Navigator Schools

Board Meeting

Date and Time

Monday October 26, 2026 at 6:00 PM PDT

Teleconference Locations:

1. Gilroy Prep School, 277 I.O.O.F. Avenue, Gilroy, CA 95020
2. Hayward Collegiate, 166 West Harder Road, Hayward, CA 94544
3. Hollister Prep School, 881 Line Street, Hollister, CA 95020
4. Watsonville Prep School, 407 Main Street, Watsonville, CA 95076
5. Orange County Prep, 1821 N. Grand Avenue, Santa Ana, CA 92705
6. 3410 Moraga Boulevard, Lafayette, CA 94549
7. 1092 Cathcart Way, Stanford, CA 94305

Members of the public who wish to access this board meeting online may do so here:

Join Zoom Meeting
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ID: 93320217458
passcode: 023461

Join by phone
(US) +1 646-876-9923
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93320217458@zoomcrc.com
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Joining notes:
Joining instructions

Meeting host: christopher.copus@navigatorschools.org

Join Zoom Meeting:
https://navigatorschools.zoom.us/j/93320217458?pwd=9gjqC7LI7Dhuk4WtJ3pOOqI8kL0lqK.1&jst=2

This meeting will be held in compliance with the Brown Act. Individuals in need of a disability-related accommodation, modification, or auxiliary aid/service, should direct requests to compliance@navigatorschools.org. 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.

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Los miembros del público que deseen proporcionar comentarios generales o comentarios sobre un punto específico de la agenda deberán registrarse en la lista de comentarios públicos antes de que se considere dicho punto. Se solicita a los miembros del público que planeen asistir por teléfono que confirmen su intención de hacer comentarios hasta una hora antes de la reunión por correo electrónico a compliance@navigatorschools.org.

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razonables. La agenda y los documentos públicos se modificarán previa solicitud, según lo requerido por la Sección 202 de la Ley para Estadounidenses con Discapacidades.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
	Opening Items			
A.	Call the Meeting to Order		Board Chair	1 m
	The Board Chair will call the meeting to order.			
B.	Pledge of Allegiance		Board Chair	1 m
	Board and attendees will recite the Pledge of Allegiance.			
C.	Record Attendance and Guests		Board Chair	1 m
	The Board Chair will initiate confirmation of attendance via roll call.			
D.	Approve Minutes	Approve Minutes	Nora Crivello	1 m
	Approve minutes for Board Meeting on September 14, 2026			
E.	Remarks of the Board Chair		Board Chair	3 m
	The Board Chair will provide brief opening remarks.			
II.	**Organizational Updates**			**6:07 PM**
A.	Navigating Together: School Openings and Priorities	Discuss	Andrea Hernandez	10 m
	Andrea Hernandez, Director of Schools, will report on school opening and progress on school priorities, including implementation of CORE 3, instructional use of data, enrollment, and school culture. The update will highlight progress, challenges, and next steps.			
B.	President Update	Discuss	James Dent	10 m
	James Dent, Interim President, will provide an update on attendance and chronic absenteeism, interventions underway, and implementation of the financial stabilization			

		Purpose	Presenter	Time

plan, including expense reductions, spending controls, impacts on school and staff, and next milestones.

C. Chief Executive Officer Update — Discuss — Malka Borrego — 10 m

Malka Borrego, Chief Executive Officer, will provide an overview of organizational priorities, authorizer matters, and charter renewals. The update will include the response to an authorizer's letter of concern, actions completed, outstanding commitments, and next steps. Renewal updates will address preparation, submission, and hearing timelines, outstanding requirements, and Board involvement.

III. Public Comment — 6:37 PM

A. Public Comment — FYI — Board Chair — 30 m

Members of the public may provide general public comment or comment on a specific agenda item, consistent with the meeting's public comment procedures.

IV. Consent Agenda — 7:07 PM

A. Consideration of Consent Agenda Items — Vote — Tom Peraic — 5 m

The Board will consider and vote on the Consent Agenda:

1. Approval of East West Bank Extension of Line of Credit
2. Ratification of Submission of WPS Charter Renewal Petition
3. Amended Resolution BP_2026-2 re OCP EFT
4. ACOE Notice of Concern and Ratification of Submission of Response
5. Revised Board Policy #113B re Short Term IS Written Agreement
6. Ratification/Receipt of Williams Reports
7. Revised Board Policy #136 re Student Grading/Promotion/Placement/Retention Policy
8. Water Consumption Policy
9. Education Protection Account Resolution

V. Financial Matters — 7:12 PM

A. Financial Update — Discuss — Nick Miller — 15 m

Finance staff will present the latest available financial statements, budget-to-actual results, significant variances, cash flow projections, and financing updates.

		Purpose	Presenter	Time
B.	Consideration of Revised FY 2026-27 Budget	Vote	Nick Miller	15 m

The Board will review and consider approval of the revised budget, including changes to revenue and expense assumptions, planned reductions, and the projected financial position.

C.	Finance Committee Report	Discuss	Chuck Daggs	5 m

Chuck Daggs, Chair of the Finance Committee, will share the committee's review of financial matters, committee updates, and recommendations for ongoing oversight.

VI. Governance Matters — 7:47 PM

A.	Governance Committee Report	Discuss	Nora Crivello	5 m

Nora Crivello, Chair of the Governance Committee, will present updates and recommendations, including governance priorities and leadership transition planning.

B.	Election of Treasurer	Vote	Nora Crivello	5 m

The Board will consider the election of Chuck Daggs as Treasurer.

VII. Closed Session — 7:57 PM

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

The Board Chair will announce the reason for the closed session and the Board will vote to enter the closed session:

1. Anticipated Litigation - One Case

B.	Closed Session	Discuss	Board Chair	30 m

The Board will engage in closed session discussions.

C.	Return to Open Session	FYI	Board Chair	1 m

The Board Chair will announce action taken during the closed session, if any.

VIII. Closing Items — 8:29 PM

A.	Adjourn Meeting	Vote	Board Chair	1 m

The Board Chair adjourn the Board meeting.

Coversheet

Approve Minutes

Section: I. Opening Items
Item: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on September 14, 2026

APPROVED

Navigator Schools

Minutes

Board Meeting

Date and Time
Monday September 14, 2026 at 6:00 PM

Location
277 I.O.O.F. Ave, Gilroy, CA 95020

Teleconference Locations:

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Joining notes:
Joining instructions

Meeting host: christopher.copus@navigatorschools.org

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https://navigatorschools.zoom.us/j/93320217458?pwd=9gjqC7LI7Dhuk4WtJ3pOOqI8kL0lqK.1&jst=2

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Directors Present
Alice Flores, Anthony Di Vittorio, Chuck Daggs, Claire Grissom, Kari Yeater, Margaret “Macke” Raymond (remote), Nora Crivello, Rosie Arroyo, Shara Hegde

Directors Absent
None

Guests Present
Andrea Hernandez, James Dent (remote), Kris Saavedra, Malka Borrego, Melissa Alatorre Alnas, Nick Miller (remote), Tom Peraic

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I. Opening Items

A. Call the Meeting to Order

Nora Crivello called a meeting of the board of directors of Navigator Schools to order on Monday Sep 14, 2026 at 6:04 PM.

B. Pledge of Allegiance

A Gilroy Prep School middle school student led the Pledge of Allegiance.

C. Record Attendance and Guests

D. Navigating Together

Andrea Hernandez, Director of Schools, shared a report on the launch of the school year. The presentation reflected on the prior year, introduced the “Navigate Together” theme, highlighted the organization’s focus on students and staff, and included Navigator alumni sharing their postsecondary plans.

E. Interim Chief Executive Officer Update

Malka Borrego, Interim Chief Executive Officer, provided an update on Navigator’s organizational transition and early priorities. She reported that Navigator was not yet financially stable and described work underway to improve financial visibility, strengthen internal controls, complete the audit, support school renewals, and clarify leadership

responsibilities. She also recognized the leadership team and school principals for supporting students and families through significant organizational change.

F. Update on Organizational Health

James Dent, Interim President, provided an update on organizational health focused on academics, financial health, enrollment, and culture. He described a continued focus on Navigator's core instructional practices and data cycles, increased budget visibility and accountability, daily monitoring of enrollment, and the launch of a cross-site Navigator Advisory Committee to strengthen staff communication and voice.

G. Remarks of the Board Chair

Nora Crivello, Board Chair, provided opening remarks regarding the Board's responsibility for oversight, transparency, engagement, and keeping students at the center of decisions. She also explained the temporary pause in committee meetings during the Board transition and organizational stabilization work.

Margaret "Macke" Raymond made a motion to approve the minutes from Special Board Meeting on 06-30-26.

Alice Flores seconded the motion.

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

Roll Call

Kari Yeater	Aye
Chuck Daggs	Aye
Margaret "Macke" Raymond	Aye
Rosie Arroyo	Aye
Alice Flores	Aye
Anthony Di Vittorio	Absent
Claire Grissom	Aye
Nora Crivello	Aye
Shara Hegde	Aye

Margaret "Macke" Raymond made a motion to approve the minutes from Board Meeting on 06-15-26.

Alice Flores seconded the motion.

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

Roll Call

Claire Grissom	Aye
Anthony Di Vittorio	Absent
Kari Yeater	Aye
Nora Crivello	Aye
Shara Hegde	Aye
Alice Flores	Aye
Rosie Arroyo	Aye
Chuck Daggs	Aye
Margaret "Macke" Raymond	Aye

Margaret “Macke” Raymond made a motion to approve the minutes from Special Board Meeting on 06-28-26.
Alice Flores seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
Claire Grissom	Aye
Rosie Arroyo	Aye
Alice Flores	Aye
Chuck Daggs	Aye
Kari Yeater	Aye
Anthony Di Vittorio	Absent
Margaret “Macke” Raymond	Aye
Nora Crivello	Aye
Shara Hegde	Aye

II. Governance Matters

A. Celebration of Claire Grissom's Service to Navigator Schools

Nora Crivello made a motion to approve the resolution recognizing Claire Grissom’s service to Navigator Schools.
Shara Hegde seconded the motion.
The Board Chair recognized Claire Grissom for her service to Navigator Schools and read a resolution honoring her contributions. Claire Grissom shared reflections with the Board. This matter was considered and the vote taken after Brown Act training.
The board **VOTED** to approve the motion.

Roll Call	
Nora Crivello	Aye
Margaret “Macke” Raymond	Aye
Chuck Daggs	Aye
Anthony Di Vittorio	Absent
Kari Yeater	Aye
Shara Hegde	Aye
Rosie Arroyo	Aye
Claire Grissom	Abstain
Alice Flores	Aye

B. Introduction of Two New Board Members

The Board Chair introduced new Board members Alice Flores and Kari Yeater. Both members shared brief remarks regarding their backgrounds and interest in supporting Navigator Schools.

C. Brown Act Training

General Counsel Tom Peraic provided Brown Act training. The training addressed the purpose and application of the Brown Act, meeting and quorum requirements, agenda posting, teleconferencing, public participation, and open and closed session requirements.

III. Public Comment

A. Public Comment

One member of the public, Lupe Solis, provided public comment. She welcomed the Interim CEO, expressed interest in collaboration with Hollister Prep families, and invited the Board to visit the Hollister Prep campus and engage with the school community. No additional public comments were received.

IV. Board/Committee Matters

A. Consideration of Amendment to Board/Committee Calendars

The Board reviewed the previously approved Board and committee calendar. No changes were made to the meeting calendar, and no vote was taken on this item.

B. Consideration of Amendment to Committee Assignments

Rosie Arroyo made a motion to approve the committee assignments as amended.
Chuck Daggs seconded the motion.
The Board discussed revisions to committee assignments following changes in Board membership. The proposed assignments included Macke Raymond and Alice Flores on Academic Success; Nora Crivello, Rosie Arroyo, and Chuck Daggs on Finance; Nora Crivello, Kari Yeater, and Shara Hegde on Governance; and Anthony Di Vittorio and Kari Yeater on Audit. Chuck Daggs was designated Chair of the Finance Committee, Anthony Di Vittorio was designated Chair of the Audit Committee, and the Development Committee remained paused pending further exploration.
The board **VOTED** unanimously to approve the motion.

V. Consent Agenda

A. Consideration of Consent Agenda Items

Margaret “Macke” Raymond made a motion to approve the Consent Agenda.
Alice Flores seconded the motion.
The Board considered the following Consent Agenda items:
1. June 15, 2026 Board meeting minutes
2. June 28, 2026 Board meeting minutes
3. June 30, 2026 Board meeting minutes
4. Resolution BR_2026-10: Repeal of Board Resolution BR_2024-09 (Authority to Governance Committee to Approve and Ratify Contracts)

5. Resolution BR_2026-11: Amendment to Board Resolution BR_2024-04 (Limitation of CEO Signatory Authority to $25,000 or less)
6. Navigator Schools' Employee Handbook (2026-2027)
7. Prop 28 Certification - Gilroy Prep
8. Prop 28 Certification - Hollister Prep
9. Prop 28 Certification - Watsonville Prep
10. Prop 28 Certification - Hayward Collegiate
11. Policy re Charging Salaries to Federal Awards
12. Ratification of MP&G Engagement Letter
13. Ratification of EdTheory Master Services Agreement
14. Approval of Watsonville Yoga, Dance, and Healing Arts Agreement
15. Transitional Kindergarten (TK) Policy
16. Resolution BR_2026-12: Designation of Authorized Representatives for Charter School Facility Program Applications
17. Resolution BR_2026-13: Signatory Authority for Navigator Schools Business and Banking
18. Ratification of Navigator Insurance (2026-2027)

Nora Crivello, Board Chair, pulled numbers 4 and 5 off of the Conent Agenda for discussion. The Board discussed the repeal of the Governance Committee's authority to approve and ratify contracts and the reduction of the CEO's signatory authority from $50,000 to $25,000. The items were then returned to the Consent Agenda prior to Board approval.
The board **VOTED** unanimously to approve the motion.

VI. Financial Matters

A. Unaudited Actuals and Financial Update

Shara Hegde made a motion to accept the unaudited actuals.
Rosie Arroyo seconded the motion.
Nick Miller of Charter Impact presented Navigator's unaudited actuals for fiscal year 2025-26 and provided a financial update. The presentation addressed year-end results, revenue and expense variances, one-time funding sources, pending audit work, and the need for conservative budgeting and stronger budget-to-actual monitoring for fiscal year 2026-27. The Board discussed financial reporting, the potential impact of pending litigation, and controls intended to reduce future budget variances.
The board **VOTED** unanimously to approve the motion.

VII. Closed Session

A. Announcement and Vote to Enter Closed Session

Chuck Daggs made a motion to enter closed session.
Shara Hegde seconded the motion.

The Board Chair announced that the Board would enter closed session regarding anticipated litigation, one case.
The board **VOTED** unanimously to approve the motion.

B. Closed Session

The Board engaged in closed session discussions regarding anticipated litigation.

C. Return to Open Session

No Action taken in closed session.

VIII. 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 8:57 PM.

Respectfully Submitted,
Nora Crivello

Documents used during the meeting

- Resolution of Recognition of Service - Claire Grissom (BR_2026-09).pdf
- 1. Board Meeting Minutes - June 15, 2026.pdf
- 2. Board Meeting Minutes - June 28, 2026.pdf
- 3. Board Meeting Minutes - June 30, 2026.pdf
- 4. Resolution BR_2026-10 (Repeal of Resolution re Governance Committee Authority to Approve or Ratify Contracts).pdf
- 5. Resolution BR_2026-11 (Amendment to Resolution re CEO Signatory Authority).pdf
- 6. Employee Handbook 2026-2027.pdf
- 7. Prop 28 - GPS FY26 Annual Report.pdf
- 8. Prop 28 - HPS FY26 Annual Report.pdf
- 9. Prop 28 - WPS FY26 Annual Report.pdf
- 10. Prop 28 - HCC FY26 Annual Report.pdf
- 11. Policy re Charging Salaries to Federal Awards.pdf
- 12 MP&G Engagement Letter.pdf
- 13. EdTheory Master Services Agreement.pdf
- 14. Watsonville Yoga, Dance, and Healing Arts Agreement.pdf
- 15. Transitonal Kindergarten (TK) Policy.pdf

- 16. Resolution BR_2026-12 (Designation of Authorized Representatives for Charter School Facility Program).pdf
- 17. Resolution BR_2026-13 (Signatory Authority for Banking and Business).pdf
- 18. Ratification of Navigator Insurance (2026-2027).pdf
- FY26-GPS-UAR Cert Form.pdf
- FY26-GPS-UAR Submission.pdf
- FY26-HPS-UAR Cert Form.pdf
- FY26-HPS-UAR Submission.pdf
- FY26-WPS-UAR Cert Form.pdf
- FY26-WPS-UAR Submission.pdf
- FY26-HCC-UAR Cert Form.pdf
- FY26-HCC-UAR Submission.pdf
- FY26-GPS-EPA Final Expenditures.xlsx
- FY26-HPS-EPA Final Expenditures.xlsx
- FY26-WPS-EPA Final Expenditures.xlsx
- FY26-HCC -EPA Final Expenditures.xlsx

Coversheet

Navigating Together: School Openings and Priorities

Section: II. Organizational Updates
Item: A. Navigating Together: School Openings and Priorities
Purpose: Discuss
Submitted by:
Related Material: Board Meeting October 2026 (1).pdf





























NAVIGATOR SCHOOLS BOARD MEETING

OCTOBER 26, 2026



Navigating Together

School Opening & Priorities

Andrea Hernandez | Director of Schools

Leadership That Brings Our Mission to Life

Celebrating Our Principals | *October 2026*



Kamille Geneva
Orange Prep School



Danilo Juarez
Hayward Collegiate



Crystal O'Rourke
Watsonville Prep School



Nancy Salazar
Hollister Prep School



Shauna Schmidt
Gilroy Prep School

Academic Priority 1: Using CORE 3 to Launch Navi's Updated Academic Model

A focused, phased approach grounded in Navigator's established instructional practices.



Classroom Culture

Strong routines and learning environments



Rigorous Instruction

Purposeful planning and engaging lessons



Collecting & Using Data

Evidence to guide instructional decisions

Beginning with classroom culture, then shifting to rigorous instruction and the use of data throughout the year.

Classroom Observations Are Informing Our Instructional Next Steps

How we're using CORE 3 observations:

- **Observe:** Conduct classroom walkthroughs/coaching observations focused on CORE 3 instructional practices.
- **Identify & Coach:** Use observation trends to identify strengths and areas for targeted support.
- **Monitor & Adjust:** Revisit classrooms to assess progress and adjust coaching as needed.

Current focus: Classroom Culture

Next focus: Intellectual Prep (Rigorous Instruction)

Academic Priority 2: Strengthening How We Collect and Use Student Learning Data

Our focus: Making assessment data more accessible, consistent, and actionable for teachers and school leaders.

Key actions needed to make progress on this priority:

- **Identify Key Assessments:** Establish common assessments to monitor student learning and progress.
- **Centralize Data:** Organize assessment results so teachers and leaders can access and review information more efficiently.
- **Simplify Data Analysis:** Support teachers in using results to identify learning gaps and plan instructional next steps.

Current progress: Strengthening assessment practices and developing internal tools to support data collection and analysis.

Building on Early Progress While Addressing Instructional Needs

Progress

- Key ELA assessments identified.
- Classroom observations informing CORE 3 coaching.
- Internal tools supporting assessment data collection.

