Minimum Days - Minimum days are utilized in various ways during the school year, including for professional development, Valor Circles, family-teacher conferences, staff meetings, and occasional early release days before a 3-day weekend or holiday. The minimum and early release day schedules are designed to ensure optimum academic focus, enrichment, and priority work (Circles and data cycles). The Friday early release day schedules maintain core

academic activities such as Illustrative Math (IM) and English Language Arts rotations during the morning. Hayward Collegiate has fewer minimum days as the smaller number of students and single classrooms allow for fewer family-teacher conference allotments.

Staff morale and retention - Navigator staff works more days during the year (including professional development) for longer hours with similar pay to local district schools, leading to a risk of higher burnout and lower staff retention. This has been a significant challenge for other hard-driving charter schools, and we have learned from their pain. After listening to staff concerns, Navigator instituted the early release days before a 3-day weekend or holiday. Staff is allowed to leave immediately after dismissal if they would like, and hourly staff is allowed to continue to work if they would like to ensure they receive the same pay as a regular Friday. This acknowledgement of time, dedication, and work-life balance has been appreciated by staff for years.

Use of professional development hours and days - Navigator uses the beginning of the school year pupil-free days and minimum days for professional development and required training (safety, compliance, etc...), with additional professional development provided during the Wednesday minimum days and throughout the year. The beginning of the year professional development and preparation time ensure that every school has the strongest launch possible, getting routines in place and reducing potentially disruptive student behaviors through staff training. During 2023-24, the PD sessions during the year have focused on IM instruction, resulting in significant math growth at all sites. During the coming year, we have a variety of instructional professional development priorities that are new, including the selection and implementation of a new English Language Arts curriculum, an increased focus on strategies to support Multiple Language Learners, improved behavior support skills, more advanced training in full-inclusion for special education, root cause analysis, and improved use of data to better support instruction. Professional development directly impacts the quality of education we provide to students. It is advanced, collaborative, and specific to the needs of the students we serve. Teachers and instructors consistently rank the professional development and coaching they receive as one of the top reasons they feel successful and remain teaching in Navigator Schools. Developing top-tier teams of educators is at the core of Navigator's mission and has contributed to the long-term academic success of our scholars.

These factors, plus meetings with principals and conversations with site staff, all contributed to the final version of the instructional calendar presented to the board.

Recommendation:

To provide a high level of academic performance while also ensuring high staff retention rates, the staff is recommending approval of the calendar presented to the board.

Navigator Schools 2024–2025 Academic Calendar

Gilroy Prep School

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

4 No School, Independence Day

20 First Day of School
20-23 Minimum Days
30 Minimum Day

2 No School, Labor Day

14 No School, Indigenous Peoples Day
No School, Staff Development Day
18 End of Unit 1
21-31 Parent Teacher Conferences

1 No School, Staff Development Day
8 Minimum Day
3 Daylight saving Time Ends
11 No School, Veterans Day Observed
22 Minimum Day
25-29 No School, Thanksgiving Break

20 Minimum Day
20 End of Unit 2
23-31 No School, Winter Break

1-3 No School, Winter Break
6 No School, Staff Development Day
17 Minimum Day
20 No School, Martin Luther King Jr. Day

14 Minimum Day
17-21 No School, February Break

9 Daylight Savings Time
14 End of Unit 3
17 No School, Staff Development Day

7-11 No School, Spring Break

5 Minimum Day
23 Minimum Day
26 No School, Memorial Day

13 End of Unit 4
13 Last Day of School
9-13 Minimum Day
19 Juneteenth

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

SCHOOL DAYS
181



Navigator Schools 2024–2025 Academic Calendar

Hayward Collegiate

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

4 No School, Independence Day

20 First Day of School
20-23 Minimum Days
30 Minimum Day

2 No School, Labor Day

14 No School, Indigenous Peoples Day
18 End of Unit 1
21 No School, Staff Development Day
29-31 Parent Teacher Conferences

1 No School, Parent Teacher Conferences
3 Daylight saving Time Ends
11 No School, Veterans Day Observed
22 Minimum Day
25-29 No School, Thanksgiving Break

20 Minimum Day
20 End of Unit 2
23-31 No School, Winter Break

1-3 No School, Winter Break
6 No School, Staff Development Day
17 Minimum Day
20 No School, Martin Luther King Jr. Day

