



Navigator Schools

Academic Success Committee Meeting

Date and Time

Monday December 9, 2024 at 1:00 PM PST

Location

Topic: Academic Success Committee Meeting

Time: Dec 9, 2024 01:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://navigatorschools.zoom.us/j/94127227853?pwd=5mlBZOGyS8CftLlelhviUYyFsjQu3H.1>

Meeting ID: 941 2722 7853

Passcode: 491315

One tap mobile

+13052241968,,94127227853#,,,,*491315# US

+13092053325,,94127227853#,,,,*491315# US

Dial by your location

• +1 305 224 1968 US

• +1 309 205 3325 US

• +1 312 626 6799 US (Chicago)

• +1 646 876 9923 US (New York)

• +1 646 931 3860 US

• +1 301 715 8592 US (Washington DC)

• +1 253 215 8782 US (Tacoma)

• +1 346 248 7799 US (Houston)

• +1 360 209 5623 US

- +1 386 347 5053 US
- +1 507 473 4847 US
- +1 564 217 2000 US
- +1 669 444 9171 US
- +1 669 900 6833 US (San Jose)
- +1 689 278 1000 US
- +1 719 359 4580 US
- +1 253 205 0468 US

Meeting ID: 941 2722 7853

Passcode: 491315

Find your local number: <https://navigatorschools.zoom.us/j/94127227853>

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			1:00 PM
Opening Items			
A. Call the Meeting to Order		Claire Grissom	1 m
The committee Chair will call the meeting to order.			
B. Record Attendance and Guests		Claire Grissom	1 m
Claire Grissom, committee Chair, will identify guests and hold a roll-call vote to take attendance.			
C. Approve Minutes from Prior Meeting	Approve Minutes	Claire Grissom	1 m
Committee members will participate in a roll-call vote on the approval of prior minutes.			
Approve minutes for Academic Success Committee Meeting on May 29, 2024			
D. Public Comment		Claire Grissom	2 m
The Committee Chair will listen to public comments, if any.			

	Purpose	Presenter	Time
E. Opening Comments from Committee Chair	Discuss	Claire Grissom	5 m
The committee chair will provide opening comments, if any.			
F. Opening comments from Interim Chief Academic Officer		Crystal O'Rourke	3 m
Crystal O'Rourke, Interim Chief Academic Officer, will provide opening remarks.			
II. Academic Topics			1:13 PM
A. Unit 1 Data & WIG Updates	Discuss	Crystal O'Rourke	15 m
Crystal O'Rourke, Interim Chief Academic Officer, will provide an update on student achievement during the first quarter.			
B. California Dashboard Scores	Discuss	Crystal O'Rourke	15 m
Crystal O'Rourke, Interim Chief Academic Officer, will review California Dashboard scores for each school site and discuss trends and next steps.			
C. High School Plan	Discuss	Caprice Young	15 m
In preparation for Navigator Schools' growth, staff has been developing an innovative High School model to propose in Navigator's charter petition. Dr. Caprice Young, CEO & Superintendent of Navigator Schools, will present the draft of that model for input by the Academic Committee members.			
III. Closing Items			1:58 PM
A. Schedule Next Committee Meeting	Discuss	Claire Grissom	1 m
The committee will confirm the date and time of its next meeting.			
B. Adjourn Meeting	Vote	Claire Grissom	1 m
Committee members will participate in a roll-call vote to adjourn the meeting.			

Coversheet

Approve Minutes from Prior Meeting

Section: I. Opening Items
Item: C. Approve Minutes from Prior Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Academic Success Committee Meeting on May 29, 2024

DRAFT



Navigator Schools

Minutes

Academic Success Committee Meeting

Date and Time

Wednesday May 29, 2024 at 4:00 PM

Location

[Join Zoom Meeting](#)

ID: 98993559246

Passcode: 630571

[\(US\) +1 301-715-8592](#)

Passcode: 630571

Meeting host: ami.ortiz@navigatorschools.org

Join Zoom Meeting:

[https://navigatorschools.zoom.us/j/98993559246?](https://navigatorschools.zoom.us/j/98993559246?pwd=OHUyYcnhBWUF5dndaL09nWFnN2MkxZZz09)

[pwd=OHUyYcnhBWUF5dndaL09nWFnN2MkxZZz09](https://navigatorschools.zoom.us/j/98993559246?pwd=OHUyYcnhBWUF5dndaL09nWFnN2MkxZZz09)

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

Committee Members Present

Chuck Daggs (remote), Claire Grissom (remote)

Committee Members Absent

Alfred Morikang

Guests Present

Ami Ortiz (remote), Caprice Young (remote), Crystal O'Rourke (remote), James Dent (remote), Mariah Butron (remote), Tina Hill (remote), Tom Peraic (remote)

I. Opening Items

A. Call the Meeting to Order

Chuck Daggs called a meeting of the Academic Success Committee of Navigator Schools to order on Wednesday May 29, 2024 at 4:05 PM.

B. Record Attendance and Guests

C. Approve Minutes from Prior Meeting

Claire Grissom made a motion to approve the minutes from Academic Success Committee Meeting on 03-27-24.

Chuck Daggs seconded the motion.

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

D. Opening Comments from Chief Academic Officer

CAO James Dent introduced three topics.

1. ELA Curriculum
2. Multilanguage Learner Priority
3. Academic Team Staffing Updates

II. Academic Topics

A. English Language Arts (ELA) Adoption Update

ELA curriculum adoption process.

Navigator will deepen educator knowledge on Science of Reading, review curriculum, and pilot a curriculum during the 24-25 school year.

A team of educators and leaders across the network met at Gilroy Prep today on May 29th for curriculum exploration. A survey was completed that will be used to inform next steps in which curriculum Navigator adopts.

B. 2024-25 Academic Priority - Multi-language Learners

The academic priority next year will be Multilanguage Learners. James Dent provided background information on the California Dashboard assessment, ELPAC. Navigator results on this assessment during the 23-24 school year helped inform this priority for the 24-25 school year.

James Dent shared information regarding California dashboard information over the last two academic years, followed by growth goals for each school site next year. Dr. Young recommends that Navigator aims for the highest ratings (blue) according to state indicators.

C. 2024-25 Academic Team Staffing Updates

James Dent reported that Crystal O'Rourke will be moving to Interim CAO. Andi Hernandez will be transitioning into the Director of School's position. There are a few openings at the support office level. James Dent also reported that Navigator will be providing support to additional out-of-network school sites through Navi Impact.

III. Closing Items

A. Schedule Next Committee Meeting

Tom Peraic stated the next meeting will be September 16th, 2024. It will focus on any new information from the 23-24 school year in addition to reviewing the first few weeks of the 24-25 school year.

B. Adjourn Meeting

Chuck Daggs made a motion to Adjourn Meeting.

Claire Grissom seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:37 PM.