Challenges

- Developing a more consistent math assessment approach.
- Limited capacity for efficient data collection and analysis.
- Supporting implementation with smaller teams.

Next Steps

- Continue the shift toward Intellectual Prep and data meetings.
- Build on ELA assessment work and strengthen math assessments.
- Improve internal data tools and processes.
- Review student outcomes from Unit 1 and determine next steps.

Question for the Board

As we move through the school year, what would you like to hear more about regarding our instructional progress and challenges?

Interim CEO Updates

Malka Borrego, Interim CEO

Since my September update

- In September, I named financial instability and the need for stronger systems and accountability.
- Since then, we have moved financial reductions and spending oversight into implementation.
- We have added regular staff communication and weekly leadership compliance reviews.
- Prioritized responding to family and community concerns and engaging with authorizers to support our schools and renewals.
- The charge remains: create stability and position Navigator for its next chapter.

Leading through financial stabilization

- Led with the team through expense reductions, staffing changes, and furlough planning.
- Established monthly principal budget reviews and weekly expense and cash reviews.
- Clarified the Controller’s authority as our senior finance lead.
- Continue improving financial reporting and developing a sustainable operating plan.

More consistent communication and staff voice

- Launched Staff Advisory Council in September.
- Introduced Navigator Weekly on October 23 for regular organizational updates.
- Created a Staff Question Form and General and Furlough FAQs to support follow-through.
- Used The Beacon to recognize our schools and strengthen community connection.

Why compliance became a priority

- Audit findings and missed requirements exposed gaps in documentation and ownership.
- These gaps put public funding and authorizer confidence at risk during renewal.
- Started weekly leadership reviews of deadlines, accountable owners, and completion evidence.
- Next: verify completed work, address recurring findings, and close ownership gaps.

Our goal: renew both schools

- Hayward Collegiate and Watsonville Prep need coordinated petition and community engagement plans.
- Hayward's authorizer raised concerns about fund balance, enrollment assumptions, and cash.
- Our response must show reliable reporting and financial follow-through.
- Both renewals need evidence of student progress, responsible operations, and a credible fiscal plan.

The road ahead: capacity across Navigator

- Navigator has lost 70 staff members in six months, affecting schools and the support office.
- School teams and support staff carry greater workloads while continuing to serve students.
- Align staffing and resources with essential student services and organizational responsibilities.
- Build a sustainable plan for staffing, school support, and the systems needed across Navigator.

Before my final Board meeting

- Advance accurate financial reports, audit work, and documented corrective actions.
- Advance both school renewals and clarify Board and community participation.
- Identify capacity needs across schools and the support office, and decisions needed to address them.
- Advance planning for next year and longer-term financial sustainability, identifying options, assumptions, and decisions for Board discussion.
- Prepare the handoff: completed work, open commitments, owners, and next decisions.

Question for the Board

What would you like me to prioritize before our next Board meeting, and what would be most helpful for me to report back on?

President Update

James Dent | Interim President

Enrollment Remains a Focus Across Our Schools

Site	Budgeted Enrollment	Actual (10.14.26)
Gilroy Prep	608	607 (1 in progress registration)
Hayward Collegiate	260	249 (2 in progress registrations)
Hollister Prep	547	534
Orange Prep	30	37
Watsonville Prep	572	554 (1 in progress registration)
Total	**2017**	**1981**

Enrollment Trends & Outreach Efforts

- **Hollister Prep:** Facility changes and staffing transitions have contributed to student withdrawals.

- **Family Outreach:** Schools are connecting with prospective families through farmers markets, community events (such as sporting events, early literacy events at local libraries), and campus invitations (individual tours and campus-led events).

- **Continued Recruitment:** Teams are identifying additional opportunities to reach families and strengthen enrollment.

Attendance Interventions Are Focused on Re-engaging Students and Families

Site	Attendance (as of 10.14)	Chronic Absenteeism* (as of 10.14)
Gilroy Prep	95.8%	12.1%
Hayward Collegiate	95.5%	14.4%
Hollister Prep	96.4%	9.1%
Orange Prep	90.2%	40%
Watsonville Prep	94.4%	20.8%
Navigator Schools	**95.5%**	14.5%

*chronic absenteeism is missing 10% or more of school days in an academic year—roughly 18 days in a standard 180-day school year, or about two days per month.

Attendance Trends & Interventions

- Office staff call families of students who are absent.
- “Get-in” activities encourage consistent attendance.
- MTSS teams review students who are chronically absent or approaching the chronic absenteeism threshold.
- Schools host campus activities to engage students and families.

Financial Stabilization: Actions Underway

- **Weekly Budget Updates:** Principals receive org-wide financial updates during their weekly SLT meetings.
- **Monthly Budget Reviews:** Principals review actual spending against their school budgets.
- **Weekly Expense Reviews:** Navigator's finance team meets weekly to review and monitor expenses.
- **Financial Stabilization Decisions:** In response to Navigator's financial challenges, staffing reductions and furlough days were among the difficult measures taken as part of the effort to align spending with available revenue.
- **Cash Flow Monitoring:** Weekly meetings with Charter Impact to review cash, projections, and emerging issues.

Question for the Board

As we work to strengthen enrollment, attendance, and financial stability, what would be most helpful for the Board to hear in future updates?

PUBLIC COMMENT

Public comment is an opportunity for members of the public, families, and staff to address the Board.

The Board will receive and listen to comments. In accordance with open meeting requirements, the Board does not engage in discussion or respond to questions during public comment.

Please follow the public comment procedures and time limits announced by the Board Chair.

Meeting chat and written comments are disabled to support compliance with Brown Act public meeting procedures. Please use the designated public comment period to address the Board.

Consent Agenda

Financial Matters

CHARTER IMPACT

BOARD FINANCIALS

Navigator Schools

Monthly Finance Update with actuals through August 31, 2026

Navigator Schools – Highlights

- Network wide Navigator is at a deficit of $4.1 million in August
- Total Revenue finished at $1.9 million
- Total expenses finished at $6.1 million
- These figures reflect approximately two weeks of in school actuals and differ materially from the projections prepared in May. Since then, we have updated the budget to more accurately reflect Navigator's current fiscal position.

Navigator Schools – Cash Balance

- Cash as of October 14th, 2026, was $2.86 million
- LOC available balance as of October 14th was $2.15 million
- Current outstanding line of credit balance: $6.85 million



CHARTER IMPACT

BOARD FINANCIALS

Navigator Schools

Budget Update FY26-27

Highlights

- Enrollment decline of 115
- Revenue reduction of $2.45 million
- Expenses reduction of $1.631 million
- Fund balances have been adjusted to reflect UAR submissions

Enrollment

- ADA decline of 108
- Enrollment decline of 115
- An estimated $1.57 million drop in state aid

	2026-27				
	GPS1	HPS2	WPS3	HCC4	OCP5
Updated budget ADA	*571.52*	*500.08*	*522.64*	*232.18*	*33.84*
Orginal Budget ADA	*571.52*	*533.92*	*548.96*	*248.16*	*65.80*
Variance	*-*	*(33.84)*	*(26.32)*	*(15.98)*	*(31.96)*

Revenue

- ADA decline led to a $1.57 million drop in ADA
- CSP funding loss of $2.8 million impacting the home office by $2.37 million and OCP by $430k
- Student support and professional development block grant $1.75 million

	FORECAST	Orginal Budget	Favorable / (Unfav.)
State Aid - Revenue Limit	26,328,204	27,898,203	(1,569,999)
Federal Revenue	1,247,480	4,060,802	(2,813,322)
Other State Revenue	10,151,700	8,171,398	1,980,303
Other Local Revenue	5,024,015	5,080,748	(56,733)
Total Revenue	$ 42,751,400	$ 45,211,150	$ (2,459,751)

Expenses

- Personnel expenses were reduced by $3.6 million
- Non personnel expenses were trued up using UAR final year expenses.
- Most impactful additional expenses were insurance projections increased $626k, Legal increased by $319k, and special education services increased by $391k
- Depreciation and interest were adjusted to reflect prior year actuals.

Expenses

Expenses			-
Certificated Salaries	9,377,606	10,824,106	(1,446,500)
Classified Salaries	7,990,118	9,700,961	(1,710,843)
Benefits	5,618,552	6,076,248	(457,696)
Books and Supplies	2,426,398	2,434,398	(8,000)
Subagreement Services	1,390,619	967,575	423,045
Operations and Housekeeping	2,462,814	1,127,730	1,335,084
Facilities, Repairs and Other Leases	3,062,870	3,489,140	(426,270)
Professional/Consulting Services	7,308,197	7,687,477	(379,279)
Depreciation	837,184	78,800	758,384
Interest	974,521	693,796	280,725
Total Expenses	$ 41,448,880	$ 43,080,230	$ (1,631,350)

Surplus (Deficit)

- All schools are projected to finish FY26-27 in a surplus except OCP and the CMO
- OCP is in a deficit primarily due to start up costs an a lease amount of $774k a year
- Current CMO management fee charged to schools is 14% of state aid. The home office absorbs most of all legal and insurance costs instead of the school sites. Making the home office management fee lower than average given the services provided.

	2026-27									
	GPS1	HPS2	WPS3	HCC4	OCP5	SCHOOLS	HOME	FORECAST	Orginal Budget	Favorable / (Unfav.)
Total Revenue	$10,698,704	$9,141,620	$12,400,231	$4,734,441	$ 757,891	$37,732,887	$ 5,018,513	$ 42,751,400	$ 45,211,150	$ (2,459,751)
Total Expenses	$ 9,055,665	$8,206,850	$11,243,626	$4,262,479	$ 1,828,306	$34,596,926	$ 6,851,954	$ 41,448,880	$ 43,080,230	$ (1,631,350)
	$1,643,039	$ 934,770	$ 1,156,605	$ 471,962	($1,070,414)	$3,135,961	($1,833,442)	$1,302,520	$2,130,920	($828,401)

Surplus (Deficit) and Fund Balance

- Navigator is projected to finish FY26-27 in a $1.3 million surplus with a 3.14% operating surplus.
- This is short of the 5% operating surplus originally targeted and recommended by CSGF and CI but will still give us a six-figure surplus at the end of the fiscal year.

	FORECAST	Orginal Budget	Favorable / (Unfav.)
Surplus (Deficit)	$1,302,520	$2,130,920	($828,401)
Surplus % of Expenses	3.14%	5%	-2%
Fund Balance, Beginning of Year	$ 2,624,738	$ 4,484,578	$ (1,859,840)
Fund Balance, End of Year	$3,927,258	$ 6,615,498	$ (2,688,240)

Recap, Takeaways, and ongoing items

- Revenue drop from lower actual enrollment than projected and assumed loss of CSP funding created a fiscal need for additional cuts.
- Ongoing potential for a $1.2 million CSP repayment.
- Ongoing management and collaboration with EW bank on the continuation of the line of credit.
- Monitoring renewal submission of WPS and HC

Navigator Schools – Appendix

- Monthly Cash Flow / Forecast 26-27
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- Aging Items

Finance Committee Report

Governance Matters

Closed Session

Coversheet

Consideration of Consent Agenda Items

Section: IV. Consent Agenda
Item: A. Consideration of Consent Agenda Items
Purpose: Vote
Submitted by: Tom Peraic
Related Material:
1. East West Bank - Extension of Line of Credit (10.26.26).pdf
2. WPS Charter Renewal Petition 2027-2032 (10.26.26).pdf
3. Amended Resolution BR 2026-2 re OCP EFT (10.26.26).pdf
4a. ACOE Notice of Concern (10.26.26).pdf
4b. Response to ACOE Notice of Concern (10.26.26).pdf
4c. Supporting Information re Response to ACOE Notice of Concern (10.26.26).xlsx
4d. Supporting Information re Response to ACOE Notice of Concern (10.26.26).xlsx
5. Revised Board Policy #113B re Short Term IS Written Agreement - Redline (10.26.26).pdf
5. Revised Board Policy #113B re Short Term IS Written Agreement - Clean (10.26.26).pdf
6a1. HPS Williams - FIT Report (10.26.26).pdf
6a2. HPS Williams - Site Review (10.26.26).pdf
6b1. WPS Williams - SCCOE Letter (10.26.26).pdf
6b2. WPS Williams - FIT Report (10.26.26).pdf
6c1. HCC Williams - ACOE Letter (10.26.26).pdf
6c2. HCC Williams - FIT Report (10.26.26).pdf
7. Revised Board Policy #136 re Student Grading:Promotion:Placement:Retention Policy (10.26.26).pdf
8. Water Consumption Policy (10.26.26).pdf
9a. Education Protection Account Resolution (10.26.26).pdf
9b. FY26-GPS-EPA_Final_Expenditures.xlsx
9c. FY26-HPS-EPA_Final_Expenditures (10.26.26).xlsx
9d. FY26-WPS-EPA_Final_Expenditures (10.26.26).xlsx
9e. FY26-HCC_-EPA_Final_Expenditures (10.26.26).xlsx

BACKGROUND:

1. Approval of East West Bank Extension of Line of Credit: Extends the maturity date on the East West Bank line of credit to December 27, 2026
2. Ratification of Submission of WPS Charter Renewal Petition: WPS Charter Renewal Petition submitted on October 13, 2026; public hearing on November 18, 2026; report recommendation on submission from PVUSD due December 1, 2026; and Board vote on December 16, 2026
3. Amended Resolution BP_2026-2 re OCP EFT: The amended resolution replaces information known at time of approval of resolution with subsequent developments
4. ACOE Notice of Concern and Ratification of Submission of Response: Our Hayward Collegiate authorizer issued a Notice of Concern on September 25, 2026 and the agenda contains our timely response on October 9, 2026 along with supporting information
5. Revised Board Policy #113B re Short Term IS Written Agreement: This policy is revised to capture all necessary and required signatures
6. Ratification/Receipt of Williams Reports: These documents reflect the Williams visits at HPS, WPC, and HCC confirming that all students have access to sufficient instructional materials, including textbooks, in the core subject areas
7. Revised Board Policy #136 re Student Grading/Promotion/Placement/Retention Policy: This revision was recommended for approval by the Governance Committee and reflects our

Hayward Collegiate authorizer's requirements concerning promotion, placement, and retention

8. Water Consumption Policy: This policy was recommended for approval by the Governance Committee and reflects our Orange County Department of Education requirements for a water consumption policy
9. Education Protection Account Resolution: This resolution reflects and confirms funds that were expended prior to June 30, 2026 in our Education Protection Accounts

RECOMMENDATION:

Approval of Consent Agenda

EAST WEST BANK

October 22, 2026

Navigator Schools
Malka Borrego
Interim Chief Executive Officer
650 San Benito St., Ste. 230
Hollister, CA 95023

Re: 90 Days Extension of Navigator Schools' Credit Facility

Dear Malka,

Reference is made to your credit facility with East West Bank (Loan No. 769636883 in the amount of $9,000,000). Under the terms of the loan documents and a prior extension, your loan matures on September 28, 2026.

In order to provide you smooth uninterrupted service of your credit facility while your request for renewal is being processed, we are pleased to inform you that you have been approved for a 90 day extension of the maturity date of your loan until December 27, 2026. If your loan is an amortizing loan, monthly principal payments will continue to be in the same amount during this extension.

This letter is your confirmation of the extension and requires signature or acknowledgement from you. Please note that the extension is subject to the terms of the Assignment Letter signed by you on June 23, 2026. This letter authorizes East West Bank to collect a $22,500 loan fee from your primary operating account x9658 equal to six months of the annual fee. This fee covers the use of the facility from July 1, 2026, to December 27, 2026.

We appreciate your business and look forward to finalizing your request for the renewal of this credit facility.

Cordially,

Signed by:
John Helgeson
ECBB7CBE4D404AB...

John Helgeson
Senior Vice President

BORROWER: NAVIGATOR SCHOOLS

By: _____
Malka Borrego
Interim Chief Executive Officer

By: _____
Nora Crivello
Board Chair

cc: Nora Crivello

WATSONVILLE PREP (A NAVIGATOR SCHOOL) CHARTER RENEWAL PETITION 2027-2032

Mission

Navigator Schools equips students to be 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.

October 9, 2026



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Affirmations and Declaration

Navigator Schools, operating Watsonville Prep ("Watsonville Prep School," "WPS" or the "Charter School"), operated by Navigator Schools ("Navigator"), will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

- WPS will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- Navigator Schools declares that it shall be deemed the exclusive public school employer of the employees of WPS for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- WPS will be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- WPS will not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- WPS will admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to WPS shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- WPS will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- WPS will adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title

II of the Americans with Disabilities Act of 1990 ("ADA").

- WPS will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- WPS will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]

- WPS will, at all times, maintain all necessary and appropriate insurance coverage.

- WPS will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about

enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education code Section 47605(e)(4)(A)-(D)]

- WPS will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- WPS will, on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]

- WPS will comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 47605 and 47605.1]

- WPS will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610]

- WPS will comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- WPS will comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").

- WPS will comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- WPS will comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").

- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").

- WPS will meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960].

- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)].

Watsonville Prep School Background & Accomplishments

Watsonville Prep was authorized by the State Board of Education ("SBE") and established in 2019 with an inaugural student body of 180 students (K-2). Since then, the small network of Navigator schools has grown to include TK-6/8th programs in Gilroy, Hayward, Hollister, and Orange County. Our network student academic achievement exceeds state and local comparisons, particularly with socioeconomically disadvantaged youth and English Learners. At the start of the 2026-27 school year, planned enrollment at WPS is 572 students in grades TK-8. WPS has a demonstrated history of strong academic performance, experienced recent declines during a period of instructional and curricular transition, has responded to those declines, and is showing evidence of improvement. As evidence of this focused approach, WPS was recognized by Innovate Public Schools as a top performer for closing opportunity gaps for Latino students and preparing them for college. As outlined in our mission, WPS focuses on the development of our staff members, providing them with coaching, professional development, and tools needed to produce phenomenal student results. The culture of dedication and commitment to excellence found at Watsonville Prep has led to years of growth and success.

Organizational Health and Continuous Improvement

Navigator Schools is currently undergoing a CEO transition supported by a strong and experienced leadership team. Malka Borrego is serving as Interim CEO, and James Dent, co-founder and former Chief Academic Officer, is serving as Interim President. This dual leadership structure has created an important opportunity to take a thoughtful look at the health of the organization—to recognize the areas of strength we need to protect while also being candid about the areas where significant work remains.

Navigator Schools, including Watsonville Prep School, has embraced this opportunity with a clear mission: protect what works, face what isn't working, and build stronger practices for the future. This work is not always easy, but it is necessary. Our goal is to emerge from this period as a stronger, healthier organization that is better positioned to support our scholars, their families, and our communities for years to come.

Academics

Navigator students, as a whole, continue to perform at strong levels. Watsonville Prep School's performance is generally consistent with statewide performance while demonstrating strong results. At the same time, we believe Navigator must hold itself to a higher standard. Our goal is not simply to maintain strong performance; it is to continually improve and raise the bar against our own standard of excellence. While Navigator has maintained solid academic outcomes through a period of significant organizational change, our preliminary 2025–26 results reinforce the need to move from maintaining performance to accelerating academic excellence. According to preliminary results, Watsonville Prep School exhibited small increases in both ELA and math performance, signifying adjustments made in the 25-26 school year had an impact, but there is still room for improvement.