14 Minimum Day
17-21 No School, February Break

9 Daylight Savings Time
14 End of Unit 3
17 No School, Staff Development Day

7-11 No School, Spring Break

5 Minimum Day
23 Minimum Day
26 No School, Memorial Day

13 End of Unit 4
13 Last Day of School
9-13 Minimum Day
19 Juneteenth

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

SCHOOL DAYS
180



Navigator Schools 2024–2025 Academic Calendar

Hollister Prep School

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

4 No School, Independence Day

20 First Day of School
20-23 Minimum Days
30 Minimum Day

2 No School, Labor Day

14 No School, Indigenous Peoples Day
No School, Staff Development Day
18 End of Unit 1
21-31 Parent Teacher Conferences

1 No School, Staff Development Day
8 Minimum Day
3 Daylight saving Time Ends
11 No School, Veterans Day Observed
22 Minimum Day
25-29 No School, Thanksgiving Break

20 Minimum Day
20 End of Unit 2
23-31 No School, Winter Break

1-3 No School, Winter Break
6 No School, Staff Development Day
17 Minimum Day
20 No School, Martin Luther King Jr. Day

14 Minimum Day
17-21 No School, February Break

9 Daylight Savings Time
14 End of Unit 3
17 No School, Staff Development Day

14-18 No School, Spring Break

5 Minimum Day
23 Minimum Day
26 No School, Memorial Day

13 End of Unit 4
13 Last Day of School
9-13 Minimum Day
19 Juneteenth

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

SCHOOL DAYS
181



Navigator Schools 2024–2025 Academic Calendar

Watsonville Prep School

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

4 No School, Independence Day

20 First Day of School
20-23 Minimum Days
30 Minimum Day

2 No School, Labor Day

14 No School, Indigenous Peoples Day
No School, Staff Development Day
18 End of Unit 1
21-31 Parent Teacher Conferences

1 No School, Staff Development Day
8 Minimum Day
3 Daylight saving Time Ends
11 No School, Veterans Day Observed
22 Minimum Day
25-29 No School, Thanksgiving Break

20 Minimum Day
20 End of Unit 2
23-31 No School, Winter Break

1-3 No School, Winter Break
6 No School, Staff Development Day
17 Minimum Day
20 No School, Martin Luther King Jr. Day

14 Minimum Day
17-21 No School, February Break

9 Daylight Savings Time
14 End of Unit 3
17 No School, Staff Development Day

7-11 No School, Spring Break

5 Minimum Day
23 Minimum Day
26 No School, Memorial Day

13 End of Unit 4
13 Last Day of School
9-13 Minimum Day
19 Juneteenth

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

SCHOOL DAYS
181



Navigator Schools 2024–2025 Academic Calendar

July 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

4 No School, Independence Day

20 First Day of School
20-23 Minimum Days
30 Minimum Day

2 No School, Labor Day

14 No School, Indigenous Peoples Day
18 End of Unit 1
21 No School, Staff Development Day
28-31 Parent Teacher Conferences

1 No School, Staff Development Day
4-8 Parent Teacher Conferences
3 Daylight saving Time Ends
11 No School, Veterans Day Observed
22 Minimum Day
25-29 No School, Thanksgiving Break

20 Minimum Day
20 End of Unit 2
23-31 No School, Winter Break

1-3 No School, Winter Break
8 No School, Staff Development Day
17 Minimum Day
20 No School, Martin Luther King Jr. Day

14 Minimum Day
17-21 No School, February Break

9 Daylight Savings Time
14 End of Unit 3
17 No School, Staff Development Day

7-11 No School, Spring Break

5 Minimum Day
23 Minimum Day
28 No School, Memorial Day

13 End of Unit 4
13 Last Day of School
9-13 Minimum Day
19 Juneteenth

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

SCHOOL DAYS
180



Navigator Schools 2024–2025 Academic Calendar

Hayward Collegiate

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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

4 No School, Independence Day

20 First Day of School
20-23 Minimum Days
30 Minimum Day

2 No School, Labor Day

14 No School, Indigenous Peoples Day
18 End of Unit 1
21 No School, Staff Development Day
29-31 Parent Teacher Conferences

1 No School, Parent Teacher Conferences
3 Daylight saving Time Ends
11 No School, Veterans Day Observed
22 Minimum Day
25-29 No School, Thanksgiving Break

20 Minimum Day
20 End of Unit 2
23-31 No School, Winter Break

SCHOOL DAYS
 180

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1-3 No School, Winter Break
6 No School, Staff Development Day
17 Minimum Day
20 No School, Martin Luther King Jr. Day

14 Minimum Day
17-21 No School, February Break

9 Daylight Savings Time
14 End of Unit 3
17 No School, Staff Development Day

7-11 No School, Spring Break

5 Minimum Day
23 Minimum Day
26 No School, Memorial Day

13 End of Unit 4
13 Last Day of School
9-13 Minimum Day
19 Juneteenth