Respectfully Submitted,
Tom Peraic

Documents used during the meeting

- Academic Excellence Committee 5-29-24.pdf

Coversheet

Unit 1 Data & WIG Updates

Section: II. Academic Topics
Item: A. Unit 1 Data & WIG Updates
Purpose: Discuss
Submitted by:
Related Material: NS Academic Success Committee Dec 2024 WIG and Unit 1 Data.pdf



Academic Success Committee

12-9-24

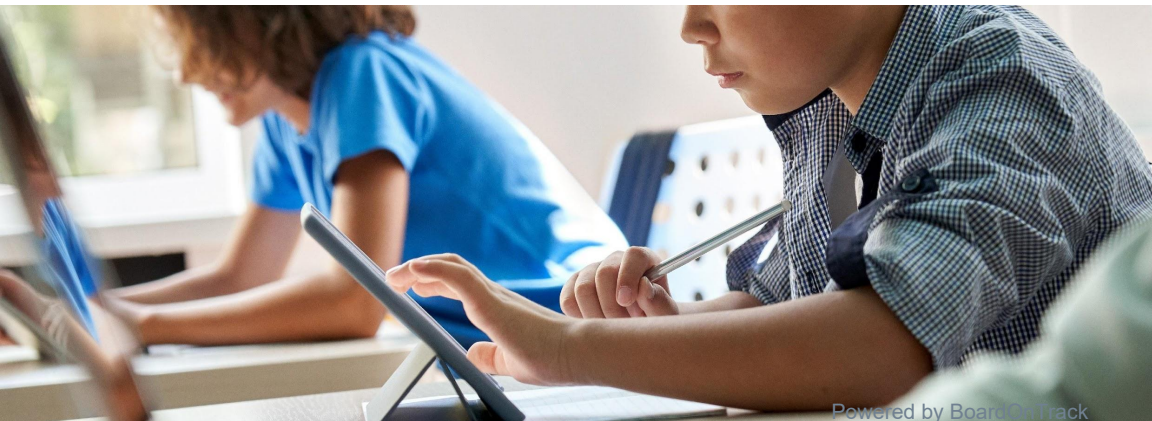


Executive Summary - CO

Our sites and support office teams worked hard during our first unit to launch our priorities, including Multilingual Learner Success and Acceleration for All. Leaders and teachers used professional development time in November to do data stepbacks and action plan for improvement based off of STAR and unit assessment data. Positive Unit 1 growth in both math and ELA is reflected across the network for all students, including our ML scholars!

Today's Topics:

1. Unit 1 Data (CO)
2. CA Dashboard (CO)
3. High School Model (CY)





Topic 1: WIG updates + Unit 1 Data

Multilingual Learners: Org-Wide Wildly Important Goal (WIG)

Why: Disaggregated results on SBAC, ELPAC, STAR, and the CA Dashboard all show a gap in our English Learner Progress

What (WIG): All ML students classified as “English Learners” will grow one level on the ELPAC or maintain a Level Four in order to achieve RFEP status and get to Green on the CA Dashboard.

How (Lead Measures):

- Designated ELD - English 3D
- Integrated ELD - Structured Student Talk
- Frequent formative assessment and data analysis
- Strong and focused coaching support
- Honor and celebrating learning multiple languages - (eg Duolingo Club for staff and students, translation for all comms)

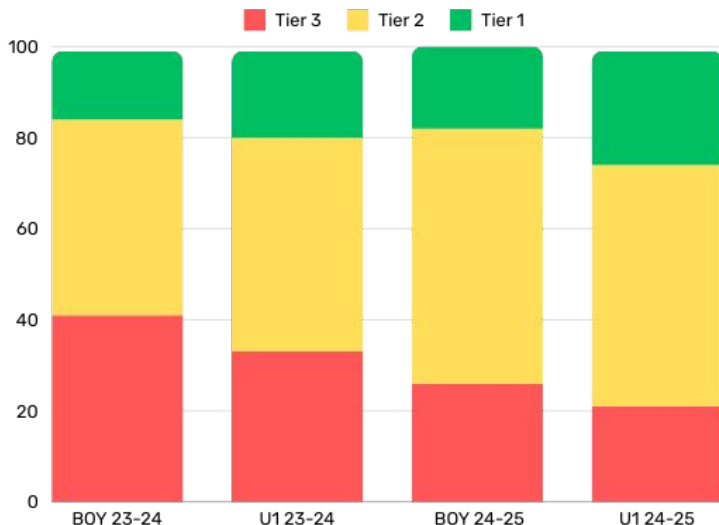


* Multilingual Learners at Proficiency in ELA Comparison between 23-24 & 24-25 Network Wide

Multilingual Learner Student Population 23-24: 566

Multilingual Learner Student Population 24-25: 525

STAR ELA Assessment
Percent of Students by Tier



STAR Growth

Navigator campuses started the 24-25 school year with significantly less students at Tier 3 compared to the 23-24 school year. (BOY 23-24: 41%, BOY 24-25: 26%)

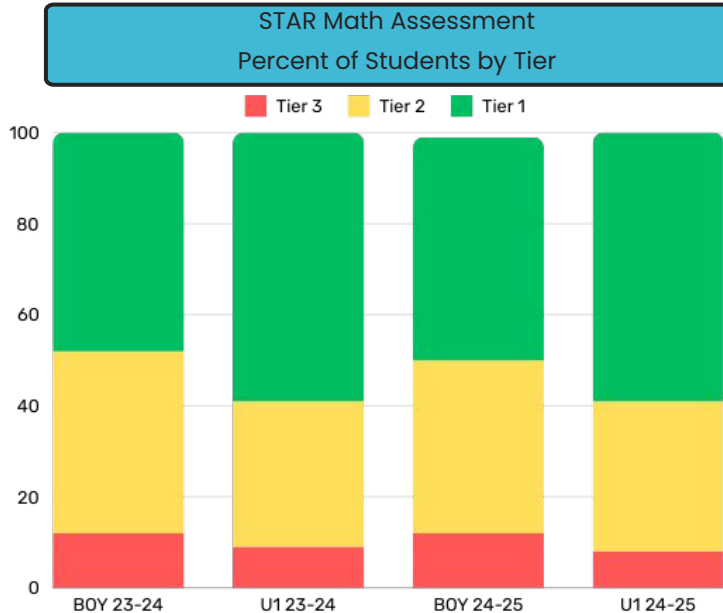
As a network, we made 4% points growth in Tier 1 in this timeframe during 23-24, and 7% points growth in Tier 1 in this timeframe during this school year. (23-24: 15% to 19%, 24-25: 18% to 25%)



Multilingual Learners at Proficiency in Math Comparison between 23-24 & 24-25 Network Wide

Multilingual Learner Student Population 23-24: 566

Multilingual Learner Student Population 24-25: 525



STAR Growth

12% growth to Tier one in both 23-24 (31% to 43%) and 24-25 (26% to 38%).

8% Decrease in Tier 3 in 23-24 (39% to 31%) and 13% Decrease in Tier 3 in 24-25 (43% to 32%).

In 23-24 31% of students began the year in Tier 1 compared to 26% in 24-25.

**Navi ML scholars
showed more
growth in Unit 1,
particularly in ELA,
compared to last
year!**

Contributing factors related to ML growth:

- **We expanded network-wide professional development** in both designated and integrated ELD, with sessions tailored by subject.
- **Grade-level specific ELD coaching was provided during teacher release days** for individualized support.
- **ML Coordinator dedicated office hours** with for ongoing guidance and support.
- There are **regular monthly check-ins between site leadership teams and ML Coordinator** to ensure alignment and address emerging needs.
- We are **fully implementing designated ELD curriculum** across all Humanities classrooms network-wide.
- **Educators are using ELPAC scores** to inform small group creation and to deliver targeted instruction.