The academic focus for 2026–27 is therefore twofold: protect the instructional practices that have historically driven strong outcomes while becoming sharper and more consistent in our execution.

Navigator is recommitting to our CORE 3—Culture, Rigor, and Data—supported by Coaching. These are not new initiatives. They represent the instructional foundation that has historically driven strong outcomes for our students, and we are recommitting to them with greater consistency and intentionality. Crystal O'Rourke, Navigator's most recent Chief Academic Officer and CORE 3 coach, has stepped into the role of principal at Watsonville Prep School. Her intentional focus on improving academic achievement for all scholars, by name and need, will contribute to strong progress in all subject areas. As a Watsonville native and graduate of Watsonville High School, Crystal's commitment to the academic success of WPS Sharks goes above and beyond her role at Navigator. She is dedicated to ensuring the students of her own community are prepared to be successful in high school, college, and beyond.

Navigator is also sharpening the way it uses data to drive instructional action. At its core, this means choosing the right assessments, making timely student data accessible to educators, and creating consistent structures for teams to act on what they are learning. The academic leadership team has developed assessments designed to provide more immediate information about student learning, and school sites have established recurring data meetings during Wednesday professional development time. These structures allow teachers and leaders to identify areas of need earlier, adjust instruction, and monitor whether those adjustments are producing results.

For Watsonville Prep, this work provides an important foundation for continued improvement in areas identified through student performance data, including English Learner progress and the achievement of students with disabilities. Navigator's approach is not to create a new initiative for every area of need, but to strengthen the core instructional practices, data cycles, coaching, and targeted supports that enable educators to respond effectively to individual student needs.

Financial Health

Like many school districts and charter networks across California, Navigator has faced financial challenges and is recovering from a period of financial instability. We are addressing this directly and have made long-term financial health a leadership priority.

The goal is to create greater visibility, shared ownership, and accountability for the financial health of every school and the organization as a whole. Key actions include:

- Providing regular budget updates with principals so school leaders have greater visibility into their school's financial position and can make informed decisions.
- Balancing investment in strong instructional systems and staffing with the need to maintain healthy fund balances at each school site.
- Strengthening financial systems and processes to improve oversight, establish clear spending controls, and protect against overspending.

- Prioritizing compliance and fiscal accountability to ensure that required systems and processes are consistently in place and that Navigator maintains the trust of its authorizers, partners, families, and Board of Directors.
- Increasing shared ownership of financial health so that fiscal sustainability is understood as an organizational responsibility, rather than solely a function of the Finance team.

The Navigator Board of Directors is committed to strengthening its governance practices through regular review of financial performance, monitoring of compliance and organizational risks, and clear expectations for executive leadership. Its responsibility is to hold leadership accountable for corrective actions and progress, establish a sustainable long-term leadership structure, and ensure that decisions support Watsonville Prep School's financial stability and continued improvement.

Navigator recognizes that organizational health and student outcomes are interconnected. Strong academics require strong systems. Strong systems require financial sustainability, clear accountability, effective leadership, and a culture willing to examine itself honestly.

That is the work Navigator is undertaking now, not because the organization has lost sight of what makes it successful, but because we believe our scholars deserve an organization that is continually getting better.

Academic Criteria for Renewal

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the Charter School on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the Charter School on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance based on Dashboard data and metrics as compared to state average for all students and for subgroups. The California Department of Education evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English language arts ("ELA")/Literacy, Mathematics, and Science

In accordance with law and the CDE's performance category designations, Watsonville Prep School merited the middle-performing and is thus eligible for a five year charter renewal term under the middle performing standard articulated in Education Code section 47607.2(b). We present evidence and data below to demonstrate that Watsonville Prep School has met the renewal criteria for a five-year renewal.

For middle-performing charter schools, Education Code Section 47607.2 mandates that the chartering

authority consider the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The chartering authority shall provide greater weight to measurements of academic performance, which include the CAASPP, ELA and math assessments, and the ELPI.

Education Code Section 47607.2(b) states:

> For all charter schools for which [top and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the Charter School on the state indicators included on the [Dashboard] and the performance of the Charter School on the local indicators included in the [Dashboard].
>
> The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal. …
>
> In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
>
> A. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
>
> Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers. Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data…

Education Code Section 47607(c)(3) defines measurements of academic performance as statewide assessments on the California Assessment of Student Performance and Progress ("CAASPP") system, or any successor system, the English Language Proficiency Assessments for California ("ELPAC"), or any successor system, and the college and career readiness indicator. Education Code Section 47607.2(c)(1) specifies that verified data is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Watsonville Prep School utilizes STAR Renaissance assessments as verified data, which will be discussed in more detail below.

Dashboard State and Local Indicators (2025)

The following chart reflects the Charter School's 2025 Dashboard performance indicators and distance from standard ("DFS"), as compared to the State.

Indicator	Watsonville Prep School	State
Chronic Absenteeism	18.4%	17.1%
Suspension Rate	1.9%	2.9%
English Learner Progress	32.4%	46.4%
English Language Arts	-27 DFS	-8.1 DFS
Math	-45.8 DFS	-42.4 DFS

2025 Dashboard Indicators

Student Group	**ELA**	**Math**	**Science**
All students	**-27**	**-45.8**	**46.8**
Hispanic	**-29.2**	**-47.5**	**45.6**
EL	**-43.1**	**-54.6**	**44.9**
SED	**-29**	**-47.2**	**45.7**
SWD	**-131.3**	**-149.1**	**n/a**

To respond to the decline in scores during the 2024-2025 school year, Watsonville Prep leadership focused on strong implementation of our ELA curricula, focused intervention program, and increased professional development.

As shown in the 2026 internal data, WPS scholars showed improvement in ELA, which was the school-wide priority.

2026 Internal Preliminary SBAC Percentage Proficient

	ELA	**Math**
2026	**44**	**32**
2025	**42**	**32**

Chronic Absenteeism

	2023	2024	2025
Watsonville Prep School	24.6%	23.7%	18.4%
State	24.3%	18.6%	17.1%

Watsonville Prep saw a decrease in Chronic Absenteeism from 2023 to 2025. A big driver of this success has been the addition of an attendance specialist who works closely with families to identify and address barriers to regular attendance, providing personalized support and resources to help students get to school. Navigator also hosted “Parent University” events to teach families about the critical role school attendance plays in student outcomes. Additionally, school leaders have prioritized building positive relationships with families, creating a culture where every scholar feels welcomed and supported.

Suspension Rate

	2023	2024	2025
Watsonville Prep School	1%	1.7%	1.9%
State	3.5%	3.2%	2.9%

English Learner Progress

	2023	2024	2025
Watsonville Prep School	53.3%	28.6%	32.4%
State	46.4%	45.7%	46.4%

- EL Progress declined from 53.3% in 2023 to 28.6% in 2024 and improved modestly to 32.4% in 2025, compared with 46.4% statewide. EL performance remains an area requiring improvement and Watsonville Prep staff remain deeply committed to supporting multilingual learners through continued growth in all language domains, strong family engagement, and the ongoing collection and use of data to inform instruction and celebrate student success. Steps taken as part of Navigator’s EL progress priority included:
- Creating designated ELD curriculum that aligned with Navigator’s ELA adoption.
- Ensure strong coaching to support integrated ELD strategies in all subject areas (e.g. sentence stems, partner talk, etc.)
- Data days: Continue data analysis and action planning focused specifically on EL students using new ELA curriculum
- Family Engagement: Ensure effective ELAC meetings, provide opportunities for both students and families to celebrate and support ELs after school (language clubs, family literacy classes)

Local Indicators

The following chart reflects the Charter School’s 2025 Dashboard Local Indicators.

Indicator	
Basics: Teachers, Instructional Materials, Facilities	“Standard Met”
Implementation of Academic Standards	“Standard Met”
Parent and Family Engagement	“Standard Met”
Local Climate Survey	“Standard Met”
Access to a Broad Course of Study	“Standard Met”

English Language Arts

Demographic	2023	2024	2025
Watsonville Prep School	32.0 points below standard	17.5 points below standard	27.0 points below standard
Asian	**No Performance Color** (not reportable)	No Performance Color	No Performance Color
English Learners (“EL”)	**No Performance Color** (not reportable)	32.4 points below standard	43.1 points below standard
Hispanic	**No Performance Color** (not reportable)	18.3 points below standard	29.2 points below standard
Socioeconomically Disadvantaged (“SED”)	**No Performance Color** (not reportable)	20.6 points below standard	29.0 points below standard
Students with Disabilities	**No Performance Color** (not reportable)	No Performance Color	131.3 points below standard
White	No Performance Color	No Performance Color	No Performance Color
State	13.6 below	13.2 below	8.1 below

*no performance color

Since its inception, the Charter School has used an internally developed curriculum using supplemental materials. While these materials supported high DFS scores, the mobility of teaching staff made it extremely difficult to continually train staff on our curated materials. In 2024, WPS began piloting its first official adoption cycle for ELA materials. To meet the needs of scholars, Navigator chose a curriculum based on the Science of Reading.

As scholars and staff learned and adjusted to the new curriculum, scores fluctuated and, in some cases, academic proficiency dropped. Coaches and instructional staff reviewed the data, explored how the model

supported the curriculum adoption, and made adjustments that enabled teachers to be more immediately responsive to student performance.

Watsonville Prep School Math Performance Level and DFS

Demographic	2023	2024	2025
Watsonville Prep School	**Orange** – 35.0 points below standard	31.5 points below standard	45.8 points below standard
Asian	No Performance Color	No Performance Color	No Performance Color
English Learners	**No Performance Color** (not reportable)	42.7 points below standard	54.6 points below standard
Hispanic	**No Performance Color** (not reportable)	32.5 points below standard	47.5 points below standard
Socioeconomically Disadvantaged	**No Performance Color** (not reportable)	34.4 points below standard	47.2 points below standard
Students with Disabilities	**No Performance Color** (not reportable)	No Performance Color	149.1 points below standard
White	No Performance Color	No Performance Color	No Performance Color
State	49.1 Below	47.6 below	42.4 below

The Academic team believes the decline in student performance during the 2024–25 school year should be viewed within the context of significant instructional changes that were being implemented at Watsonville Prep School. During this period, we were piloting new English Language Arts curriculum materials and were in the first year of implementing a new mathematics curriculum. The 2024–25 school year was therefore a year of learning, adjustment, and building teacher familiarity with new instructional resources and approaches.

In English Language Arts, teachers were learning how to effectively use the new curriculum materials, align lessons to the intended instructional sequence, and determine how best to adapt the materials to meet the needs of our students. This transition period contributed to the decline in ELA performance reflected in the 2025 results. Similarly, in mathematics, 2024–25 represented the first year of implementation of new math materials, and teachers were developing their understanding of the curriculum, pacing, and instructional strategies necessary to maximize its impact.

While the 2025 results demonstrate areas requiring attention, they also provide important information about where we need to refine our practice. Moving forward, we will use what we learned during this implementation year to adapt our teaching strategies, strengthen our use of the new materials, and provide more targeted support based on student performance data. The 2024–25 school year was fundamentally a

year of learning how to effectively implement these new curricula. Our focus now is on applying those lessons with greater consistency and precision to improve student outcomes.

In response to the declines reflected in the 2025 results, Watsonville Prep took a more targeted and responsive approach to instruction during the 2025–26 school year which has continued into 2026-27. The lessons learned during the first year of implementing the new ELA and mathematics curricula have helped us identify how to better adapt the materials to meet the needs of our students.

A key focus has been the return to small-group instruction, allowing teachers to provide more targeted support based on individual student needs. Within these groups, we are implementing differentiated instruction, adjusting the pace, scaffolding, practice, and level of support based on each student's current level of mastery.

We are also increasing intervention time for students who are struggling to demonstrate mastery of grade-level standards. Student performance data is being used to identify specific skill gaps and determine which students need additional time and targeted instruction. This allows intervention to be more purposeful and directly connected to the standards students have not yet mastered.

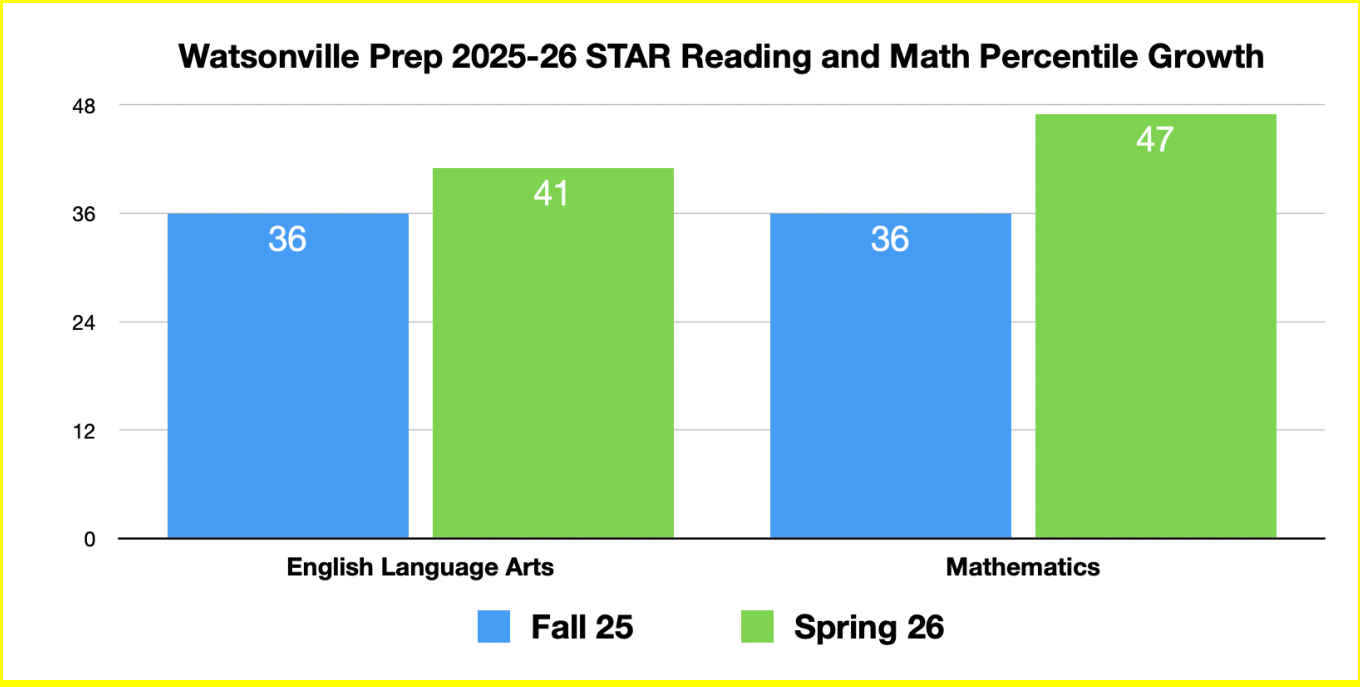
Additionally, we are developing digital versions of the assessments provided with the curriculum, which will allow teachers to more efficiently collect, analyze, and respond to student performance data. These digital assessments will provide more immediate information about areas of strength and need and will help teachers make instructional adjustments more quickly.

Moving forward, our goal is to build on what we learned during the 2024–25 implementation year and move from simply learning the new materials to using them strategically and responsively. Through small-group instruction, differentiated teaching, increased intervention time, and more timely assessment data, we are creating a more targeted instructional model designed to accelerate student mastery and improve academic outcomes in both ELA and mathematics.

A charter petition renewed pursuant to Education Code Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion and should be granted a renewal term of five years.

Verified Data
The law also gives middle-performing charter schools the opportunity to provide verified data to illustrate clear and convincing evidence that, for WPS’s purposes, the Charter School achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

In November 2020, the SBE approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, and supplemented the list in May 2023.



Students demonstrated accelerated growth relative to national norms, as evidenced by meaningful gains in percentile rank on the STAR Reading and STAR Math assessments. On STAR Reading students increased their percentile rank by 5 points. On STAR Math, students increased their percentile rank by 11 points. Because STAR assessments are standardized, vertically scaled, and normed on large national samples, changes in percentile rank provide a reliable, externally referenced measured of growth.

Watsonville Prep demonstrated strong and consistent academic growth in both English Language Arts and Mathematics during the 2025–26 school year, as measured by STAR assessments. The data shows students made meaningful progress from fall to spring, with gains in both core academic areas.

In STAR Reading, Watsonville Prep students increased from the 36th percentile in Fall 2025 to the 41st percentile in Spring 2026, representing a 5-percentile-point gain. This growth reflects progress in students' reading skills and suggests that the school's focus on strong literacy instruction, targeted intervention, and ongoing monitoring of student achievement is having a positive impact.

The growth in STAR Mathematics was even more pronounced. Students increased from the 36th percentile in Fall 2025 to the 47th percentile in Spring 2026, an 11-percentile-point gain. This improvement demonstrates significant progress in mathematical achievement and indicates students benefited from focused instruction, responsive intervention, and the use of assessment data to address learning needs.

Taken together, the results show a positive upward trajectory across both academic areas. Most notably, the school moved from the 36th percentile in both Reading and Math at the beginning of the year to the 41st percentile in Reading and 47th percentile in Math by spring. The 11-point gain in Mathematics and 5-point gain in Reading provide evidence that Watsonville Prep's instructional practices and systems for monitoring student learning are supporting measurable academic growth.

Moving forward, Watsonville Prep will build on this momentum by continuing to use STAR assessment data to identify individual student needs, provide targeted small-group and differentiated instruction, and monitor progress throughout the year. Sustaining and accelerating these gains will remain a priority as the

school works toward increasing the percentage of students meeting or exceeding grade-level expectations in both reading and mathematics.

Element 1: Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." Education Code Section 47605(c)(5)(A)(i)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." Education Code Section 47605(c)(5)(A)(ii)



Guiding Principles

Mission

Navigator Schools equips students to be 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.

Educational Philosophy

Navigator Schools believes that all students—regardless of race, socioeconomic status, home language, special education need, or zip code—have the fundamental right to a quality education. Fulfilling that right allows students to access lives of opportunity and choice. This is not only our community's most pressing challenge but also our highest priority. In Santa Cruz County, observable and measurable gaps in academic achievement begin in kindergarten, leading to long-term consequences for future academic success, access to professional opportunities, and the civic and economic well-being of our city.

Watsonville Prep School is grounded in five core beliefs, known as Navigator's Compass Points, which drive our mission and serve as the bedrock of our educational philosophy. They are built upon best practices observed at our four current sites and an in-depth study of high-performing schools both locally and nationally.



WPS, in alignment with the Charter Schools Act and the Eight State Priorities, offers the highest quality education for the most underserved students in Watsonville, CA. To build on this vision and address the challenges faced by our community, WPS has identified these five critical compass points. They guide our approach to bridging achievement gaps, fostering student growth, and preparing every child for a successful future, ensuring that our school becomes a true anchor for the community.

WPS works with students continuously from transitional kindergarten through 8th grade, serving students in a small, community-based school setting. This structure allows for deep and meaningful relationships with students and families and ensures that staff members are well-informed of the individual needs of each student. The design of WPS has been impacted significantly by high-performing schools across the nation leveraging structures similar to those described below to attain excellent educational outcomes for students. Watsonville Prep, along with Navigator Schools' other campuses—Gilroy Prep, Hayward Collegiate, Hollister Prep, and Orange Prep—illustrate the success of the model.

From TK through 8th grade, the following key elements define a student's experience at WPS. While each element looks and feels different over the course of each student's years at WPS, the following elements illustrate the essence of the WPS educational experience.

Navigator believes learning best occurs when the following elements are in place at a school:

- A strong culture of excellence
- Data-driven instruction
- Consistent coaching and feedback for all staff
- Robust multiple tiers of support for academics and behavior
- State of the art technology to prepare students for the future

<u>Compass Point #1: A Strong Culture of Excellence Drives Learning</u>

Learning thrives in an environment where high expectations for academic achievement and behavior are

maintained. At WPS, students are supported by skilled and dedicated staff who foster strong connections, creating an atmosphere where every student feels valued and challenged. Celebrations of growth and success are woven into the school day, ensuring all students are recognized and motivated. Consistent routines and clear expectations build trust between staff and students, reinforcing a culture where mistakes are viewed as learning opportunities and every student is met at their academic level, keeping them engaged and driven.

A thriving school culture depends on the well-being and alignment of staff members. At WPS, educators are mission-driven and supported through a coaching model designed to value and uplift their efforts. By emphasizing continuous improvement, the school incorporates daily recognition and celebrations for the hard work and accomplishments of the education team, ensuring a positive and committed staff culture.

Compass Point #2: Data-Driven Instruction Maximizes Student Achievement

All instructional activities, from academic centers to full-class lessons, align with the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively referred to as “State Standards”). Teachers receive extensive support and training to ensure they deeply understand these standards and are empowered to create and select materials that align with them.

WPS believes in the power of data-driven instruction to ensure every student reaches their full potential. Teachers and leaders analyze daily and monthly assessments to monitor progress and identify students who need additional support in mastering the State Standards. Flexible, tiered interventions are then implemented to address individual learning needs. At WPS, understanding student progress through constant check-ins (Check for Understanding, or "CFUs") is standard practice.
To support this approach, WPS follows a structured data cycle:

- Set goals
- Plan instruction
- Teach and adapt
- Assess
- Analyze and adjust

Compass Point #3: Continuous Coaching Enhances Teaching Quality

“By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty.” (Leverage Leadership, Paul Bambrick-Santoyo, Jossey-Bass 2012)[1]
Navigator believes that developing a highly skilled teaching staff is essential for student success.

Teachers receive daily observations and weekly coaching sessions focused on areas such as classroom management, instructional rigor, and leadership. This approach is rooted in the philosophy that regular, targeted feedback accelerates teacher development. Tools like observation and feedback sessions, three-way coaching, lesson planning support, and live coaching are used to maximize instructional

[1] Bambrick-Santoyo, P. (2012). Leverage leadership: A practical guide to building exceptional schools. Jossey-Bass.

effectiveness.

In addition to weekly coaching, professional development courses are offered throughout the school year. Two weeks of intensive pre-service training and ongoing professional development sessions reinforce the school's mission, culture, and best practices. WPS also learns from and adapts strategies from other high-performing schools, with a coaching model influenced by the Relay Graduate School of Education, ensuring that coaches are well-equipped to support staff growth.

Compass Point #4: Personalized Learning Ensures Equity Through Multi-Tiered System of Supports

WPS uses a Multi-Tiered System of Supports (“MTSS”) framework, which includes Positive Behavioral Interventions and Supports (“PBIS”), Response to Intervention (“RTI”), and Universal Design for Learning (“UDL”). This comprehensive approach provides resources and strategies to meet the academic, social-emotional, and behavioral needs of all students.

Aligned with the recommendations of California's Statewide Task Force on Special Education, WPS’s use of tiered supports helps students receive interventions before they fall significantly behind. This framework ensures that curriculum, technology, and instructional strategies are intentionally designed to support achievement and foster a school culture where equity and access are priorities, regardless of ability, socioeconomic status, gender, or ethnicity.

Compass Point #5: Technology as a Catalyst for Student Success

Technology plays an essential role in enhancing learning and instructional methods at WPS. Teachers use technology to receive real-time feedback on student performance, enabling them to provide timely support and celebrate progress. Students, in turn, use technology to develop new skills, collaborate, and reach their full potential. This approach also allows for more personalized, small-group instruction, ensuring all students receive the attention they need.

WPS implements one-to-one technology across classrooms, using adaptive software that adjusts instruction based on individual student performance. Programs such as Fast Math, Read Naturally, ST Math, and Khan Academy offer students opportunities to practice at their level, supporting learning in math and language arts. These tools ensure all students achieve academic success and are well-prepared for future challenges.

How Learning Best Occurs: Key Educational Elements of WPS

At WPS, we believe that every student can achieve excellence when given the right environment, tools, and support. Our approach is rooted in rigor, relevance, and responsiveness. We are committed to not just teaching but inspiring a love of learning that propels students beyond expectations, equipping them with the skills necessary to thrive in college, career, and life. We know that true learning happens when students are engaged, challenged, and supported through every stage of their academic journey.

1. Instructional Approach and Teaching Methods

Our teaching methods are designed to unlock the full potential of every student, regardless of their background or abilities. WPS classrooms are vibrant, dynamic spaces where instruction is both rigorous and

responsive:

- **Differentiated Instruction:** We recognize that every learner is unique, so our instructional approach is tailored to meet the diverse needs of our students, including Multilingual Learners, students with Individualized Education Programs ("IEPs"), and advanced learners. Our educators employ strategies like small group instruction, individualized support, and scaffolding, ensuring that each student is met where they are and guided to exceed their goals.
- **Data-Driven Instruction:** We are relentless in our pursuit of excellence. Every day, our teachers engage in a cycle of assessment, analysis, intervention, and re-teaching, using data as the compass that guides lesson planning and instructional adjustments. By making data-driven decisions, we ensure all students master the content, creating a culture where achievement is measurable, visible, and celebrated.
- **Inquiry-Based Learning:** At WPS, we foster a spirit of curiosity and critical thinking. Our classrooms are spaces where questions are encouraged, investigations are launched, and problem-solving skills are developed. By embedding inquiry into our instructional model, we prepare students to navigate complex challenges confidently and creatively.

2. Curriculum Design and Alignment

Our curriculum is more than a collection of lessons; it is a carefully crafted pathway designed to prepare students for a life of opportunity:

- **Standards Alignment:** Our curriculum aligns with the State Standards. We use a backward mapping approach, ensuring every lesson builds toward mastery of these standards, and our teachers are equipped with the necessary resources to bring these lessons to life.
- **Integration of Technology:** Technology is a powerful tool for personalized learning. In our classrooms, adaptive software and interactive digital tools help tailor instruction to each student's needs, enhancing engagement and providing immediate feedback. Students use technology not just as a means of practice but as a platform for exploration, creativity, and collaboration.
- **Spiraled Curriculum:** Learning at WPS is a continual journey where concepts are revisited and reinforced. Our spiraled curriculum revisits key ideas throughout the year, ensuring students deepen their understanding through continuous practice and application.

3. Classroom Environment and Management

Creating a structured yet joyful environment is critical to fostering growth:

- **Student-Centered Learning:** Our classrooms are spaces where students take ownership of their learning. Collaborative projects, goal-setting exercises, and leadership opportunities encourage students to be active participants in their educational journey, building confidence and a sense of agency.
- **Positive Behavior Supports:** We believe every student deserves a safe and supportive environment. Through our PBIS framework, we promote positive behavior and social-emotional skills, ensuring that all students feel secure, valued, and ready to learn.
- **Culture of Error and Growth Mindset:** Mistakes are a natural part of learning, and at WPS, they are embraced as opportunities for growth. Our classrooms are places where students feel safe to take risks, knowing they are supported by teachers who believe in their potential and who model a growth mindset.
- **Independent Study:** WPS recognizes the benefits of independent study and its ability to offer differentiated learning for students. The Charter School plans to offer independent study and shall

adhere to all applicable sections of the Education Code in doing so (i.e., Education Code Sections 47612.5 and 51744, et seq.). The Charter School shall also adhere to all applicable independent study Regulations, specifically Title 5, California Code of Regulations Sections 11700 et seq. This includes, at a minimum, the creation and execution of independent study written agreements, creation and adoption of a Board policy regarding independent study, appropriate maintenance of student work product, staffing that complies with the required pupil-to-teacher ratios, and geographic limitations on the place of residence of the pupils. In addition, the Charter School shall comply with Education Code Section 51747.3 and shall not provide any "thing of value" to pupils that a school district could not legally provide to similarly situated pupils. Additionally, independent study will account for no more than 20% of the Charter School's attendance.

4. Use of Assessments and Feedback

To us, assessments are tools for growth rather than just metrics of performance:

- **Formative and Summative Assessments:** Our assessment approach is comprehensive and continuous, ranging from daily exit tickets to periodic quizzes and standardized tests. These assessments inform our instructional practices, allowing us to intervene early and often to support student success.
- **Feedback Loops:** Feedback is immediate, actionable, and integral to our teaching approach. Students receive personalized feedback that empowers them to reflect, set goals, and strive for continuous improvement. Our teachers are trained to use this data to refine their methods, ensuring every student moves forward.

5. Professional Development and Teacher Support

We understand that excellent teaching is the foundation of student success, and we invest heavily in our educators:

- **Ongoing Training:** Our professional development program is designed to equip teachers with the latest best practices, instructional techniques, and data-driven strategies. With dedicated time for training before the school year and ongoing sessions throughout the year, our teachers are continually growing and refining their craft.
- **Coaching and Observation:** Regular observations and feedback sessions are a cornerstone of our approach. Teachers are supported through one-on-one coaching, collaborative professional learning communities ("PLCs"), and structured professional development days, ensuring they have the support they need to excel.

6. Multi-Tiered System of Supports

Our commitment to equity and excellence is reflected in our tiered support system:

- **Tiered Intervention Framework:** At WPS, we provide a structured MTSS approach that includes academic, behavioral, and social-emotional interventions. This tiered system ensures that all students receive the appropriate and timely support they need to thrive.
- **Inclusive Education Practices:** We prioritize equity, ensuring every student, including those with special needs, has access to quality education. Through co-teaching models, pull-out interventions, and IEPs, we tailor our approach to meet the needs of every learner.

7. Integration of Social-Emotional Learning ("SEL")

Learning is not only an academic pursuit but a social and emotional one as well:

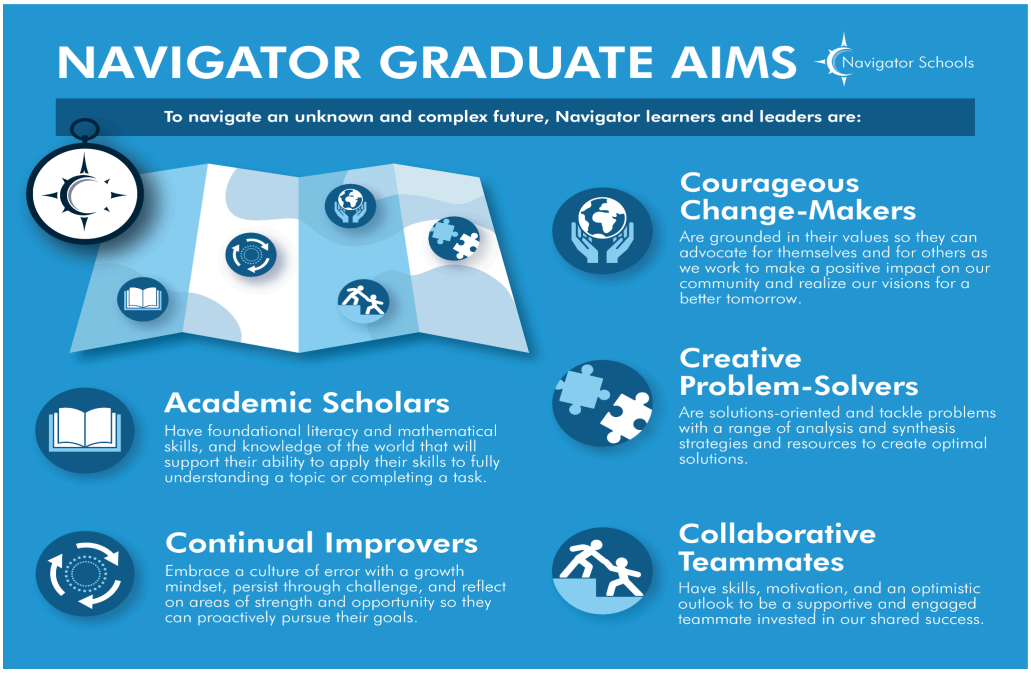
- **SEL Curriculum:** We selected a social-emotional learning ("SEL") curriculum aligned with the CASEL framework, ensuring a comprehensive approach to social-emotional learning that nurtures the whole child. By fostering a sense of belonging and community, this curriculum supports students in developing the five core SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Through check-ins, structured community-building activities, and intentional lessons on emotional intelligence, students build the skills necessary to navigate challenges, develop resilience, and grow as individuals. This deliberate focus on emotional and social development ensures that students are prepared for academic success and equipped with the interpersonal and self-regulation skills needed to thrive in school, work, and life.

  Additionally, Navigator Schools partners with Valor Collegiate Academies to be a Powered by Compass School. This approach to education is built around their comprehensive human development model, the Valor Compass. We believe inspired and purposeful lives are built by individually and collectively engaging in our own comprehensive development. We envision a world where all children have equitable access to an education that prepares them to live inspired and purposeful lives. In order to achieve this vision, our education system needs to be dramatically upgraded. Our current system is not only failing our kids academically, it is also failing to teach them the key social and emotional skills they will need to meet the rapidly changing demands of our world. We strongly believe engaging students - and the community that supports them - in comprehensive human development is essential to their, and our collective, success. Valor is a leader in the national education space in influencing and directly training school systems to run more comprehensive models that focus on whole human development as a way of developing adults and preparing students for the future.

  Valor's Powered by Compass model supports the development of excellence in mind, heart, body, and spirit dimensions for both students and staff. Through the Compass model, school communities are positioned to intentionally develop essential habits and disciplines that are aligned to each core domain of our humanity (mind, heart, body, and spirit). Through a three-year certification process Navigator schools became trained and immersed in the Powered by Compass approach. Please see **Appendix A**.

The Educated Person in the 21st Century

There are hard and soft skills that an educated person in the 21st Century requires, and which inform a clear goal of our unique schools. WPS provides a supportive learning environment where students can develop Navigator's Graduate Aims, which envision students as collaborative change-makers who are ready to lead and support one another. Regardless of what the future holds, we believe the Navigator Graduate Aims will prepare students to navigate it.



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

- **Focus on Foundational Skills:** WPS students develop strong reading, writing, and math skills, along with a broad understanding of the world, to help them engage deeply with their learning. In K-5, students learn for a portion of the day in small groups for both reading and math. Across TK-8th, WPS invests heavily in academic interventions for all students.
- **Higher-Order Thinking:** Instead of memorizing facts, students analyze information, think critically, and apply their knowledge to solve problems. In all classrooms, teachers expect students to defend their answers with proper evidence and reasoning. Starting in middle school, students complete lessons in 'Squads' of three students, which further puts the academic lift on them.

Continual Improvers: Students thrive in a culture of error and develop a growth mindset.

- **Culture of Error:** WPS students see mistakes as a natural and valuable part of learning. Teachers encourage a growth mindset, so students understand that effort and perseverance lead to improvement.
- **Student Data Trackers:** All students have individual academic data trackers, allowing them time to reflect on their strengths and areas for growth. Students set meaningful goals and take ownership of their learning. This mindset builds resilience in academics and also prepares students for lifelong success.

Courageous Change-Makers: Students are grounded in their values, so they can advocate for themselves and others.

- **SEL Program:** Through our SEL program, WPS students develop a strong sense of their values, which helps them understand their role in the world and how they can make a difference. Weekly, all students participate in a Valor Circle reflecting on their experiences, values, and actions.
- **Advocate:** Students are empowered to speak up for themselves, whether asking for help in a lesson

or standing up for what they believe is right. Students also learn to advocate for others, practicing empathy by working in small groups or Squads.

Creative Problem-Solvers: Students are solutions-oriented and tackle problems with a range of resources and strategies.

- **Productive Struggle:** WPS students approach challenges with a solutions-oriented mindset, using their critical thinking and creative abilities. When students encounter difficulties, they keep trying, seek feedback, and adjust their approach until they reach their goal.
- **Academic Heavy Lifting:** Teachers use strategies to encourage students to draw on various resources—such as texts, collaboration with peers, and their experiences. Rather than give the correct answer, teachers use discussion strategies to put an academic heavy lift on students.

Collaborative Teammates: Students have the skills and motivation to be supportive teammates.

- **Peer Discussions:** In grades K-5, WPS students develop collaboration skills needed to work effectively with others toward a common goal. In lessons, students have multiple opportunities to engage in peer discussions, which develops their ability to take turns and build upon someone else's thinking.
- **Squads:** By grades 6-8th, students understand that teamwork requires clear communication, active listening, and a willingness to support their peers. Rather than focusing only on their individual academic success, students must help their classmates grow and succeed as well. In Squads, students embrace challenges together, celebrate achievements, and build a strong sense of community and shared purpose. Through the Squads model, students practice collaborative skills in every lesson of every day.

Annual School Calendar

Our complete school calendar is in **Appendix B**. We operate an extended school day as informed by evidence-based practices of high-performing charter schools nationwide. The first day of each school year for teachers will be before the Charter School's first instructional day, and the last day will be after the Charter School's last instructional day. The additional days allow us to offer more frequent professional development opportunities for staff. We will offer 180 instructional days, barring emergency school closures, which exceeds the minimum requirement of at least 175 days.

Differentiated professional development for all staff members takes place before the start of each school year. New WPS staff members participate in Navi 101, a one-week training period designed to introduce them to common vocabulary, common Procedures, and common expectations that are essential components of WPS culture. New and returning teachers participate in Navi 201, a one-week training on areas of focus for the coming year. Prior Navi 201 topics have included personalized learning, writing, student agency, RTI, and full inclusion. The Navi 101/201 series is designed by the Academic Leadership Team, and it is taught by Navigator coaches and mentor teachers. WPS school sites in their opening year will add a third week of training dedicated to the successful start of a new school.

Overall, we dedicate at least 26 days (including minimum days) to professional development activities, allowing staff to disaggregate and analyze student achievement data, plan and prepare curricular materials, and participate in meaningful practice of instructional techniques. Throughout the year, we will cover targeted learning support for special education students and Multilingual Learners, effective teaching

strategies, the coaching feedback cycle, and data analysis.

There is no school for students on the remaining professional development days. Staff development days are dedicated to adjusting lessons and analyzing student data so that instruction and curriculum are designed to serve the needs of every student.

Professional Development

At WPS, professional development is an essential component of our commitment to educational excellence and the continuous improvement of our instructional practices. Research studies show that the quality of teaching is one of the most significant predictors of student success, and as such, we provide WPS teachers with a robust, multi-tiered professional development plan that equips them to excel in the classroom.[2]

Research indicates that high-quality professional development, when implemented effectively, can significantly improve student achievement outcomes.[3] At WPS, our professional development is designed to be data-driven, responsive, and ongoing, ensuring that teachers receive the support they need throughout the year. Our professional development framework includes the following core elements:

Observation and Feedback

Continuous observation and feedback form the cornerstone of our teacher development model. Our leadership team conducts regular classroom observations using a structured checklist focusing on classroom management, instructional rigor, and differentiation strategies. Feedback sessions follow each observation, highlighting strengths and identifying high-impact, bite-sized action steps for immediate improvement. Teachers receive praise, engage in self-reflection, and practice these action steps with their academic coach during feedback meetings. This cycle promotes a culture of growth and ensures that teachers consistently refine their practice.