New supports for Unit 2

- **Enhanced focus on grades 6th-8th in designated and integrated ELD planning** with teachers to ensure optimal targeted instruction.
 - **Expansion of grade-level specific ELD coaching during teacher release days**, extending support from Humanities to **include Math sessions**.
 - **Mid-year Designated ELD assessments** to monitor progress.
 - **ELPAC test preparation**, incorporating both in-class activities and structured support for families at home.
 - **Work with teachers whose students made significant growth to determine best practices** to support our multilingual learners.
-



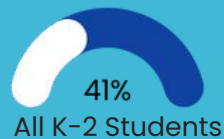
Additional Unit 1 Data for Reference (see skipped slides)



K-2 Students Navigator Schools Humanities

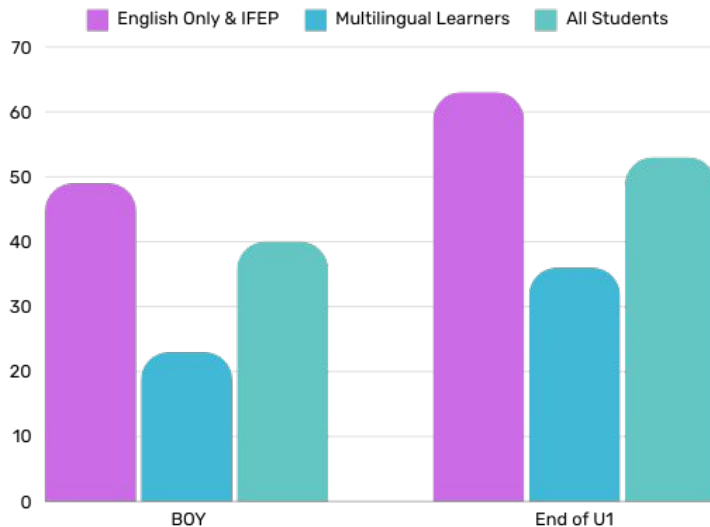
K-2 student Population: 675
Multilingual Learners: 274

Students at Fluency Goal



STAR Reading Assessment

Percent of students proficient by subgroup



STAR Growth

13% increase in the number of students reaching Tier 1 across all subgroups.

8% reduction in students at Tier 3 among Multilingual Learners.

Doubled Multilingual Learners growth to Tier 1 compared to 23-24 data (6% to 12%).



3-5 Students Navigator Schools Humanities

3-5 Student Population: 621

Multilingual Learners: 198

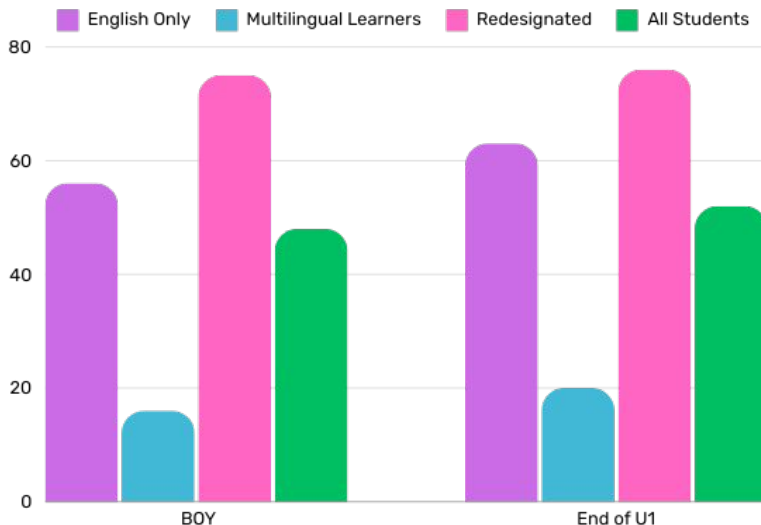
Redesignated Students: 95

Students at Fluency Goal



STAR Reading Assessment

Percent of students proficient by subgroup



STAR Growth

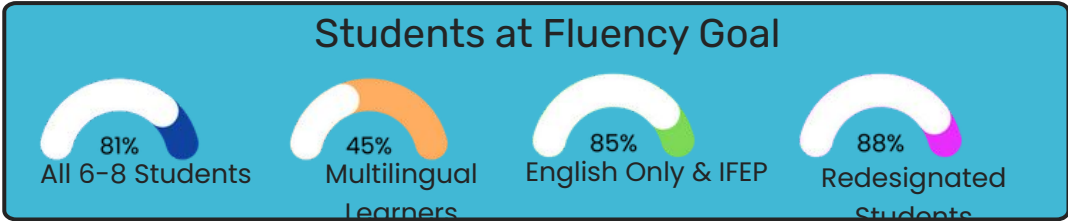
Multilingual Learners grew 4x as much as compared to this time last year (1% to 4%).

Redesignated students outperformed all other groups, with 75% of the subgroup continuing to show proficiency.

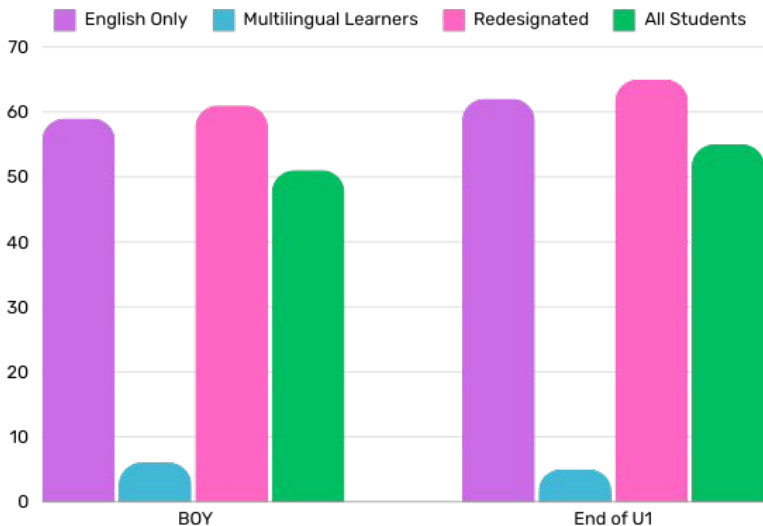
57% of this cohort started the year at proficiency, compared to 36% last year.

6-8 Students
Navigator Schools
Humanities

6-8 Student Population: 475
Multilingual Learners: 80
Redesignated Students: 150



STAR Reading Assessment
 Percent of students proficient by subgroup



STAR Growth

This cohort showed 2% growth this time last year, compared to 4% this year (51% to 55%)

Redesignated students outperformed all other groups, showing the most growth and the highest amount of proficient students. (4% growth and 65% of students proficient.)

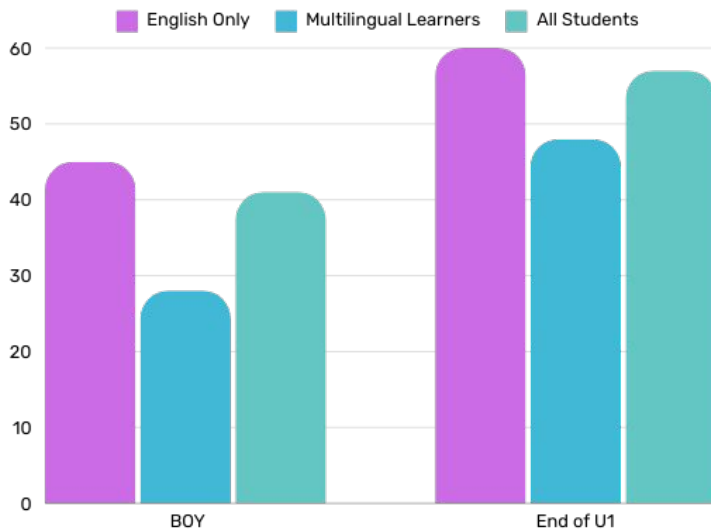
Multilingual Learners only had 3% proficiency this time last year and have 5% at proficiency this year. This is a focus area for U2.

K-2 Students
Navigator Schools
Math

K-2 student Population: 675
Multilingual Learners: 274



STAR Math Assessment
 Percent of students proficient by subgroup



STAR Growth

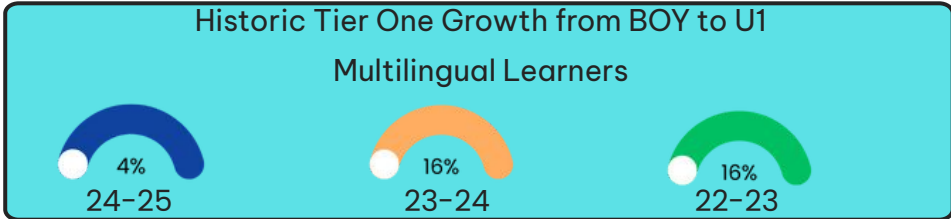
20% Increase in Multilingual Learner Tier 1 proficiency, that is 48 students! (28% to 48%)

Increased Multilingual Learner growth by 4% compared to the 23-24 school year. (16% to 20%)

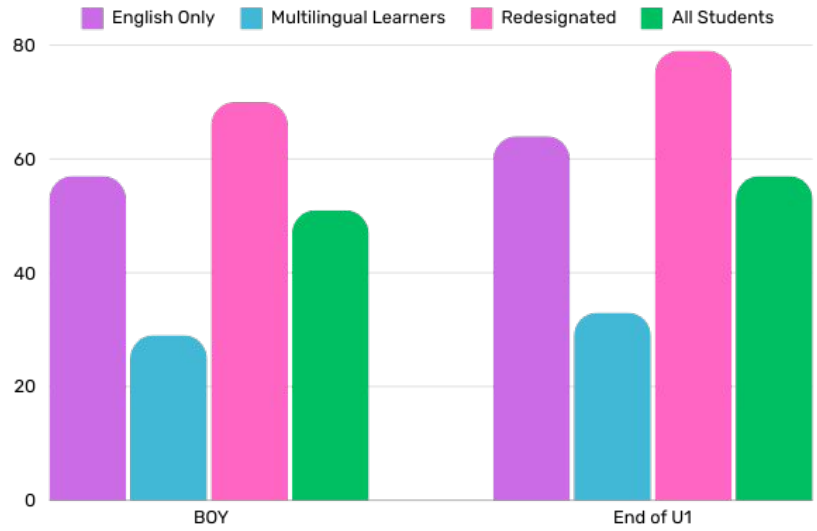
15% increase in English Only students at Tier 1 proficiency. (45% to 60%)

3-5 Students
Navigator Schools
Math

3-5 Student Population: 621
Multilingual Learners: 198
Redesignated Students: 95



STAR Math Assessment
 Percent of students proficient by subgroup



STAR Growth

Multilingual Learners made 4% Growth, an area of focus in U2 as historically this is higher.

Redesignated students grew 9% (70% to 79%).

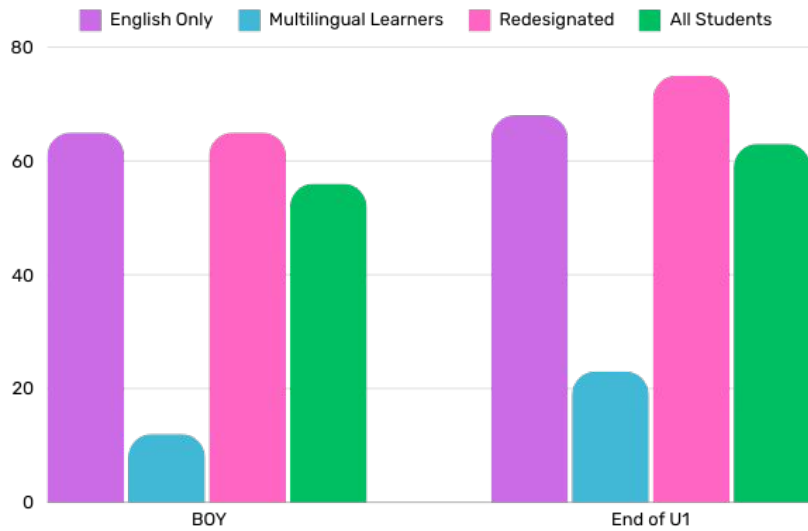
English Only students made 7% Growth.

6-8 Students
Navigator Schools
Math

3-5 Student Population: 475
Multilingual Learners: 80
Redesignated Students: 150



STAR Math Assessment
 Percent of students proficient by subgroup



STAR Growth

Multilingual Learners made 11% growth, consistent with past years. (12% to 23%)

Redesignated students grew by 10% (65% to 75%)

Thank You!



Navigator Schools

Charting a new course in education

Caprice Young, Ed.D.

CEO and Superintendent

(831)833-6627

Caprice.Young@navigatorschools.org

Coversheet

California Dashboard Scores

Section: II. Academic Topics
Item: B. California Dashboard Scores
Purpose: Discuss
Submitted by:
Related Material: NS Academic Success Committee Dec 2024 CA Dashboard Overview.pdf



Academic Success Committee

12-9-24



Topic 2: California State Dashboard Overview



Navigating the Presentation

This report includes our four schools: [Gilroy Prep](#), [Hayward Collegiate](#), [Hollister Prep](#), and [Watsonville Prep](#). Each school's performance is analyzed for 2023 and 2024, with a focus on progress and actionable steps.



Colors determined by percentage of growth AND overall proficiency score. Feel free to review the actual state dashboards in detail at the following links:

The dashboard is the most public report on our academic achievement and drives renewal decisions, but it's complex

Key Indicators Tracked:

- Chronic Absenteeism
- Suspension Rates
- English Learner Progress
- State Standards Implementation
- Parent Engagement, School Climate, and Broad Course Access
- English Language Arts and Math SBAC Performance

Why it Matters: Highlight strengths and growth. Supports data-driven decision-making to improve student outcomes.



Gilroy Prep School

Indicator	2022-23	2023-24
Chronic Absenteeism	Red	Yellow
Suspension Rate	Orange	Yellow
English Learner Progress	Red	Green
Implementation of Academic Standards	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met
School Climate	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met
Basic Services and Conditions	Standard Met	Standard Met
ELA SBAC	Green	Green
Math SBAC	Yellow	Green

Hayward Collegiate

Indicator	2022-23	2023-24
Chronic Absenteeism	Orange	Orange
Suspension Rate	Blue	Yellow
English Learner Progress	Not Applicable	Not Applicable
Implementation of Academic Standards	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met
School Climate	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met
Basic Services and Conditions	Standard Met	Standard Met
ELA SBAC	Not Applicable	Green
Math SBAC	Not Applicable	Green

Hollister Prep School

Indicator	2022-23	2023-24
Chronic Absenteeism	Red	Yellow
Suspension Rate	Orange	Yellow
English Learner Progress	Red	Green
Implementation of Academic Standards	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met
School Climate	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met
Basic Services and Conditions	Standard Met	Standard Met
ELA SBAC	Green	Green
Math SBAC	Green	Green

Watsonville Prep School

Indicator	2022-23	2023-24
Chronic Absenteeism	Yellow	Orange
Suspension Rate	Yellow	Orange
English Learner Progress	Yellow	Red
Implementation of Academic Standards	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met
School Climate	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met
Basic Services and Conditions	Standard Met	Standard Met
ELA SBAC	Yellow	Yellow
Math SBAC	Orange	Yellow



The nuances of how the state calculates the indicators mask the gains WPS made

ELP Progress:

- ELP Colors determined by percentage of growth AND overall proficiency score.
- ELP Nuances:
 - Reclassification
 - ELPAC Scores
 - Longitudinal ELPAC Scores
 - Timing of Reclassification
- WPS is our Growth Champion across content area so we know they've made progress and we are working towards proficiency.