Three-way coaching

To accelerate teacher development, WPS employs a collaborative coaching model called three-way coaching. When a teacher may need additional support in implementing a new technique, the coach arranges for the teacher to observe a colleague who excels in that area. This observation, facilitated by the coach, allows the teacher to see best practices in action. The coach and teacher then collaboratively develop a plan to implement these strategies in the teacher's own classroom. This method has proven to be an efficient and effective way to deepen instructional practice and support peer learning.

Live coaching

Immediate, real-time feedback is a powerful tool for teacher development. During live coaching sessions, coaches provide in-the-moment support to teachers while delivering instruction. Coaches use strategies, from subtle hand signals to brief modeling, to guide teachers in implementing new techniques seamlessly. This hands-on approach allows teachers to make immediate adjustments and reinforces their learning in a supportive environment.

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[2] Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.

[3] Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). Reading for understanding: How reading apprenticeship improves disciplinary learning in secondary and college classrooms (2nd ed.). Jossey-Bass.

Data meetings
WPS holds regular data meetings to analyze student achievement and to inform instructional planning. Teachers and coaches review data from daily checks for understanding and formative assessments to identify areas where students struggle. These meetings result in targeted re-teaching plans and personalized support strategies, ensuring every student receives the necessary instruction to meet and exceed standards. Data meetings are a central feature of our professional development schedule and provide teachers with the tools to make informed instructional decisions.

Instructional Planning
To support high-quality instruction, WPS teachers engage in quarterly instructional planning sessions. These sessions are guided by our curriculum and instruction team and employ a backward-design approach. Teachers unpack the standards for each unit, identify key skills and knowledge, and develop formative and summative assessments aligned with these standards. This process includes creating exemplars to serve as benchmarks for rigor and clarity. Teachers then plan daily lessons using a double-planning technique, ensuring they anticipate student responses and errors to make effective real-time adjustments.

WPS teachers are released quarterly to work on unit planning. With the support of the curriculum and instruction team, teachers use backward design to plan their upcoming instructional units. The team begins by unpacking each State Standard and determining what students need to know and do to achieve mastery. Teachers discuss common misconceptions that may prevent students from mastering the State Standard and share strategies that may be used to address these misconceptions. Teachers then review objectives for each State Standard and determine how they will measure student proficiency using formal and informal assessments. Exemplars are created for all assessments. These exemplars will be used before, during, and after instruction as a “roadmap for rigor.” Student work will be compared to the teacher exemplar to analyze gaps in understanding and to plan appropriate next steps for student mastery. Once standards are unpacked, objectives and assessments are reviewed, exemplars are created, and teachers proceed to plan their daily lessons. Teachers use “double planning” when creating their daily lessons; not only do they plan what the teacher will say and do during each lesson, but also what the students will say and do. This allows the teacher to further anticipate student error and to identify strategies that may be used for necessary in-the-moment adjustments.

Summer Professional Development | Navi 101 & Navi 201
We begin each school year with an intensive summer professional development program designed to align all staff with the mission and vision of WPS. This program, called Navi 101 and 201, is divided into three key weeks, ensuring teachers are well-prepared and supported:

Week One:

Building Foundations
Teachers focus on understanding the WPS ’s mission, vision, and core values while also engaging in team-building activities to foster a collaborative and positive school culture.

Weeks Two (and sometimes Three):

Instructional Pedagogy and Assessment: This week includes deep dives into the instructional techniques

and assessments that form the foundation of our academic program. Teachers familiarize themselves with the assessments and instruction to be used throughout the year and practice implementing instructional strategies that align with our curriculum. Training also covers educational technology tools that support personalized learning.

Personalized Support and Systems: The final week emphasizes support for diverse learners, including strategies for Multilingual Learners ("MLs")[4] and students with special needs. Teachers also review key classroom and school-wide procedures that ensure a smooth start to the school year.

Weekly Professional Development
Professional development continues throughout the school year every Wednesday during abbreviated school days. These sessions are structured to respond to student data and support teachers in refining their instructional practices.

- Weekly PD sessions include:
    - Shout-Out Sessions: Celebrating teacher and student achievements to foster a positive school culture.
    - Skill Development: Introducing and practicing new instructional strategies aligned with the school's goals for academic growth.
    - Grade-Level Collaboration: Teachers work in teams to plan lessons, review data, and develop intervention strategies.

Professional Development Data Days
WPS dedicates four professional development days per year to Data Days, where teachers analyze benchmark assessment results in depth. During these sessions, teachers review student work samples, identify patterns and misconceptions, and develop targeted action plans to address learning gaps. These data-driven interventions are integral to our mission of ensuring all students achieve mastery and are prepared for success.

Individualized Professional Development
WPS recognizes the importance of personalized support for teachers. Classroom observations with feedback occur weekly, focusing on actionable steps to enhance instructional practice. Teachers receive written feedback highlighting strengths and areas for growth. This feedback is used as a basis for practice sessions with instructional coaches, ensuring teachers have internalized and are prepared to implement new strategies effectively.

Formal evaluations occur twice a year, incorporating data from classroom observations, student performance, and teacher contributions to school culture. These evaluations inform professional growth plans and help teachers set and achieve goals that align with the Charter School's mission.

Curriculum Selection

Watsonville Prep prepares students for educational success in college by using a rigorous State Standards-based curriculum, which also prepares them for the workplace. All students at WPS have access

[4] While the Education Code, the CDE, and the Dashboard uses the term "English Learners," we have shifted our language to Multilingual Learners to recognize the strength-based assets these learners bring to the education system.

to a world-class instructional program. Rigorous, data-driven instruction that is aligned to the State Standards is the foundation for the program.[5] WPS will choose core curriculum materials that combine traditional classroom curriculum with online, self-directed, and adaptive learning programs.

The Navigator Schools academic leadership team reviews a wide range of curricular materials for each subject and grade level to determine what is appropriately rigorous, engaging, and personalized for our student population. In reviewing curricula, the following questions are used:

- Is it aligned with the State Standards?
- Is there research that shows the curricula are successful for our student population?
- Is this curriculum used in other high-performing schools?
- Does the curriculum emphasize our core academic beliefs? Is it challenging, personalized, engaging, and conducive to continuous improvement?

Navigator leadership is continually reviewing new curricula that can improve the educational outcomes for our students and the professional experience for our teachers. As we pilot new curricula, we regularly evaluate their effectiveness and focus on what produces student outcomes.

Literacy

WPS is focused on developing a curricular plan that is grounded in strong foundational literacy skills for our students. Students who receive strong literacy instruction in K through 2nd grade will successfully bridge from the phase of "learning to read" to "reading to learn" in 3rd grade and beyond. We know that reading skills are at the core of all academic success. In a phenomenon referred to as the "Matthew Effect," for example, researchers have noted that for early, strong readers, "the very children who are reading well and who have good vocabularies will read more, learn more word meanings, and hence read even better."[6] This means that building strong literacy skills in the early years for children significantly bolsters their ability to be strong readers later in life. Cognitive psychologist Daniel Willingham builds on this by stating that "once kids are fluent decoders, much of the difference among readers is not due to whether [they're] a 'good reader' or 'bad reader' (meaning [they] have good or bad reading skills). Much of the difference among readers is due to how wide a range of knowledge they have. If you hand me a reading test and the text is on a subject I happen to know a bit about, I'll do better than if it happens to be on a subject I know nothing about."[7] To ensure our students have the necessary background knowledge to become strong readers later in life, our curriculum will incorporate 155 minutes of intentional literacy skills into each literacy block at WPS in TK-5.

All incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. This screening continues, annually, for all students through the second grade.

In grades 6-8, WPS's literacy instruction emphasizes the need for rigorous, knowledge-rich reading experiences that develop students' analytical and critical thinking skills. Students need systematic exposure to challenging texts, which ultimately lead to their ability to engage with advanced academic content. There

[5] Common Core State Standards Initiative. (n.d.). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Retrieved from http://www.corestandards.org

[6] Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. Reading Research Quarterly, 21(4), 360–407.

[7] Willingham, D. T. (2017). The reading mind: A cognitive approach to understanding how the mind reads. Jossey-Bass.

are four key aspects of high-quality reading instruction at WPS—Close Reading, Read-Aloud, Non-Fiction, and Writing. By integrating complex texts, structured discussions, and deliberate writing exercises, WPS implements a text-driven curriculum that strengthens comprehension, vocabulary, and fluency.

WPS believes students must engage with difficult texts, not be shielded from them. We explicitly model for students how to navigate challenging syntax, dense informational texts, and abstract themes, equipping them with the skills necessary to tackle high-level academic work. WPS teachers use strategies, such as text-dependent questioning, annotation strategies, and scaffolding methods, to help students become confident, independent readers. WPS' unique Squads model encourages oral reading and discussion, reinforcing the idea that reading should be an active, collaborative process.

Mathematics

At WPS, we believe a strong foundation of mathematics for every student will prepare students for future careers in science, technology, engineering, and mathematics. Students will master the basic skills, computational fluency, and conceptual understanding required in the California adoption of the CCSS. Instruction challenges students at every grade level to provide strong rationale in solving problems, create mathematical models to represent concepts visually, and to consider, discuss, and critique the reasoning of others. Teachers will implement lessons in numerical computation, conceptual understanding, and quantitative reasoning.

WPS curriculum is grounded in the theory that conceptual understanding, procedural fluency, and real-world application are all essential for deep mathematical learning. Rooted in research-based best practices, our instruction follows a real-world, problem-based approach, where students engage with rich, carefully sequenced tasks that encourage them to reason mathematically, construct arguments, and make connections between concepts. Rather than relying on rote memorization or isolated skill practice, WPS emphasizes sense-making, discourse, and exploration, allowing students to develop a strong conceptual foundation before formalizing mathematical procedures. Our curriculum is aligned with the Standards for Mathematical Practice from the CCSS, ensuring that students build both computational proficiency and critical thinking skills through collaboration, inquiry, and reflection. By fostering productive struggle and emphasizing mathematical discourse, WPS equips students to become independent problem solvers who can apply their learning in a variety of contexts.

History/Social Studies

To complement our literacy programs, our social studies program will develop students' informational text-reading skills. For students to be college ready, it is imperative that they can successfully and independently read complex informational text at their grade level. For this reason, our social studies program will be aligned to the State Standards and linked to literacy standards. We will use the curricular framework recommended by the California Department of Education. This framework aligns with student development and their understanding of society. Core literacy practices, such as reading and writing, will be embedded in each grade-level curriculum. At WPS, we will use the TCI series to address multiple strands in social studies. This program offers detailed notes, a project-based approach to learning, and deep-level questioning that extends student thinking.

Our Social Studies curriculum will provide an opportunity to incorporate non-fiction texts to build knowledge and reiterate the skill of strong annotation for comprehension and citing evidence. All three will

be critical for student success in our middle school, high school, and beyond. Students will also engage in rigorous writing skills through frequent short-answer paragraphs, as well as through longer essays. Students in all grades will participate in role plays and debates at their appropriate level as cumulative progress indicators of their knowledge comprehension.

Science

Science curriculum is aligned to the Next Generation Science Standards, which provide an integrated approach to science education. Students receive instruction on key science domains such as physical sciences, life sciences, earth and space sciences, computer science, and technology. Our science classes will ensure that students have mastered the scientific process, emphasizing detail, testing hypotheses, and analyzing data for patterns and trends. At WPS, we also believe the study of science is interdisciplinary. To this end, students will be taught and supported to incorporate strategies from our mathematics instruction and, in doing so, will demonstrate the ability to draw contextual evidence or support a claim from skills acquired in reading and social studies.

Projected Curriculum Table

We reserve the right to change our choices, but in alignment with our goals, we anticipate that our initial curriculum will include the following titles, as listed in the table.

Subject Area	Grades	Curriculum Name	Description
Literacy / ELA	K-5	Bookworms	Bookworms is an evidence-based program that emphasizes a high volume of books to build students' reading comprehension, vocabulary, and foundational skills. It is designed to foster a love of reading while aligning with the science of reading and supporting diverse learners through systematic phonics and engaging texts.
		Lexia Core5 (K-3) Reading Plus (3-8)*	Lexia Core5 is an adaptive digital literacy program focusing on building foundational reading skills like phonics, fluency, vocabulary, and comprehension.
	6-8	Amplify ELA	Amplify ELA is a blended English Language Arts curriculum that immerses students in complex, diverse texts to build reading, writing, and critical thinking skills.
		Reading Plus (3-8)*	Reading Plus is an adaptive program that enhances reading fluency, comprehension, vocabulary, and motivation through personalized instruction and self-selected texts.

Mathematics	K-5	Illustrative Math (IM)	IM is a problem-based core curriculum that uses engaging, real-world problems to help students develop a deep understanding of mathematical concepts and practices.
		STMath (K-8)	STMath is a visual, game-based math program that uses interactive puzzles to build deep conceptual understanding and problem-solving skills, without relying on language or symbols.
	6-8	Illustrative Math (IM)	IM is a problem-based core curriculum that engages students in real-world math challenges to deepen their understanding of concepts like ratios, expressions, and geometry.
		STMath (K-8) IXL ALEKS	IXL is an adaptive program that offers personalized math practice through interactive problems.
Social Studies / History	K-5	TCI	TCI is a State Standards -aligned curriculum that blends science and social studies with hands-on activities and digital tools to spark curiosity and critical thinking.
	6-8	TCI	TCI is an inquiry-based curriculum that aligns with the History-Social Science Framework, bringing history and civics to life through interactive lessons and digital resources.
Science	K-5	Discovery Techbook	Discovery Techbook is a digital, inquiry-based program with interactive content, hands-on activities, and real-world connections.
	6-8	Discovery Techbook	Discovery Techbook is a digital, inquiry-driven program that deepens understanding of scientific concepts through interactive simulations, real-world case studies, and hands-on investigations.

Daily Schedule

The daily schedule will be different based on the age/grade level of the students. WPS proposes a TK-8

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school day of 8:00-3:15 with extended time added for students who need additional instructional time. The number of instructional minutes offered for all grades meets or exceeds the State's requirements in Education Code Section 47612.5(a)(1). The Charter School will have 180 days of instruction (meeting the minimum 175 days of instruction) and will, for each fiscal year, offer, at a minimum, the following number of minutes of instruction:

1. To pupils in kindergarten, 36,000 minutes
2. To pupils in grades 1 to 3, inclusive, 50,400 minutes
3. To pupils in grades 4 to 8, inclusive, 54,000 minutes

The proposed bell schedules for 2026-27 and the master schedule are listed in **Appendix C**.

Instructional Model for Transitional Kindergarten

WPS's Transitional Kindergarten is a developmentally appropriate program designed to be the first half of a two-year kindergarten sequence. Recognizing the diverse needs of the four-year-old, TK students find a nurturing "second home" in their classroom. TK students have substantial periods for play and exploration, emphasizing thematic learning opportunities that promote self-regulation, social-emotional growth, and language development. At the same time, WPS teachers working with TKs bring our expected level of focus and intentionality, promoting students' early literacy and numeracy development and preparing them for kindergarten at WPS. Individualized curriculum is a central part of our instructional program at WPS, and we expect this would continue in our TK class. Our TK teachers continually reflect on the development of each individual as a whole child and refine their support and instruction. The Charter School shall comply with classroom size, adult to student ratio, and teacher qualification requirements for TK, as set forth in Education Code Section 48000(g).

Outcomes

A successful graduate of WPS TK will be ready to thrive in our kindergarten program. To ensure this, we work consistently and objectively to track and foster the development of the whole child. In particular, we are focused on the child's approaches to learning, social and emotional growth, language development, and academic readiness. Even in work with a young child, a rigorous and data-driven approach to planning is essential. We use a range of assessments conducted in a developmentally appropriate fashion to gauge student progress.

Schedule and Program

TK students make incredible growth across the year of schooling, and their schedule and program reflect their ongoing development. While the hours of the Transitional Kindergarten day will match the Kindergarten day all year, the flow of the day will progress and evolve to match the readiness of the children in the class. In a combination setting, the TK day topically follows the kindergarten class but includes more opportunities for free choice and outdoor play. The TKs students are supported by a paraprofessional who provides focused supervision of their choice and outdoor play times. The schedule is optimized to give the kindergarten students focus during times that demand the most stamina and academic readiness (such as whole group writing and math) and to optimize TKs' access to differentiated instruction (such as during ELD and small group phonics).

Curriculum, Materials, and Instruction

The TK students have access to the essential learning materials of any high-quality preschool classroom, with a range of opportunities to explore. Supporting our emphasis on language development, we prioritize areas that promote student discussion and schema building, such as dramatic play, sensory/science exploration, library/storytelling, and art / fine motor. Recognizing the physical and emotional needs of these youngest students, TKs also have access to an area in the classroom that offers individual privacy or relaxation.

WPS believes that teachers should constantly revise and realign their curriculum to meet the needs of the individual students in their classrooms and guide them in achieving the standards. This is no different when our teachers work with TK students, as they guide each student across the Preschool Learning Foundations.[8] Our teachers begin with a thematic curriculum as a foundation to create rich opportunities for schema-building, language development, and meaningful play throughout the classroom. This is supplemented with further small group and individual lessons to develop literacy and numeracy, using a curriculum aligned to what students will experience in kindergarten.

Recognizing the likelihood of enrolling many Multilingual Learners, our TK program offers integrated and designated English language development. Integrated ELD is built on top of the rich, thematic learning across the room. All teachers at WPS currently use various research-based, sheltered instruction techniques for supporting student language learning across the day. Kindergarten teachers are trained and coached to provide the same in their classes. For designated ELD, TK English learners will first have their needs met through small group instruction lessons aligned to the ELD framework and their language levels. Later in the year, they will join designated ELD classes with kindergarten students at the same language level.

Professional Expectations

Transitional Kindergarten teachers, whether leading a stand-alone class or part of a combination, are full-fledged members of the WPS professional community. They participate fully in the professional routines of peer collaboration, coaching, and classroom walkthroughs. While the TK program must be developmentally appropriate to the age of the students, this in no way lowers our expectations for intentionality of planning and consistency of execution. For their TK students, teachers operate with the same focus on data and documentation as they would when teaching any other grade at WPS. While the nature of the assessment of younger students might look different, the expectation that a focus on rigorous results drives teachers remains the same.

Collaboration is an essential part of developing a highly intentional instructional environment. Teachers within and across grade levels must work together in an atmosphere of shared support and accountability to create excellence in every classroom. Even though there may be some differences between the TK/K and regular kindergarten classrooms, the TK/K grade-level team is expected to work closely together. Particularly at the end of the year, this collaboration is essential to ensure that their students are leaving the year fully prepared to succeed in our rigorous kindergarten.

The TK class is a definite part of the whole school community at WPS. TK families follow the same schedule of events for school gatherings, conferences, and other events. Additionally, kindergarten teachers must be cognizant of the need to support the whole family in what will often be their first year at school. As well as

[8] California Department of Education. (2012). California preschool learning foundations (Volume 3)

the regular home-school connection through Parent Square, teachers and families should create, as much as possible, an opportunity at the start and end of every day to connect and share about the growth and needs of each child.