SBAC Progress:

- ELA: 10% points growth
- Math: 7% points growth

Comparison	ELA	Math
PVUSD	24.98%	17.55%
WPS	48.10%	40.58%



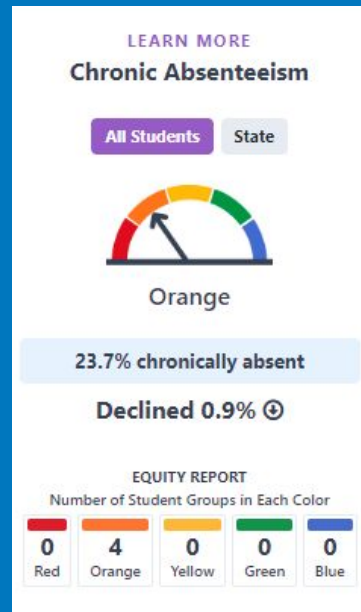
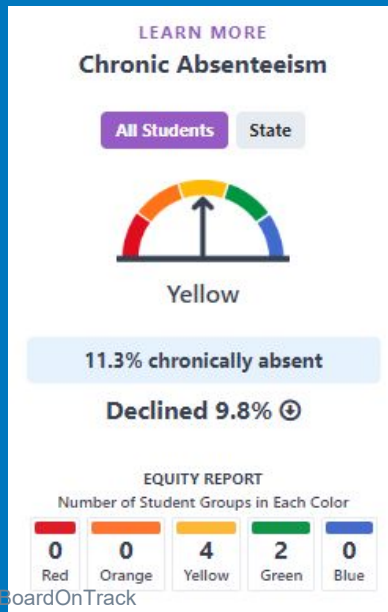
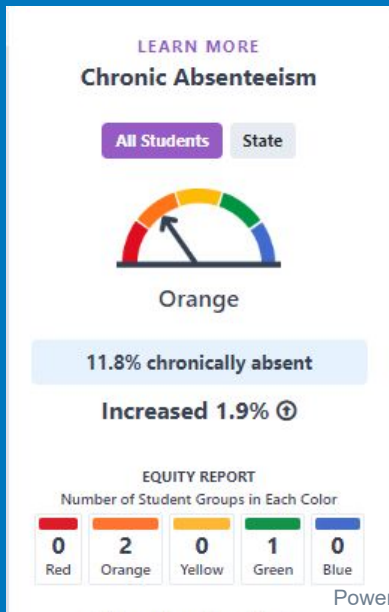
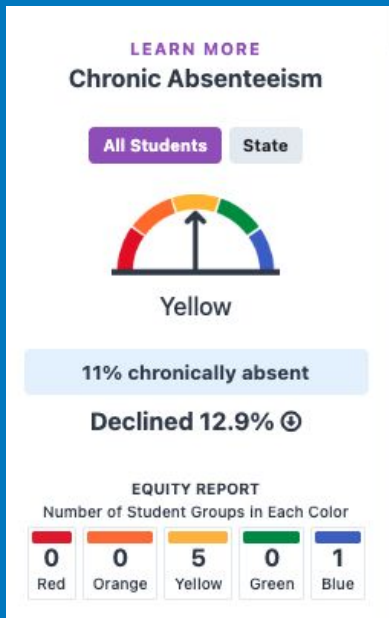
Chronic Absenteeism continues to be a focus and we are utilizing attendance specialists to ensure our most at-risk scholars attend school daily

GPS

HCC

HPS

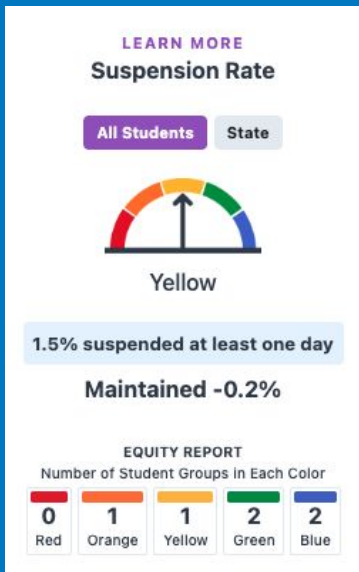
WPS



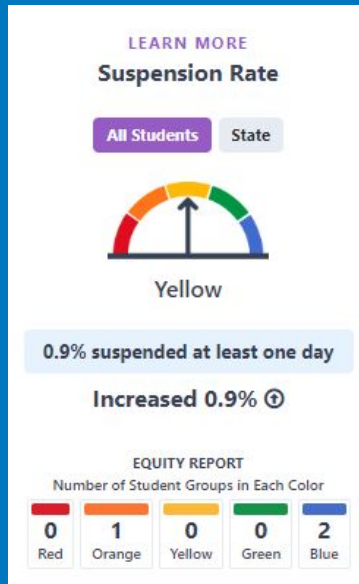


Navigator is dedicated to lowering suspension rates across our campuses. We are prioritizing restorative practices over suspensions, as well as proactive SEL programs like Valor and Second Step.

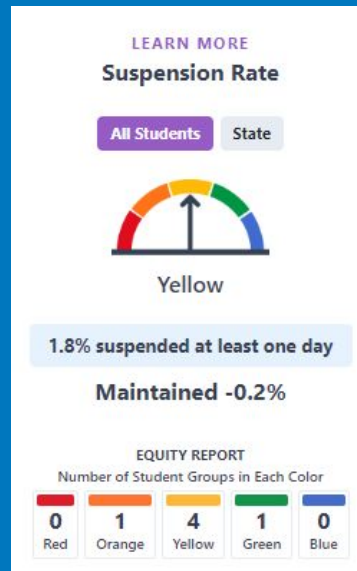
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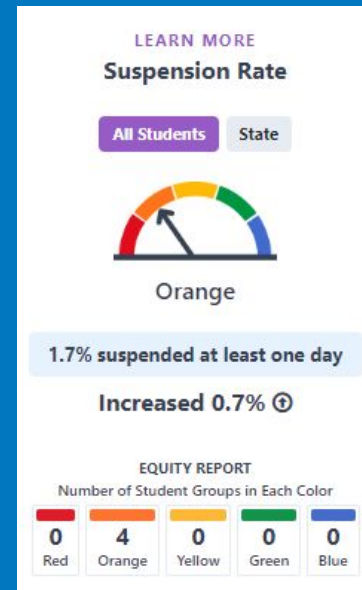
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HPS



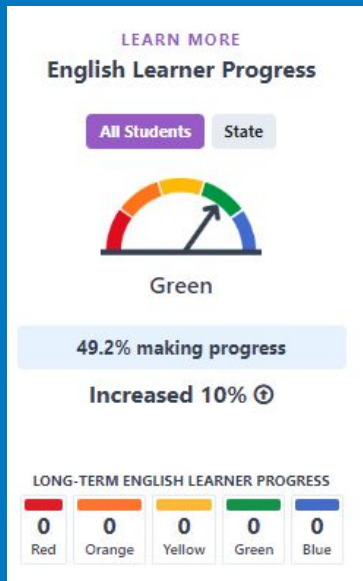
WPS



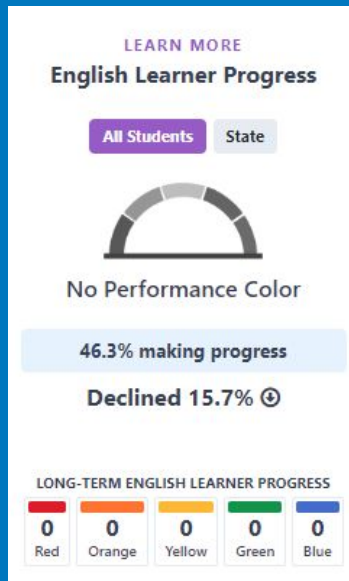


We will continue to invest heavily in professional learning and teacher coaching around best practices to support our Multilingual Learners

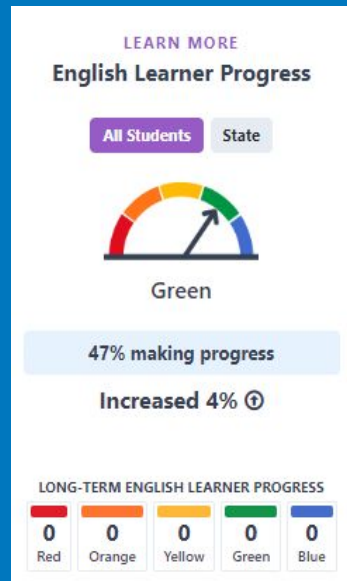
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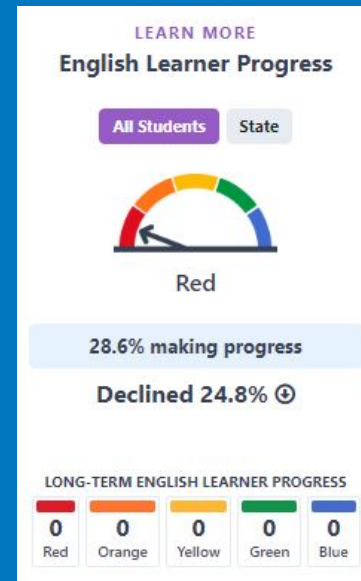
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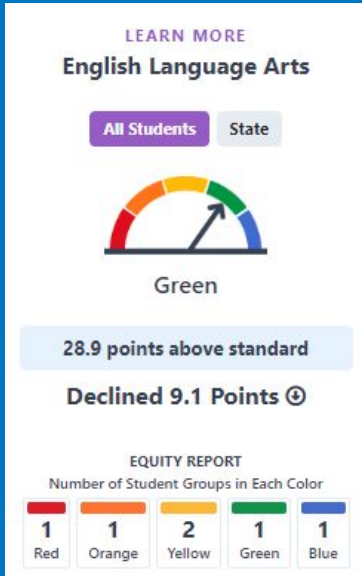
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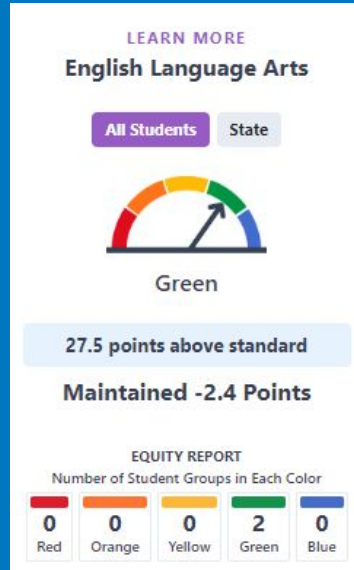


Our goal is to get all schools to Green or Blue in ELA through coaching to rigorous instruction and data-driven practices, and by piloting K-8 curriculum for adoption

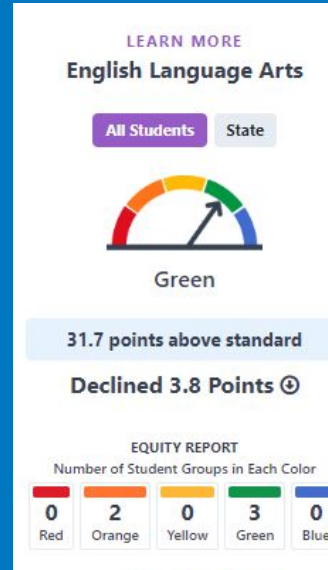
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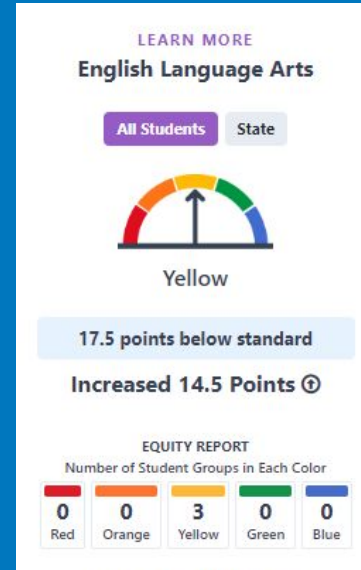
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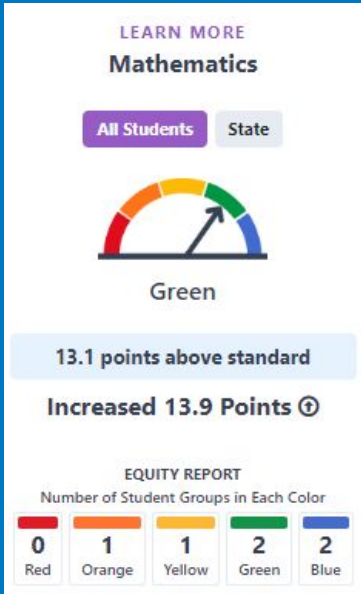
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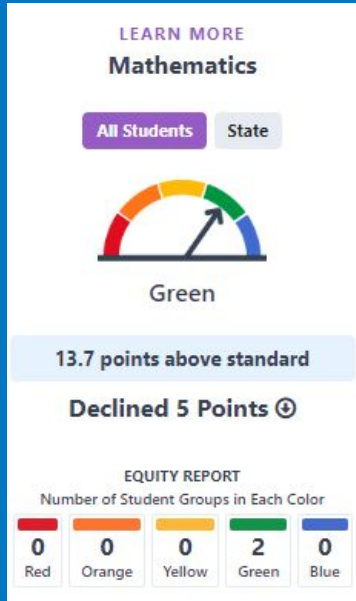


Our goal is to get all schools to Green or Blue in Math through implementation of intellectual lesson prep, strong data-analysis, and spiral instruction

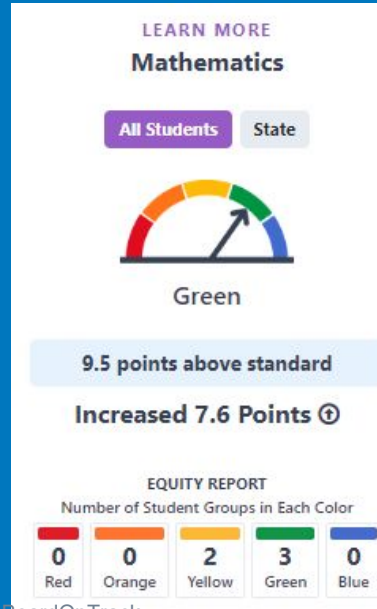
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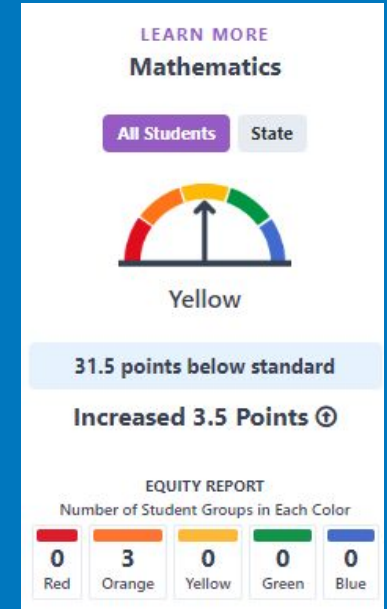
HCC



HPS



WPS



Thank You!



Caprice Young, Ed.D.
CEO and Superintendent
(831)833-6627
Caprice.Young@navigatorsschools.org

Coversheet

High School Plan

Section: II. Academic Topics
Item: C. High School Plan
Purpose: Discuss
Submitted by:
Related Material: NS Academic Success Committee Dec 2024 - High School Plan.pdf



Academic Success Committee

9-16-24



Topic 2: High School Plan



Navigator Public Service Academies

Salinas Prep PSA

Los Banos Prep PSA

OC Prep PSA

Charter public schools developing young people for college and careers in public service



Families love Navi TK-8 schools, but are frustrated that their scholars cannot remain with us through high school so we can keep our college promise. But high schools are difficult to get approved after the initial approval.