Instructional Model for Grades K-5

Teacher-Subject Specialization

WPS will be structured differently from a traditional elementary school in that teachers will specialize in literacy and social studies or math and science so that teachers become experts in their subject. This approach means that students will go between two teachers of the same grade level throughout the day for instruction in specific subjects. A student will be assigned a teacher who is focused exclusively on literacy instruction that is integrated with social studies instruction and a teacher who is focused solely on math instruction that is integrated with science instruction. This will allow teachers to focus deeply on their particular subject matter, which will help them to support struggling students sooner and more effectively.

K-5 Humanities

Reading is at the foundation of college and career success. Navigator believes reading instruction should be rigorous, engaging, and reflective of the shifts required by the Common Core State Standards and the Science of Reading ("SoR"). Reading programs should offer diverse learning opportunities, including heterogeneous and homogeneous reading groups and a balance of social and independent practice. WPS will ensure a rich and rigorous approach to literacy development in every grade and Lexile. Below is an overview of how literacy will be cultivated in our K to 5th grade instructional model.

Literacy Program for Grades K-2

Our literacy program is rooted in having two adults in the classroom to allow for individualized remediation and enrichment within small groups if needed. Our literacy block is broken up into seven literacy components, which include read-aloud, vocabulary, phonics acquisition, guided reading, blended learning, word study, and writing. Our goal is for every student to read and write at or above grade level upon entering the third grade because reading proficiently by the third grade is a critical benchmark in a child's development and has enormous consequences in their future learning potential.[9] Figure 15 explains each component of the literacy block for grades K-2.

Key Literacy Components of the Literacy block for Grades TK-2

Literacy Component	Rationale / Description
Read Aloud	Reading aloud to children is considered the primary lever for building the skills required for reading success. Daily Read Aloud will allow students to hear modeled reading fluency and expressive reading, interact with common sight words, acquire new auditory skills as well as vocabulary. The benefits of Read Aloud also apply to the CCSS's concentration to informational text. It also builds an enjoyment of books and reading, which creates life-long readers. During read aloud, the teacher will model what great

[9] Hernandez, D. J. (2012). Double jeopardy: How third-grade reading skills and poverty influence high school graduation. The Annie E. Casey Foundation.

	readers think about as they read so that when it comes time for the student to read on their own, they will know what to do.
Vocabulary	Our students, due to their economic disadvantages, are likely to enter SPS having heard 30 million fewer words than their more affluent peers. Apart from this, it is well known that vocabulary and reading comprehension are interdependent, so students learn vocabulary through multiple ways, including, but not limited to: words of the day, daily word study driven from our Read Aloud texts, and an extensive word wall for all content areas. Read Aloud time will also be a space for explicit vocabulary word instruction.
Phonics	Phonological and phonemic awareness are foundational for students to be able to read. "The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read." Using the evidence-based phonics programs, we will ensure that each student acquires the word recognition skills needed to read fluently and at grade level. During this time, students will focus on: phonological awareness, fluency, decoding, and sight word recognition.
Reading Comprehension	Comprehension standards are taught in whole group with the read aloud text and reinforced in small groups with an additional text. These lessons will offer students the opportunity to use their read-aloud, comprehension, and phonics skills all at once to understand a story with the teacher asking guided questions along the way.
Blended Learning	WPS uses computer-based adaptive literacy programming to ensure enrichment and remediation for each student as they engage in rigorous practice of the skills they have been taught via direct instruction. Students set goals with their teachers and engage in a post-practice reflection time to assess the progress they have made.
Word Study	Students study word relationships, including rhyming patterns. Students apply their phonemic awareness to understand not only word parts, but also spelling patterns and language constructions such as Latin roots, using research-backed programs.
Writing	We believe writing and reading skills rely on one another. Writing is not only a means of formalizing an idea but is also a tool to enhance critical thinking as a way to formulate and develop ideas. To grow in reading and writing together, students must write as readers and read as writers. Students will regularly complete formative, developmental, and summative writing tasks. Within these tasks, students will focus on three main forms of writing, from narrative to persuasive to expository. While learning about each of these genres, students will be taught the writing process whereby students brainstorm, organize, outline, draft, edit, and revise formal pieces of writing. Asking students to write carefully and deliberately will develop sentence skills, and will be emphasized in feedback for all assignments.

Literacy Program for Grades 3-5

In grades 3-5, students transition from the phase of "learning to read" and progress to "reading to learn." This transition must be strong to avoid students experiencing more significant challenges and unnecessary struggles in all academic areas.[10] When students use reading as a vehicle to acquire new knowledge, reading content shifts from an emphasis on fiction to an emphasis on comprehending informational texts and more complex writing assignments. Students in grades 3 through 5 participate in formal book discussions that focus on Navigator's core values and connections to our school community.

Key Literacy Components of the Literacy block for Grades 3-5

[10] Connor, C. M., Morrison, F. J., & Katch, L. E. (2004). Beyond the reading wars: Exploring the effect of child-instruction interactions on growth in early reading. Scientific Studies of Reading, 8(4), 305-336.

Literacy Component	Rationale / Description
Read Aloud	Research suggests that consistent read-aloud increases students' vocabulary, comprehension growth, and enhances their overall language development. In third grade, students will read an above grade-level whole class novel whereby students will engage in a text-based conversation, following a conversation rubric that solidifies strong habits of discussion. Students will transition from conversational analysis to a stronger accountability component – graphic organizers, excerpt analysis, and text-based questions. Our literacy program will ensure students are exposed to texts that are above their reading level, listen and learn from model fluency which is particularly helpful for our students who are Multilingual Learners, as well as instill a joy and love for reading.
Vocabulary	Vocabulary is critical to future student success. Students who have larger vocabularies "can understand new ideas and concepts more quickly than students with limited vocabularies…if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected." Vocabulary building will balance both explicit and implicit instruction built on the following: accurate and brief definitions, active practice, "drop in" definitions during read aloud and shared reading, margin notes during close reading, and intentionally swift corrections of pronunciation when needed.
Shared Reading	Shared reading allows students to join in or share the reading of a book while being guided and supported by a teacher. Teachers pause and engage with students throughout the reading of the text to ensure they are modeling habits of great readers so that students may individually return to their text and mimic those same approaches to challenging texts. Additional benefit is found for English Learners. Shared reading provides English Learners with an opportunity to build layers of understanding – they are hearing the language while also observing the corresponding phonological representation of the text.
Close Reading	Close Reading allows each student to work with difficult text, interpret that text independently, and internalize why it is important to do so. According to Doug Lemov in *Reading Reconsidered,* close reading allows students to break down the "language and structure of a complex passage to establish and analyze its meaning." It is imperative for teachers to ask text-dependent questions whose mastery is assessed through writing. Students will be given 10-minute mini lessons on specific skills that pertain to the unit of study whereby they model exactly what they want students to do. Students will return to their seat and practice that skill with a book that is at their appropriate reading level. Teachers will circulate the room and whisper-coach each student to authentically engage with the text. Students then will engage the same skill with a partner and review whole class to ensure mastery.
Writing	We believe writing and reading skills rely on one another. Writing is not only a means of formalizing an idea but is also a tool to enhance critical thinking as a way to formulate and develop ideas. To grow in reading and writing together,

	students must write as readers and read as writers. Students will regularly complete formative, developmental, and summative writing tasks. Within these tasks, students will focus on three main forms of writing, from narrative to persuasive to expository. While learning about each of these genres, students will be taught the writing process whereby students brainstorm, organize, outline, draft, edit, and revise formal pieces of writing. Asking students to write carefully and deliberately will develop sentence skills, and will be emphasized in feedback for all assignments.

Whole Group Core Instruction
Students are grouped heterogeneously for whole-class, on-grade level instruction. During this block, students will have the opportunity to learn CCSS reading, writing, speaking and listening, language, and social studies standards through grade-level text selections aligned with SoR. WPS teachers use the whole-class block to directly instruct grade-level content, collaboratively discuss topics, and guide practice. Additional time is used for independent or collaborative work. Independent practice encompasses brief writing, essay writing, and grade-level content review questions. Collaborative practice includes social studies projects, book reviews, debates, Socratic seminars, and a variety of other group activities.

Differentiated Instruction in Small Groups
Students at WPS regularly have their literacy levels and skills assessed so that the teacher can provide data-driven small-group instruction. Daily schedules are built with at least thirty-minute blocks for teachers to pull small groups based on student needs. Progress monitoring data determine the student groupings and focus on reading comprehension, phonics, fluency, and writing skills. Additional paraprofessional support is prioritized during this time to pull student groups as needed.

Adaptive Learning Software
All humanities classes include a blended learning component. In grades K-3, WPS uses *Lexia* adaptive reading software to meet students at their individual learning level and *Reading Plus* software for grades 3-8. Leveraging innovative technology allows for meaningful independent practice during station rotations. Every student has weekly program goals, and performance data is reviewed to ensure they are on track to meet their end-of-year goals. The software also equips the teacher with an additional data point to help personalize instruction and intervention.

K-5 STEM

Math Instruction Overview
Our mathematics program is similar to our K-5 literacy program because it is grounded in having two adults in the classroom: one lead teacher and one paraprofessional. This setup ensures that each student receives support in practicing operational math skills and problem-solving strategies. During this time, students will tackle a wide range of problems by focusing on number sense and procedural math computation skills necessary for solving challenging word problems. For instance, we recognize that conceptual understanding and quantitative reasoning enhance critical thinking about each mathematical concept. Students will

participate in rich discussions and collaborate in class to deepen their understanding of mathematics. Furthermore, students will learn all mathematical practices and CCSS that encompass all topics for each grade level. WPS' mathematics curriculum aligns with State Standards, promoting mastery of mathematical principles through logical reasoning and application in real-life situations.

Students at WPS will regularly have their math levels and skills assessed so that the teacher can provide data-driven small-group instruction. Students rotate through three centers, which include direct instruction or guided practice led by a teacher, guided or independent practice led by a paraprofessional, and a blended learning center.

State Standards-Based Instruction
Direct instruction is the focus of the teacher-led center in grades K-5. Teachers implement CCSS math standards with appropriate scaffolds for each homogenous group. Using standards-based quizzes, teachers use the Navigator Data Cycle to create personalized lessons backward planned from the intended learning outcomes. Comprehensive instructional presentations are rigorous and offer multiple models to support student understanding of both the how and why behind math. Additional open-ended slides provide teachers the flexibility to adjust their instruction to each group to help ensure each student gets exactly the practice they need to master the standard. Daily check for understanding data allows teachers to pivot quickly and address misconceptions with almost no lag time.

Real World Practice
The paraprofessional center is an additional center where students will get additional personalized attention with a highly trained paraprofessional. In this math center students are able to practice their new skills by applying them to a real-world situation in the form of word problems or performance tasks. This practice can be guided or independent depending on how new the standard or task is to the student. Teacher uses data to provide small group instruction ("DLI") with targeted practice for each group.

Blended Learning Center
All math rotations include a blended learning component. In grades TK-5, WPS uses online learning programs such as ST Math, IXL, and Khan Academy. As with our humanities centers, leveraging technology for math allows for meaningful independent practice during their rotations. Every student has weekly program goals, and the data is used to ensure students are on track to meet their end-of-year goal. The data also gives the teacher additional insight to help personalize instruction and intervention.

Whole Class STEM Instruction
The second STEM block is heterogeneous instruction of math and science. During this block, teachers may introduce a new math standard to the whole class, practice math fluency, lead a whole-class reteach, or explicitly teach any related academic or domain-specific vocabulary. It is most efficient to perform these activities and lessons with the whole class. Center time is preserved for a personalized deep dive into the concepts. The whole-class time is also used for direct instruction of the Next Generation Science Standards using Mystery Science and TCI. All science lessons follow best practices in science instruction, including inquiry and investigation, to help students think deeply about answering questions and solving problems. Proof of scientific proficiency is demonstrated through student-created instructional videos, live demonstrations, and technical writing. The whole-group instructional blocks include PE, library, and designated ELD.

Instructional Model for Grades 6-8

Middle School Squads Instructional Model

Middle school often represents a pivotal yet challenging time for students. Research shows that academic performance for students in the U.S. starts to dip once they reach middle school. Additionally, a national survey of 12- to 18-year-olds revealed that only 46% of middle and high school students agree that "at school, I get to do what I do best every day."[11]

Squads are Navigator Schools' version of student-led academic teams based on the book The Power of Student Teams. The authors' findings about the power of student teams is clear, "the brain that does the work is the brain that learns."[12] In Squads, students spend the bulk of their time learning from one another with limited teacher intervention. When executed with fidelity, Squads lead to increased student autonomy; the development of durable skills such as collaboration, leadership, critical thinking, and negotiation; and better learning outcomes for all students.

While many classrooms implement some form of group work, most do not use teams. The primary difference between the two lies in the roles assumed by students and teachers, moving from a teacher-led instructional model where adults tightly manage learning to one that is student-led where young people are positioned to take ownership over their own learning.

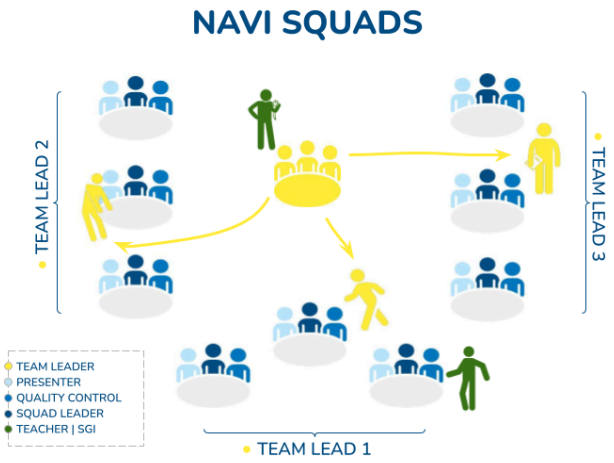
As students take more ownership over their learning, teachers transition from being the primary keepers and disseminators of knowledge to being coaches, guiding students to support and learn from one another.

Navigator Squads have the following characteristics:

- Defined teams that remain consistent for extended periods
- Clear roles for every person (see image below)
- Team norms that promote student autonomy
- Clear and compelling tasks that lend themselves to teamwork with minimal teacher direction
- Supportive environments that enable and reinforce the power of student teams

[11] Gallup. (2015). Gallup student poll: National results. Gallup, Inc.

[12] Toth, M. D., & Sousa, D. A. (2019). The power of student teams: Achieving social, emotional, and cognitive learning in every classroom through academic teaming. Learning Sciences International.



Navigator recently conducted a case study following the same cohort of students at one of its campuses from 5th grade (in 2022-23) to 6th grade (in 2023-24), which was also their first year in Squads. The percentage of students who were proficient in math increased from 28% in 2022-23 to 49% in 2023-24, a significant improvement after just one year in Squads. The ELA scores for the same group of students also improved from 45% in 2022-23 to 57% the next school year.

Intentional Model Design

We designed the Navi Squads model to engage adolescent learners as they work in pursuit of Navigator Schools' Graduate Aims. Below are three primary drivers behind this design.

Durable Skills Development: Year over year, the list of high-demand skills in the workplace remains consistent: 70% are Durable Skills—the "soft skills" related to critical thinking and communication, and the "character skills" such as persistence and leadership.[13] Equipping students with the dexterity required to navigate an unknown and complex future requires us to think as much about how students are learning as what they are learning. The student-centered design of Navi Squads cultivates durable skills by positioning students as leaders of their own learning and as collaborative teammates.

Social Learning: Early adolescence, the period between ages 9 and 14, is a time of rapid brain development when young people become particularly attuned to social relationships. During this stage, adolescents are predisposed to learning about social hierarchies and roles, and they are eager to work collaboratively with their peers. [14] The small-group structure of Squads exploits adolescents' natural inclination toward social learning, and their clearly defined roles facilitate engagement and collaboration.

The Protege Effect: When a student teaches other students, they often show learning gains of their own, likely because of the metacognitive and organizational strategies they employ to prepare their explanations. [15] Rather than learning from the teacher via direct instruction, students in Squads teach one another—in

[13] America Succeeds. (2021). The high demand for durable skills. America Succeeds. Retrieved from https://durableskills.org

[14] Gavin, L. A., & Furman, W. (1989). Age differences in adolescents' perceptions of their peer groups. Journal of Developmental Psychology, 25(5), 827-834.

[15] Chase, C. C., Chin, D. B., Oppezzo, M. A., & Schwartz, D. L. (2009). Teachable agents and the protégé effect: Increasing the effort towards

particular those in the roles of Squad Leader and Team Leader.

Teacher Preparation for Squads
Teacher preparation for Squads begins with comprehensive onboarding that includes targeted coaching sessions focused on launching and leading Squads effectively. These sessions continue throughout the school year, with coaches working closely with teachers to hone skills and address challenges. Teachers also engage in regular grade-level meetings to review Squads and discuss the model's effectiveness. These sessions offer a structured environment for educators to share observations and analyze data.

Student Perception of Squads
To capture the impact of Squads on our students, Navigator Schools surveyed students in our middle schools to capture their feedback. Students in Squads were almost twice as likely to agree or strongly agree that, "Over the last 3 weeks, I got specific suggestions around how to improve my skills." Students in Squads were five times more likely to agree or strongly agree that, 'Most of my classmates encourage each other to work hard in this class.' Students in Squads feel an increased sense of belonging and feel more supported in their schoolwork compared to those not in Squads.

6-8 Humanities

ELA Squads
When students enter the sixth grade, they will be well prepared to move to the next stage of leading their learning. Students work in Squads of three, completing the ELA lesson and engaging in a deep discussion with their peers. Teachers modify our core instructional materials to include student-facing directions, and students lead the lessons in their squads. Through a well-developed training program, students learn to lead ELA lessons in their squad with the teacher circulating to monitor and support students. In Squads, students spend most of the block discussing a genuine text and responding to comprehension questions, while the teacher circulates to hold all students accountable for completing the work and to provide timely feedback. Teachers also gather formative student data as they circulate, which informs their small group and whole class instruction. If the formative data shows a common error among several Squads, the teachers will pause the class and deliver a whole class mini lesson to address the misconception. Our goal is for students to spend 70-80% of their ELA block working in their Squads, engaged in deep discussions about worthwhile texts that will prepare them for success in our high school and college.

WPS uses a number of different computer-based programs in the middle school grades. Teachers determine which programs should be prescribed to each student and for how long based on the students' personalized needs. Teachers assign targeted practice on programs such as: Reading Plus, No Red Ink, NewsELA, and Accelerated Reader.

ELD Instruction
During this independent work time, designated ELD groups will meet daily. The number of groups that meet will be determined by the number of MLs, their levels, and cross-grade level grouping options. As ML numbers vary across grade levels, WPS will create either leveled classrooms or leveled small groups to ensure each middle school student receives designated language development daily. Teachers will use their

learning. Journal of Science Education and Technology, 18(4), 334-352.

qualitative and formative data to determine oral and written language gaps for specific skill instruction. Understanding the language gaps of each group, along with the State Standards, helps teachers develop tailored instruction aligned with the standards being taught. For example, if students are learning to compare and contrast in reading, the aligned ELD lesson could include interacting with the academic vocabulary necessary to access that grade-level content later in the week. Teachers could use sentence strips, songs, realia, Thinking Maps, and various other ELD strategies to help students exchange ideas or offer opinions through written and oral language practice. These personalized lessons will continue to develop as students' needs evolve. For example, if data indicate that ML students are struggling with voice in their middle school narrative writing, the designated lesson might focus explicitly on distinguishing how different words with similar meanings produce different effects on the audience.