As we open new Navigator Schools, we will include the development of 9-12th grade Public Service Academies in our initial charter petitions so we can directly keep our college promise





Navigator Public Service Academies will build on the successful principles developed in Navigator's TK-8 schools, adapting them to the age-appropriate needs of high school students preparing for college and professional careers with an emphasis on making the world a better place.



We are targeting neighborhoods with tremendous needs

District	2023 Population/ Projected Growth 2031	ELA/Math Proficient %	Economically Disadvantaged %	Graduation Rate %	UC/CSU Eligible %
Salinas Union HSD	16,622/+4%	42%/17%	90%	81%	51%
Los Banos USD	10,178/+2%*	33%/18%	78%	94%	42%
Merced Union HSD	11,577/+9%	41%/12%	77%	95%	31%
Orange County	See next slide				
Navigator Schools		61%/51%*	56%	na	na
California	5.8 m/-9%	47%/35%	63%	86%	51%

*8th grade 69%/64%



Orange County is generally affluent but has pockets of poverty and underachievement

Area	# Districts	Opportunity Score	2022-23 Enrollment	5-Year Historic Trend	2031* Projection	% EcoDis	% Black and Latino	% MLL	Charter Share
Santa Ana Unified	1	3.6	43,538	-14%	-9%	73%	96%	41%	16%
Anaheim Union High	6	3.5	53,075	-12%	-19%	74%	72%	30%	3%
Irvine Unified	1	3	33,960	+7%	+29%	20%	15%	12%	1%
Fullerton Joint Union High	5	2.9	33,002	-10%	-20%	41%	64%	18%	0%
Garden Grove Unified	1	2.7	35,556	-12%	+2%	79%	54%	30%	2%
Orange Unified	1	2.5	24,271	-5%	+16%	57%	58%	18%	12%
Capistrano Unified	1	2.5	45,789	-9%	+8%	35%	30%	8%	16%
Tustin Unified	1	2.5	30,322	-9%	+4%	43%	48%	17%	1%
Brea-Olinda Unified	1	2.5	5,339	-1%	+27%	22%	40%	10%	0%
Placentia – Yorba Linda Unified	1	2.5	21,115	-10%	+6%	45%	46%	14%	0%
Newport Mesa Unified	1	2.4	16,431	-16%	-11%	52%	48%	17%	1%
Huntington Beach Union High	5	2.3	37,286	-14%	-23%	31%	33%	17%	1%
Saddleback Valley Unified	1	2.3	22,355	-13%	+6%	43%	39%	19%	3%
Los Alamitos Unified	1	1.9	8,217	-9%	+8%	16%	31%	2%	0%
Laguna Beach Unified	1	1.5	2,315	-17%	-	20%	13%	3%	0%

Especially low performing Middle schools (school, location, ELA/M%):

- Sycamore Jr. High, Anaheim 17%/5%
- R.A. Villa Fundamental Intermediate, Santa Ana, 24%/8%
- Valadez MS, Placentia, 41%/11%
- C.W. Tewinkle MS, Costa Mesa, 32%/27%
- Willard Intermediate, Santa Ana, 8%/4%
- Yorba MS, Orange, 28%/19%



All of these neighborhoods need Navigator

Specific Challenges:

Existing high schools have reasonable completion rates but low college eligibility rates

More than two-thirds of middle schoolers enter high school unprepared

Assuming a ninth-grade class of 120, with half of the Navi 8th grade class (30 students) remaining with us and the rest of the seats being taken by non-Navi students, we can expect the entering class to include:

- 50 students at or above 9th grade ready

- 30 students below 9th grade ready

- 40 students significantly below 9th grade ready

Our high school will focus on engaging students where they are and accelerating their learning in the early years of high school so that they all can participate in college level work by 11th grade, with some participating in college level work from the start. A critical part of the strategy is connecting to students' desire to make a difference in the world through relevant pathways.



Public service is a thriving job sector with strong pathways for upward mobility

In 2023, the United States government employed more than 21.8 million people, with the majority (19 million) working for state and local governments. According to the Census Bureau's American Community Survey (2019), **2.5 million Californians worked in government.** These statistics do not include people who work for businesses contracted by the government to carry out the work of the people.

The diversity of government jobs is tremendous, with people working as teachers, health care workers, project managers, engineers, community/economic developers, resources managers, transportation providers, public safety, military, and policymakers.

These vital roles allow our society to function efficiently, pay well (with good benefits), and engage people who want to make a difference, but they are jobs students rarely consider. The Public Service Academies will prepare students for college and careers in public service, including developing a specialty in a high-need skill set that will hold their interest and potentially help pay for college.



Now more than ever, we need a high school educational option that values and develops student dedication to community service, civic engagement, honor, and excellence.

All students will complete a rigorous, relevant college-prep program

- ★ Pathways in versatile concentrations: Education, Health Sciences, Project Management, and Individual Studies
- ★ Front-loaded government and economics coursework
- ★ 10th Grade AP Research seminar on a student-selected policy issue
- ★ Flexible scheduling and completion timelines to provide intervention and/or acceleration
- ★ Real-life internships, apprenticeships, community service, and work/study
- ★ Leadership and Durable Skills portfolio
- ★ Summer program guidance and college counseling
- ★ ACT, PSAT, and SAT preparation
- ★ Social and Emotional Learning through Valor and Advisory
- ★ Dual enrollment with colleges, guided by mentor teachers
- ★ Special education through full-inclusion, accommodations, and required special services

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We have selected a core group of concentrations based on community needs and employment trends

Education

Students in this pathway will complete a college-level program in Early Childhood Development, enabling them to matriculate or transfer into a baccalaureate degree program in Child Development or a related field of study, like education, psychology, social work, or research. Students will complete apprenticeships enabling them to obtain a California Child Development Teacher Permit and meet the standards set forth by the National Association for the Education of Young Children. Students will participate in professional development side-by-side with certificated teachers and in tutoring younger students as part of their apprenticeships.

Project Management

Students in this pathway explore infrastructure and community development careers, earning a project management certification from Arizona State University. This program qualifies students to work directly in fields requiring the ability to plan and manage projects from beginning to end using leadership skills and project management software. Many students will choose to continue their education with a four-year baccalaureate degree in engineering, climate studies, or logistics, and others will choose apprenticeship programs in specific fields such as energy, telecommunications, construction, or transportation.

Health Sciences

Students in this pathway explore college-level courses in the health sciences, earning a certification in one of several health science-related industries, including biotechnology or pre-nursing. The program qualifies the students to go on to two-year health specializations leading directly to careers in the health sciences or four-year baccalaureate degree programs in the sciences.

Individual Studies

Students in this pathway will work with our faculty to design their own individual pathways based on their unique interests and drawing on locally available and online college courses. Students in this pathway also may choose to study various career options as they discover what is most interesting to them. Specific certifications could include real estate, technology, law, military service preparation or something else of the student own choosing. The Individual Studies pathway will include a senior year capstone project in public policy.

In addition to their concentration, all students will complete a foundational program consisting of the a-g courses required for UC/CSU eligibility

	9th	10th	11th	12th
Foundation	English/Portfolio (10 credits) Leveled Math/Technology (10) Spanish (10) PE/Dance (10) Government (5) Economics (5) Ethnic Studies/Arts (5) Health/CPR (5)	AP Research Seminar/Portfolio (10) Leveled Math (10) Spanish (10) World History via Concentration Themes (10) PE/Dance (10)	English/Portfolio (10 credits) Leveled Math (10) Spanish (optional) (10) US History via Concentration Themes (10)	English/Portfolio (10 credits) Statistics/Calculus (10) Spanish (optional) (10) Senior Capstone Project (10)
Education	Intro to Ed Careers(10) Psychology (10)	Biology/Chemistry (10) Certification Courses/ Apprenticeship (20)	Biology/Chemistry (10) Certification Courses/ Apprenticeship (20)	Certification Courses/ Apprenticeship (20-40)
Health Science	Intro to HS Careers(10) Anatomy & Physiology (10)	Biology/Chemistry (10) Certification Courses (20)	Biology/Chemistry (10) Certification Courses (20)	Certification Courses/ Apprenticeship (20-40)
Project Management	Intro to PM Careers(10) Environmental Science (10)	Physics (10) and/or Certification Courses (20)	Engineering (10) Accounting (10) Certification Courses (10)	Certification Courses/ Apprenticeship (20-40)
Individual Studies (must meet A-G)	Intro to IS Careers(10) Curated Selection (10)	Curated Selection (30)	Curated Selection (40)	Certification Courses/ Apprenticeship (20-40)

Certification pathways will be completed through community colleges and/or ASU through a mentored instructional model

Our mentored instructional model includes Navigator providing a mentor teacher for students taking in-person and online college courses. The mentor teacher meets with the students weekly as a group and is available to provide individual support so that the students gain the academic and executive function skills needed to succeed in a college environment.

Examples of Certifications

<p>AA + Certificate in Child and Adolescent Development (Santiago Canyon College)</p>	<p>Biotechnology Certification (Hartnell College)</p>	<p>Project Management Certification (ASU)</p>
<p>Courses:</p> <ul style="list-style-type: none"> Child Growth and Development Child, Family, and Community Psychology Statistics and Probability <p>At least 2 of:</p> <ul style="list-style-type: none"> Observation and Assessment for Early Learning and Development Health, Safety, and Nutrition for Children Infant/Toddler Growth and Development Living and Teaching in a Diverse Society 	<p>Courses:</p> <ul style="list-style-type: none"> Intro to Genetics Intro to Biotechnology Biotechnology II: Advanced Laboratory Techniques and Theory Introduction to Organic and Biochemistry 	<p>Courses:</p> <ul style="list-style-type: none"> Intro to Project Management Project Schedule Management Project Cost Management Resources in Project Management

Students who enter 9th grade with academic gaps will receive personalized small group instructional support and more time

Every student can gain the skills to study what they love. Post-pandemic, a multitude of courses and resources are available in local communities and online. Once students gain the academic and executive functioning skills to access those resources, the world of opportunities opens wide.

Navigator Public Service Academies teach students how to learn independently through our Squads model in foundational courses and through mentor teachers in their concentration courses. By the time they graduate, they will have proven to themselves and the world that they can successfully pursue their dreams.

Intervention strategies:

- Lighter course loads to provide extra time for Read 180/Math 180 intensive supports individually and in small groups
- Tutoring
- Summer courses
- More time: Some students, in consultation with their counselor and guardians, will choose to pursue their high school diploma over five years in order to regain the learning lost during the pandemic. This decision is usually made during ninth grade when the instructional teams first identify student needs. We want to make sure all students earn a meaningful diploma and graduate college-ready.

Mentor teachers open the door to early college

★ Mentor teachers are coaches that walk along beside students taking college courses online or in person. While the college faculty are the instructors of record, our mentor teachers meet regularly with their students to help them adapt to college level learning, for example, selecting courses, understanding what a syllabus is and how to use it, pacing study and preparation, getting help, meeting expectations, and developing executive function skills.



Each cohort of students will have an advisor who stays with them throughout the program

Navigator Schools - Academic Success Committee Meeting - Agenda - Monday, December 9, 2024 at 1:00 PM

- ★ Advisors will stick with student cohorts throughout their high school years.
 - Know the strengths, challenges, and aspirations of each student
 - Lead Valor Circles weekly
 - Provide academic, summer, internship, and college planning guidance
 - Support the development of each student's Durable Skills portfolio
 - Be a trusted adult to work through the inevitable challenges of teenage years

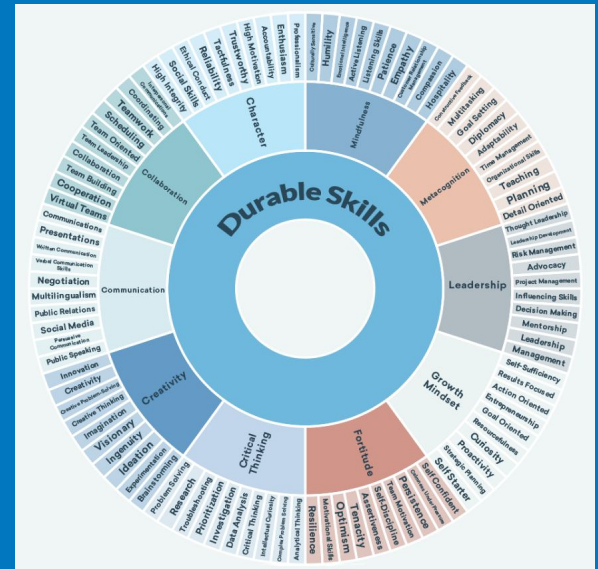


All graduates will have developed a Durable Skills portfolio



The America Succeeds Durable Skills portfolio model supports students in providing evidence of their employability and accomplishments beyond their academic transcripts. A portfolio is a collection of artifacts (projects, videos, photos, letters of reference, etc.) students can share with colleges and employers.

- ★ America Succeeds ran 100 terms through more than 80 million job postings to unequivocally prove what we had known all along - Durable Skills are in demand regardless of industry sector, occupational type, educational attainment level, or geography.
- ★ Durable Skills are 7 of the top 10 most requested skills in job postings.
- ★ The top 5 Durable Skills are requested nearly 5 times as often as the top 5 hard or technical skills. They include: communication, leadership, metacognition, critical thinking and collaboration.



Navigator will use a variety of measures to assess student progress and school performance

Measure	Purpose
Pre-ACT and ACT (% of students scoring 25+ by 12th grade)	Gage student progress towards college readiness
PSAT (10 & 11) and SAT (% of students scoring 1250+ by 12th grade)	Gage student progress towards college readiness and qualify for scholarships
90% Students graduating with a professional certification	Ensure students gain skills to pursue a living wage career
90% Students graduating having completed some college credits	Ensure that students successfully experience college rigor
90% Students graduating having completed an apprenticeship, work/study, or internship	Ensure that students understand workplace culture and professional expectations
4-year completion rate (>60%), 5-years completion rate (>98%)	Ensure that students are progressing according to their individual plans
State Testing (>80% proficient or advanced)	Ensure that 11th graders are gaining the required skills
Twice-annual stakeholder surveys, attendance (>90%)	Measure satisfaction and engagement



Sports will focus on lifetime health

Initially, we will focus the physical education program on overall lifetime health through sports requiring little capital investment: running, dance, weight training, yoga, martial arts, basketball, and volleyball.

Over time, we hope to add some combination of social sports (golf, tennis) clinics, expanded team sports (soccer, baseball/softball), and eventually scholarship sports (lacrosse, ice hockey, rugby and/or rowing) if we can find access to suitable facilities, funding, and staff.



Enrollment will grow over four years to 520

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
9A	120	120	120	120	120	120
9B		40	40	40	40	40
10A		80	80	80	80	80
10B			40	40	40	40
11A			80	80	80	80
11B				40	40	40
12A				80	80	80
12B					40	40
	120	240	360	480	520	520
GRADS				80	120	120
CUMULATIVE GRADS				80	200	320

Questions and Feedback



Navigator Schools

Charting a new course in education

Thank You!



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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.