WPS teachers spend professional development time deconstructing the ELD Standards, just as they do with the State Standards. Their ongoing collection of student data, deep understanding of the ELD standards, and open-ended instructional presentations allow for the same level of personalization in designated ELD as is offered in the leveled reading and math instruction. This personalized approach is one of the key components to WPS student success.

Whole Class Humanities Instruction Overview
Similar to K-5, the second humanities block is heterogeneous, whole-class instruction. During this block, students will have the opportunity to learn CCSS reading, writing, speaking, and listening, language, and history standards through grade-level text selections; however, there is an emphasis on student-facilitated discussions and collaborative proof of proficiency projects. Proof of proficiency projects are an exhibition of understanding through several multimedia options. These options could include producing an instructional video using online publication applications, a live demonstration, or an essay. Teachers will also balance this group work with independent practice time which could include brief writes, blog posts, essay writing, current standard practice questions, and spiral review questions.

6-8 STEM

Math Squads
Similar to ELA squads, students are placed in heterogeneous Squads of three students. Students lead the instruction, and each student has a specific role within the Squad to advance the lesson. Teachers provide modified curriculum materials and brief directions to begin lessons, and students complete the lesson within their squads. During lessons, teachers circulate to gather formative data to monitor learning and progress. Using the data collected, teachers may pause squads for a whole-class mini-lesson to correct a common misconception. Although students work together to complete the lesson activities, each student is held accountable for contributing to their squad. Teachers circulate during lessons to gather formative data using checks for understanding. The expectation is that all students in a Squad must be able to explain the correct answer. This ensures students work together in their Squads, so everyone understands the lesson.

State Standards-Based Instruction
Using curriculum-based daily quizzes, teachers use the Navigator Data Cycle to adjust lessons that are backwards-planned from the intended learning outcomes. Collecting daily check-for-understanding data allows teachers to pivot quickly and address misconceptions the next day. The Squads model allows students to grapple with the concepts in productive struggle. The teacher supports the collaborative

discussions that lead to a deep understanding of the concepts.

Blended Learning block
All math rotations include a blended learning component. In grades 6-8, WPS uses ALEKS as the primary learning software and further personalizes this center by incorporating other targeted programs such as IXL and Khan Academy. Every student has weekly program goals, and data is reviewed to help ensure students are on track to meet their end-of-year goals. The data also gives the teacher an additional data point to help personalize instruction and intervention.

Whole Class STEM Instruction
The second STEM block is whole-group science instruction. A primary resource is Discovery Techbook, a curriculum that promotes best practices for teaching NGSS. This resource utilizes the 5E model (Engage, Explore, Explain, Elaborate with STEM, and Evaluate), and it incorporates the Discovery Channel's vast media library. Students and teachers participate in real-world science concepts in the Earth, life, and physical sciences. The program utilizes real-time data, hands-on labs, and countless interactive tools through a web browser to inspire students.

Students most often work in squads, practicing their collaboration and leadership skills as they work to deeply understand the how and why behind science. Students will spend up to a week diving deeply into each concept such as plate tectonics, conservation of energy, or photosynthesis. Each concept culminates in a student-created proof of proficiency project that includes multimedia, live demonstrations, and technical writing.

Instructional Methods & Practices

Our instructional approach is adapted from nearly 40 high-performing urban charter schools across the State of California and from across the country in schools recognized for high achievement in serving a high-needs community. While studying the best instructional practices of these schools, trends merged as to how teachers manage their classroom effectively and push rigor with their students. These strategies are drawn from leading educational researchers like Doug Lemov and have shown the greatest positive effect on student achievement. The strategies below will help teachers set clear academic and behavioral expectations and serve as the foundation for high-quality instruction. A description of the most common strategies and/or methodologies, designed to accelerate English language development for our Multilingual Learner students, are found below, grouped by the appropriate age range. Certain methods and practices are relevant for elementary grade levels, while most are relevant TK through 8th grade.

Leveled small groups - Small groups allow teachers and paraprofessionals to engage in focused instruction with small groups. Using data from formative and interim assessments allows students to be grouped by level and to rotate through centers in both guided reading and math instruction. Rotations include:
Teacher-led
Differentiated Learning Instructor led
Blended Learning and/or independent

Systematic phonics instruction - Every kindergarten through second-grade student receives systematic phonics instruction using specifically designed programs, including Reading Mastery and Horizons. Students of all subgroups benefit from the use of systematic phonics and phonemic awareness instruction. Students in the older grades receive phonics instruction as needed using Corrective Reading.

Literacy Development - Emphasis on fluency, decoding, and comprehension occur through literature and informational texts in Navigator classrooms within all subject areas. Teachers provide multiple practice opportunities for fluency and decoding through independent reading times and choral reading exercises. Guided reading and teacher read-alouds are key components to building comprehension skills.

Chris Biffle's Whole Brain Teaching Strategies - Whole Brain Teaching ("WBT") instructional techniques are a vital part of the WPS educational model. The following are key components of WBT:

Teach-Okay: Research indicates students learn the most when they are engaged in teaching others. By emphasizing energetic, instructional gesturing, students engage five of students' most powerful brain areas: visual cortex (seeing gestures), motor cortex (making gestures), Broca's area (verbalizing a lesson), Wernicke's area (hearing a lesson), and the limbic system (giving emotional content to a lesson).

Mirror: Many brain scientists believe students learn by mirroring the gestures and activities of others. They have identified mirror neurons scattered throughout the brain which are activated by mimicking the behavior we observe. WPS teachers believe when a class mirrors a teacher's gesture and repeats their words, a powerful learning bond is created between students and teachers.[16]

Schoolwide (TK-8th) Instructional Methods & Practices

- **Direct Instruction** - Explicit teaching of standards through a variety of strategies including "I do, we do, you do", demonstrations, and lectures. Curriculum may include some widely-used direct instruction programs such as: *Reading Mastery*, *Horizons*, *Corrective Reading*, and *ReadWorks*.

- **Adaptive or Leveled Software -** The use of adaptive or leveled software such as *Lexia*, *Reading Plus*, *ST Math*, *STAR Reading*, *STAR Math*, *Aleks*, and *Read Naturally*, allows students multiple practice opportunities at an appropriate level for building skills, enhancing skills, filling in learning gaps, and learning advanced skills.

- **Prove/Disprove** - A creative strategy to increase the rigor of multiple-choice questions in which students are expected to solve each question using their proving and disproving skills. For each incorrect answer, students must explain what the error was that led to that possible answer. For each correct answer, students must prove it with a solution and a written explanation as to why the answer is right. Teachers make sure there is a clear strategy to solve the problem and a thoughtful explanation of why the other answers would not be possible.

- **Teach Like a Champion techniques** - Doug Lemov's book, *Teach Like a Champion 2.0*, names 62 techniques which master teachers use to place students on the path to college success. Key

[16] Biffle, C. (n.d.). Whole Brain Teaching: Teach-Okay and Mirror Techniques. Retrieved from https://wholebrainteaching.com/wbt-basics-2/

techniques include:[17]

- **No Opt Out:** Accepting "I don't know" to a question is not an option for a teacher. Teachers coach a student to arrive at the correct answer through peer support or by providing scaffolded cues to help the student arrive at the correct answer.
- **Circulate:** Within the first five minutes, a teacher must "break the plane" by moving away from the front of the classroom and delivering instruction at strategic points around the room. The teacher moves systematically and without pattern, engaging with students both verbally and nonverbally as he or she circulates.
- **Cold Call:** Teachers call on students regardless of whether or not they have their hands raised. Some teachers use popsicle sticks to randomize student responses, while other teachers may choose to use a student response app. Cold call increases student accountability and is always used in a positive manner and is never berating or used to "catch" students who might be off task. Supportive scaffolding described above in No Opt Out is used when a student doesn't know the answer to help students develop confidence and knowledge.
  - **Do Now:** When students first enter the classroom, they immediately put their pencil to paper with a three-to-five minute independent activity that is either a preview of the day's lesson or a review of a recent lesson.
  - **At Bats:** Using multiple formats and variations, students have the opportunity to practice a given skill until they are able to do it independently. Once a student has mastered a given skill, the teacher will extend the challenge by moving to the next level with a bonus problem.
  - **Exit Ticket:** The final "At Bat" comes in the form of an exit ticket. Exit tickets are quick (one to three questions) designed to yield data and make great Do Nows.

- **Daily Spiral Review of State Standards** - Daily instruction includes a series of spiral review slides covering material students have already been directly taught. A fast-paced, high-energy review of the standards on a daily basis is pivotal to the retention and mastery of the State Standards.

- **Intervention blocks to reteach State Standards** - The daily schedule reflects times where teachers are expected to provide additional instruction to those students who have not mastered State Standards.

- **Thinking Maps** - Thinking Maps is a language of eight visual patterns each based on a fundamental thinking process. These research-based maps are highly effective at helping MLs and all other subgroups of students improve their literacy skills through writing, discussing, and presentation of their thinking. The maps are based on cognitive thinking skills: defining in context, describing qualities, comparing and contrasting, classifying, part-whole, sequencing, cause and effect, and seeing analogies. These maps can be used individually or in combination across grade levels and subject areas. Thinking Maps teach students to internalize visual strategies for interpreting text structures.[18]

[17] Lemov, D. (2015). Teach like a champion 2.0: 62 techniques that put students on the path to college. Jossey-Bass.

[18] Hyerle, D. (2011). Student successes with Thinking Maps: School-based research, results, and models for achievement using visual tools. Corwin Press.

- **Cooperative Learning** - Navigator Schools pioneered several new forms of student-led collaboration including squad-based learning (teams of three). This system allows true heterogeneous groupings that permit all students in the team ample practice opportunities because of the small group size. Additionally, teachers continue to use more traditional strategies such as think-pair-share, jigsaw, and round robin to expand the student's ability to increase positive interdependence, social skills, and master of concepts. Students will partner to read, analyze text, and ask questions, eventually leading guided reading discussions, and serving as teachers in both math and ELA classrooms.

- **Systematic vocabulary instruction** - All students benefit from systematic vocabulary instruction to advance in the area of literacy. WPS will use various strategies to ensure students develop the required language skills to succeed in mastering the CCSS. Current WPS practices include direct instruction of vocabulary prior to encountering them in context, ensuring that words are utilized in context multiple times, associating an image with the new word, and selecting words that are critical to understanding the key ideas of new content.

- **Progress monitoring data accessible to students and parents** - All WPS classrooms display data charts that document student progress towards meeting various academic goals. Research has proven that student effort and learning increase when their progress is tracked, and they have some responsibility in measuring their own progress.

- **Math manipulatives and visual modeling** - Effective instruction includes the use of various manipulatives which have been proven to support the deeper understanding of mathematics for students of all subgroups. In addition, WPS students will create pictorial models of mathematics problems on a daily basis.

- **Oral language sentence frames and stems** - Oral language frames are embedded in all teaching materials and are utilized throughout the instructional day. The frames are based on Integrated ELD acquisition levels: beginning, intermediate, and advanced. This instructional practice is supported by the leading practitioners of language development, including the work of Kate Kinsella and Susana Dutro.[19] When a State Standard is being taught, the teacher first models the sentence frames, and the students respond chorally. Then students pair-share and use the open-ended sentence frames to practice the targeted skill. The teacher then calls on students to use the frames in front of the whole class. Classmates have the opportunity to agree, disagree, and add on to the student's comments. After adequate oral language practice using the sentence frames, students use the frames to construct written responses to a standards-based question asked by the teacher.
- **Chants and rhymes** - Choral response in the form of chants and rhymes for times tables, algorithms, grammar mechanics rules, and desired personal character qualities are utilized to increase mastery of skills and promote student engagement.

[19] Kinsella, K. (2013). Academic response frames. Retrieved from https://www.sccoe.org/sclis/resources/Kinsella%202013/Writing%20Institute%20Batch%202/32_SentenceFrame_Resource.pdf AND Dutro, S. (2002). Rethinking English language instruction: An architectural approach. In G. Garcia (Ed.), English learners: Reaching the highest level of English literacy (pp. 227-258). International Reading Association.

- **Proof of proficiency video** - Students create multimedia presentations to demonstrate mastery of standards and application of skills. Students utilize a variety of software programs, including Explain Everything, PowToons, Google Slides and Prezi.
- **RACE/CASE** - To ensure that students are able to demonstrate their comprehension of short reading passages and word problems through writing, the use of RACE and CASE provides students with the steps to take. The acronym for RACE refers to Restate question, Answer question, Cite evidence, and Explain evidence. CASE refers to Circle problems, Analyze the question, Show and Solve the problem, and Explain the answer.
- **Frequent Assessments** - WPS employs a comprehensive State Standards-based assessment plan, which includes daily skills assessments and interim assessments six times per year. Interim assessments address the following areas: reading fluency, reading comprehension, CCSS based on a year-long instructional map, math facts fluency, and technology-based evaluations, including Lexia, ST Math, STAR Reading, and STAR Math. Staff will use interim assessment results to adjust classroom intervention groups and to increase spiral review of areas of weakness.
- **Enrichment** - In addition to State Standards based instruction, students participate in a wide range of enrichment courses, including art, chess, coding, dance, Lego Robotics, music, and sports.

Special Populations

The WPS instructional model is designed to meet the needs of the diverse learners that will comprise the student body of WPS , including English Learners, migrant students, students with special needs, foster youths, socioeconomically disadvantaged students, students below grade level, and students performing above grade level. The model follows the comprehensive Multi-tiered System of Supports framework and Response to Intervention process, as provided by the CDE.[20]

According to the CDE, “MTSS is an integrated, comprehensive framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.” California has a long history of providing numerous system of supports. These include the interventions within the RtI2 processes, support for special education, Title I, Title III, support services for English Learners, American Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.”

In addition, “RTI is a systematic, data-driven approach to instruction that benefits every student. RTI integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and tiered levels of interventions to benefit every student.”[21]

[20] California Department of Education. (n.d.). Definition of MTSS - Multi-Tiered System of Supports. Retrieved from https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp

[21] California Philosophy & Definition - RTI California Department of Education. 13 May 2016. Web. 10 March 2017

Plan for Academically High-Achieving Students

The instructional model in WPS classrooms supports the academically high-achieving student population through differentiated instruction, adaptive software, student-led discussion groups, and independent learning projects. Students are identified by state test results, formative and summative assessments, and teacher observations. Every month, parents are notified when students demonstrate high achievement in math and reading. In addition, parents are notified when students meet blended learning goals. Students who meet or exceed proficiency on the SBAC are publicly recognized at an assembly in August. Students who received a perfect score on the SBAC are identified at a Navigator Schools Board of Directors meeting in September.

Leveled reading instruction allows academically high-achieving students to engage in advanced levels of literature through the use of audiobooks, literature circles, and guided reading opportunities. Twice a year, in October and April, parent conferences also provide opportunities for parents to be informed about their child's performance.

Adaptive software allows our academically high-achieving students to learn and be challenged on a daily basis. These programs place students at their individual academic levels in math and language arts. This software allows advanced students to progress as quickly as they can, unlike traditional classroom instruction that typically focuses on grade-level content.

Opportunities will be provided for high-achieving students to lead inquiry-based small group discussions within language arts and STEM rotations. Student-led discussions will focus on leadership skills and higher-level thinking skills such as synthesizing, perspective-taking, and application. At the existing Navigator Schools, student-led discussions have led to students learning basic teaching management strategies, presentation skills using technology, ways to scaffold information for different learners, and increased student agency.

Independent learning projects will allow high-achieving students to demonstrate the acquisition, application, and expansion of skills. Through projects that incorporate components of art, media, writing, and design, students have creative opportunities to channel learning at higher levels.

Plan for Academically Low-Achieving Students

WPS will follow the RTI process to provide focused intervention to low-achieving students with the purpose of mitigating the underlying academic, social-emotional, or behavioral issues they might present. WPS educators will identify all students at risk of having any difficulties that interfere with learning. Students will be identified for intervention through regular data monitoring by WPS staff that utilizes state test results, formative and summative assessments, and teacher data.

The RTI model at WPS will be based on tiers of support. The chart below summarizes the purpose of each level of RTI support and describes possible interventions WPS will utilize to best support students.

Intervention Overview	Possible Types of Intervention	Time of School Day Provided
Tier 1 supports are provided in the general education classroom and are accessible to all students. Supports are both academic and behavioral.	State Standards-aligned instruction Personalized and differentiation of instruction Gradual release model of instruction to foster student mastery of content (i.e. I do, we do) Use of graphic organizers, thinking maps, sentence stems, and other accommodations used to foster student understanding Frequent check-ins from teachers on progress Seat changes Whiteboard configuration to clearly state objectives and learning agenda Use of class jobs, classroom management systems, and other structures to invest students in the classroom environment.	Throughout instructional time, across all parts of the school day
Tier 2 supports are provided when there is data to demonstrate Tier 1 supports are not enough to ensure student success. Tier 2 Supports are provided to students via small group interventions. With a full inclusion model, most Tier 2 supports will be provided to small groups of students within the general education classroom.	Tier 2 interventions will be provided to small groups of students (2-6 students typically). Interventions are research-based and assigned based on student assessment data. Examples include: Targeted fluency/decoding support Reading comprehension strategy support Support to access the text/finding textual evidence Numeracy & fluency support Mathematics problem solving strategies Tier 2 behavioral supports may include: Socio-emotional strategy/affinity groups Behavior trackers/incentive plans Small group check ins with teacher	Academic rotations, extended day support
When students continue to struggle after consistent provision of Tier 2 supports, they may be eligible to receive **Tier 3** supports. These supports are the most intensive.	Interventions are research based and assigned based on student assessment data. Examples include: ● Targeted fluency, decoding support ● Reading comprehension strategy support ● Support to access the text/finding textual evidence	Academic rotations, extended day support

	● Numeracy & fluency support ● Mathematics problem solving strategies Tier 3 behavioral supports may include: ● Socio-emotional strategy/affinity groups ● Behavior trackers/incentive plans ● Small group check ins with teacher ● Referral for counseling and/or individual behavior support sessions.	

Teams of teachers will meet to review students' progress as supports are provided. Parents and students are informed as students move through these levels of tiered support. If a student needs to be moved from Level 2 to Level 3, an intervention meeting is scheduled with teachers, support staff who work with the student, and the parents. This meeting will also include the student when appropriate.

This process of reviewing student needs and then scaffolding supports for the student continues until the student succeeds. The process is overseen by a WPS staff member who works closely with the student and is supported by the student's teachers.

As noted above, WPS will provide extensive support to all students in Level 1, 2, and 3. We deeply believe that students can be successful when learning in a school environment that is physically and emotionally safe and provides them access to world-class instruction. By providing an exceptionally high level of quality teaching to every student in every classroom and by offering the array of supports described above, we feel confident that all students at WPS will experience success.

Student Success Team and Response to Intervention

If the supports outlined above do not lead to sufficient progress in the student's achievement level for academic, behavioral, or social-emotional concerns, WPS will convene a Student Success Team ("SST") to consider additional or alternative supports to meet the child's specific needs. This team will be comprised of the key people responsible for the child's learning and success, including the student's teachers, parents, special education teachers, and administration. The team will collect data, discuss observed student strengths and areas of concern, and brainstorm interventions to address the student's needs. The team will evaluate the student's plans every eight weeks to monitor progress and assess the effectiveness of the intervention. If the student's achievement has not improved sufficiently, the team will request parent consent for a referral to a special education evaluation in the areas of suspected disability.

Plan for Serving Special Education Students

The Charter School shall comply with all applicable state and federal laws in serving students with

disabilities, including, but not limited to, Section 504, the ADA, and the IDEA.

The Charter School is a part of the El Dorado County Charter Special Education Local Plan Area ("SELPA") as a member, in accordance with Education Code Section 47641(a) and understands that the Charter School shall provide notice to the County, the SELPA, and the California Department of Education before June 30th of the year before services are to commence if it changes SELPA membership. Watsonville Prep is its own local educational agency ("LEA") for purposes of special education, and as part of the Navigator Schools charter management organization ("CMO"), is a member of good standing with the El Dorado County Charter SELPA (see letter in **Appendix D**.)

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The Charter School shall adhere to the SELPA 504 Procedural Guide. The facilities to be utilized by the Charter School shall be accessible to all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, based on disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

The Principal will assemble a 504 team, which shall include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations.

The 504 team will review the student's existing records, including academic, social, and behavioral records, and will determine whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student's evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials, including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parent or guardian of the student in their primary language, along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, the 504 team will make a referral for assessment under the IDEA.

If the student is found by the 504 team to be eligible for accommodations under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure the student receives a free appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and Differentiated Learning Instructors, must have a copy of each student's 504 plan. The Principal or Coach will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEA

The following provisions summarize the Charter School's Procedures for special education instruction and related services, as provided by the Charter School with support from the El Dorado County Charter SELPA.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School will comply with all relevant State and Federal special education laws and the SELPA's Local Plan and policies and procedures. A copy of SELPA procedures, participation agreement, and applicable forms are available in **Appendix F.** The Charter School shall utilize SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services, responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School administers its core curriculum so that students receiving special education services have the same opportunity as all other students to master core content.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment, and records as required or imposed by law.

Staffing
All special education services at the Charter School will be delivered by individuals or agencies qualified to provide them as required by the Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School will be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to the Charter School's students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

The staffing model for WPS includes two full-time education specialists, Instructional Support Facilitators, a counselor, and a psychologist. Speech therapy services, occupational therapy services, and any other service provider listed on a student's IEP will be provided through contracted staff unless the CMO has already hired one of the needed service providers.

Notification and Coordination
The Charter School shall promptly notify the local school district of residence of all requests it receives for students who transfer out of the Charter School. The Charter School shall follow SELPA policies as they apply to all SELPA members for responding to the implementation of special education services. The Charter School shall adopt and implement SELPA policies for all special education issues and referrals.

Identification and Referral
The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services. No assessment or evaluation will be used for admission purposes. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have or may have such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered and, where appropriate, utilized. This includes the Charter School's Response to Intervention framework, outlined in a previous section. The Charter School may also refer a student for services through the provisions of a Section 504 Plan, if appropriate. The chartering authority shall have access to the Charter School's student records and information to conduct oversight audits.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services if general education interventions do not provide FAPE to the student in question.

Assessments
The term “assessments” shall have the same meaning as “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with its general practice, procedure, and applicable law. The Charter School will obtain parent/guardian consent to assess students.

Referral for a special education assessment might come through the Student Study Team process. When a student is determined to be in need of more intensive interventions, the student is referred to the SST. At this meeting parents, intervention staff, teachers and an administrator review data and create an intervention plan to implement for at least 6 weeks. A follow-up meeting is scheduled to determine if the interventions were effective. If the interventions were not effective, a new intervention plan is created, a follow-up meeting scheduled where intervention efficacy is reviewed again. If the student is not making satisfactory progress, a referral might be made for a special education assessment, or a new cycle of intervention may occur. Parents will be informed that special education and related services are provided at no cost to them. Assessment guidelines will be made available to parents and assurances will provide that if it conflicts with SELPA policies and procedures, then SELPA policies and procedures will govern.

IEP Meetings
The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall comply with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the WPS designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher, if applicable; the student, if appropriate; the student’s parent/guardian; and other WPS representatives who are knowledgeable about the general education program at WPS and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include but are not limited to an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall documents the IEP meeting and provide the notice of parental rights.

IEP Development
The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services, and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures, and requirements of the SELPA and State and Federal law. Every student who is assessed for special education will have an IEP that documents assessment results and eligibility for special education services. Assurances of modifications and accommodations and Least Restrictive Environment assurance that IEP goals and services will be linguistically appropriate as per Education Code Section 56345(b). A copy of the IEP will be given to the parent in accordance with state laws and policies on SELPA forms.

IEP Implementation
The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide the parents with timely reports on the student’s progress as

provided in the student's IEP, at least as frequently as report cards are provided for the Charter School's non-special education students. Unless otherwise specified on the student's IEP, parents will be informed four times a year of the student's progress toward meeting annual goals. If a reassessment is requested at any time during the year, the school will have thirty days, not including school vacations greater than five days, to hold the IEP meeting. The Charter School assumes responsibility for IEP review. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students
The Charter School shall comply with Education Code Section 56325 with regards to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days. By this time, the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district-operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies
The Charter School shall be solely responsible for selecting, contracting with, and overseeing all nonpublic schools and nonpublic agencies used to serve special education students.

IDEA Non-Discrimination
It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Reporting
Assurances that the Charter School will collaborate with the chartering authority or SELPA to collect/maintain the information required by IDEA and lists: age, grade, type of disability, EL status, number

of students receiving service, number of students receiving and types of test modifications and exemptions; settings of service; suspension data, and reasons for charter exiting. All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Charter School.

Parent/Guardian Concerns and Complaints
The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights. The Charter School shall immediately address any concerns raised by parents. The designated representative shall investigate as necessary, respond to, and address the parent/guardian's concern or complaint. The Charter School, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints. The Charter School shall cooperate in responding to any complaint to or investigation by the CDE, the United States Department of Education, the Office for Civil Rights, or any other agency and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Procedural Safeguards
The Charter School will provide Notice of Procedural Safeguards, details, and assurances of parental written consent and participation, and the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. Any concerns or disagreements raised by parents will be acknowledged by the school within five days followed by a resolution meeting.

Due Process Hearings
The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

If the Charter School determines that legal representation is needed, all costs will be borne by the Charter School, and the Charter School shall have sole discretion to settle any matter in mediation or due process. The Charter School shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any student necessary to protect its rights.

SELPA Representation
The Charter School understands that it shall represent itself at all SELPA meetings. A school designee shall participate in the SELPA governance and SELPA-wide benefits in accordance with SELPA policies and procedures.

Funding
As an LEA, the Charter School shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, the Charter School shall be solely responsible for all special education costs that exceed State and Federal special education revenue allocated to the Charter School.

Plan for Serving English Learners

The Charter School will meet all applicable legal requirements for English Learners, including long-term English Learners and students at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. WPS will implement policies to protect the rights of students and parents and to ensure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents. A English Learner Advisory Committee will be formed when there are more than 21 EL students at the Charter School.

In accordance with ELD Standards, WPS is dedicated to providing EL students with an effective instructional program that will equip them to attain proficiency in English.[22] English Learners at WPS will have full access to English language arts, mathematics, science, and social studies content, as well as other subjects, at the same time that they are progressing through the ELD-level continuum. Within the growth expectations of the State of California, EL students will develop skills and confidence in English listening, speaking, reading, and writing. These components are at the core of achievement, inside and outside of the classroom.

The WPS instructional model provides developmental access to the core curriculum through instructional modifications designed to make instruction comprehensible to an English Learner at any point on the continuum. The model is designed to build academic English language proficiency in tandem with mastering the ELD Standards adopted by the SBE. WPS classrooms implement integrated and designated ELD, and students who are English Learners participate in both ELD instructional segments until they have met thereclassification criteria as set forth in Education Code Section 313(f), as it may change form time to time, and are redesignated fluent English proficient ("RFEP"). Educators meet frequently to discuss student needs and to change flexible groupings. Teams of educators also meet quarterly to monitor English Learner progress and to determine reclassification candidates.

The WPS ELD program includes the following key components:

- Implementation of the 2012 California ELD Standards in alignment with the State Standards.
- Designated ELD is data-driven and personalized as teachers identify specific language gaps through ELD formative assessments.
- Designated ELD is scheduled during the day at a protected time utilizing the ELD Standards as the focal standards.
- All teachers with EL students use integrated ELD in their classrooms, using the ELD Standards in tandem with the CCSS for ELA/Literacy and other content standards.
- The ELD plan includes a process for measuring the effectiveness of the Charter School's English Learners program, and the results will be used to improve the program.
- English Learners are grouped for designated ELD by English language proficiency level.
- Teachers hold appropriate certifications for instructing English Learners, as required for their certificated assignment.
- Core instruction is taught in English using Specially Designed Academic Instruction in English ("SDAIE") strategies emphasizing academic language and vocabulary.

[22] California Department of Education. (2014). California English Language Development Standards: Kindergarten through Grade 12. Sacramento, CA: California Department of Education.

- Instruction addresses the ELD Standards through speaking, listening, reading, and writing domains.
- Instruction develops proficiency in formal, academic English.
- Instruction provides access to the core curriculum through rigorous lessons, using scaffolding as needed.

Integrated ELD

The ELA/ELD Framework uses the term integrated ELD to refer to ELD throughout the day and across the disciplines. All teachers with English Learners in their classrooms should use the ELD Standards in addition to their focal CCSS for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress. The goal section of each set of grade-level and grade-span ELD Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English." (Ch. 2, p. 81)[23]

The WPS educational model was designed to accelerate English language development. The constant integration of ELD strategies across the instructional program and in all subject areas has led to the WPS English Learner populations excelling on the SBAC, far outperforming their subgroup averages across the state.

Designated ELD

Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the fMCal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English, an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas. The master schedule provides an example of the specific time during each instructional day that designated ELD instruction will be provided.

Assessment and Identification

- Home Language Survey - The Home Language Survey ("HLS") is administered upon every student's initial enrollment into a California public school as part of WPS's standard enrollment form completion process.

- English Language Proficiency Testing - WPS will administer the ELPAC, described in more detail below. All students who indicate their home language is other than English will be ELPAC tested within thirty (30) days of initial enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year, and at least annually thereafter between February 1 and May 31st until reclassified as fluent English proficient.

[23] California Department of Education. (2014). California English Language Development Standards: Kindergarten through Grade 12. Sacramento, CA: California Department of Education.

- WPS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty (30) days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing.

English Language Proficiency Assessment

All students who indicate their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well-developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (IA): The ELPAC IA is used to identify students as either an English learner or as fluent in English. The IA is administered once during a student's time in the California public school system based on the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K-8 whose primary language is not English to determine their English proficiency status.
- Summative Assessment (SA): ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC IA and SA assessments are administered in five grade spans -K, 1, 2, 3-5, and 6-8. In kindergarten and grade 1, all domains are administered individually. In grades 2-8, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1-June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be four months after January 1 (February 1 - May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Assessment, Monitoring, and Reclassification Process

Each English Learner will be monitored daily, weekly, and monthly on both ELD Standards and the ELA CCSS.

Assessments and progress monitoring tools include:

- ELPAC
- SBAC
- Daily ELA assessments (Checks for Understanding)
- Unit interim assessments
- Software assessments

A student is reclassified as fluent English proficient using criteria consistent with legal requirements set forth in Education Code Section 313(f), as it may change from time to time.

Reclassified students are monitored for at least four years to ensure their continued ability to achieve mastery of CCSS English Language Arts standards and to provide additional support if needed.

Materials

1. Navigator-adopted and supplemental materials are used for all core subjects
2. Navigator-adopted and supplemental materials are used for ELD instruction

ELD Professional Development

Watsonville Prep provides professional development to improve instruction for English Learners and all students. Training will be ongoing at the network and site levels. Information regarding conferences and out-of-district training will also be available.

Examples of Professional Development Topics & Conferences Attended and/or Utilized

- Training and support for administration and site leadership
- EL program options and reclassification criteria
- Current EL assessments, research and policy
- English Learner Advisory Committee training and support
- California Charter Schools Association (“CCSA”) annual conference
- Designated ELD instruction
- Lesson planning and online resources
- Integrated ELD training for core subjects
- Supporting English learners in the mathematics classroom
- Project-Based Learning (“PBL”)
- Thinking Maps
- Guided reading
- Effective instruction and best practices refreshers
- Kate Kinsella: Speaking Frames, Vocabulary, and English 3D Technology integration and CUE conferences[24]
- CAASPP assessment analysis
- Project GLAD strategies
- ELPAC assessment analysis
- Unpacking CCSS and NGSS

[24] Kinsella, K. (2013). Academic response frames. Retrieved from https://www.sccoe.org/sclis/resources/Kinsella%202013/Writing%20Institute%20Batch%202/32_SentenceFrame_Resource.pdf

Monitoring and Evaluation of Program Effectiveness:

The evaluation for the program effectiveness for EL students at WPS will include:

- Adhering to charter school-adopted academic benchmarks by language proficiency level and years in program to determine annual progress
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring of student identification and placement for four years
- Monitoring parental program choice options
- Monitoring of availability of adequate resources

ELD Instructional Strategies

The WPS educational program is designed to reach all learners, including English Learners. It promotes language acquisition and proficiency, oral language development, and enriched learning opportunities. The inclusive and collaborative environment at WPS gives ELs a setting to learn from and with English-speaking peers, as well as other ELs. WPS staff encourage students to share knowledge in a variety of forms so all students can participate, regardless of their own English proficiency. In addition, including small-group instructors in the classroom ensures students receive more individualized support.

All EL students are fully integrated into regular classrooms and receive core content instruction appropriate for their English proficiency and grade levels. Teachers plan their curriculum to ensure EL students have full access to the material, modifying their instruction as needed in order to provide integrated ELD.

Within the WPS's schedule there is a dedicated time for designated ELD instruction in which ELs receive leveled ELD instruction within a small group setting. During the designated ELD time, instructors focus on teaching specific linguistic skills and ELD Standards to students so that they can continue to build upon their English language skills within academically rigorous courses such as science and social studies.

As part of WPS's ongoing staff development, all teachers have been and will be trained on the ELD Standards and utilize a variety of ELD techniques and strategies. On professional development days, during weekly coaching sessions, and in weekly data meetings, teachers regularly discuss the needs and performance of EL students based on both formal and informal assessments. They are then able to plan for both the integrated and designated ELD instruction that is critical for the success of EL students.

Strategies to support English Learners during designated and integrated ELD include:

- Specially Designed Academic Instruction in English: Staff throughout WPS will use SDAIE strategies to support ELs in learning academic content. SDAIE instruction focuses on making academic input comprehensible and reinforcing it using strategies such as realia and manipulatives, visuals, graphic organizers, interactive discussions, and a focus on academic vocabulary instruction.[25]

- Spiral review/preview of content: Opportunities for repeated exposure to academic vocabulary are critical for acquiring language for EL student success. Brain research has proven children need

[25] Lim, M. (2004). SDAIE teaching strategies. Retrieved from https://www.csus.edu/indiv/l/limb/314/pdf/sdaie.pdf

between ten and twenty experiences with a concept, problem or vocabulary to internalize and convert learning to long-term memory. Spiral review provides these opportunities while previewing content and front-loading vocabulary, thereby increasing comprehension and learning.

- Oral language practice scenarios: This instructional strategy provides EL students with abundant oral language development opportunities, including always speaking and answering in complete sentences, Socratic seminar, and other forms of small group discussion. Students will be required to verbally rationalize correct and incorrect answers using specific front-loaded vocabulary.

- Leveled reading groups: In grades K-5, EL students will receive daily, leveled small-group reading instruction for at least forty minutes. In grades K-2, instruction will focus on phonemic awareness, phonics, fluency, and comprehension. The literacy approach utilized at WPS incorporates current research on teaching children to read in a second language by providing instruction based on the Science of Reading, interventions based on on-going assessments, and scaffolds for EL students. This type of leveled grouping and instruction will create an environment that allows EL students to be successful and receive instruction at the appropriate instructional level. In addition, the smaller groups allow the teacher to meet the individual needs of each student and differentiate instruction according to their academic levels and needs. WPS students receive a minimum of 90 minutes per day of leveled reading. In grades 2-5, the leveled reading groups focus on vocabulary, comprehension, and analysis.

Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities
Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), are in the Charter School's Local Control and Accountability Plan ("LCAP") and included in the tables below.

WPS's schoolwide and subgroup outcome goals and performance targets are aligned to the state's priorities that apply to the grade levels served, or the nature of the program operated by WPS, and methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with Education Code Section 52060(d). The metrics associated with these goals will help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The Charter School will comply with all elements of the Local Control and Accountability Plan, including the adoption of any templates required by the State Board of Education. The Charter School shall present a report on the annual update to the LCAP and the Local Control Funding Formula budget overview for parents each year as part of a nonconsent item at a regularly scheduled Board meeting.

Element 2: Measurable Pupil Outcomes

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." Education Code Section 47605(c)(5)(B).

Schoolwide Outcomes

The outcomes for the WPS students are aligned with state priorities and goals. Figure 21 below describes the alignment and reorganizes the metrics around the state goal they support.

At WPS, we know that rigorous academics, coupled with individualized support for every learner, will place them firmly on the path to thrive in college and to communicate and lead with confidence. To this end, we implement a rigorous assessment portfolio and systems that will track the school-wide progress of our academic and organizational goals. This includes analysis of absolute, comparative, and longitudinal measures of mastery. We believe in academic transparency and, for this reason, will publish our data on our website and in our annual reports that are provided to key stakeholders, including our Board of Directors and families, so that we are held accountable to the commitments made in our charter agreement, in addition to complying with all reporting requirements to the chartering authority, as applicable.

Students will take criterion-referenced and norm-referenced assessments to track academic progress on an absolute and comparative basis locally, regionally, and nationally. Our reporting will include an analysis of year-over-year growth by cohort to track the Charter School's effectiveness in continually growing. All goals and measures also address and meet all applicable state priorities detailed in Education Code Section 52060(d) that apply to the grade levels served or the nature of the program operated by the Charter School. For purposes of measuring the achievement of these goals, a numerically significant pupil subgroup shall be defined pursuant to Education Code Section 52052(a)(3) as one that consists of at least 30 pupils, each of whom has a valid test score, or for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. The Leadership team will engage in thorough analysis, collection, and reporting of performance on school goals for assessments, including the SBAC, STAR Mathematics, and STAR Reading.

Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities
Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), are in the Charter School's LCAP and included in the tables below.

WPS's schoolwide and subgroup outcome goals and performance targets are aligned to the state's priorities

that apply to the grade levels served, or the nature of the program operated by WPS, and methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with Education Code Section 52060(d). The metrics associated with these goals will help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The Charter School will comply with all requirements pursuant to Education Code Section 47605(c)(5)(ii), including the development of schoolwide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d). The Charter School will comply with all elements of the Local Control and Accountability Plan, including the adoption of any templates required by the State Board of Education. The Charter School shall present a report on the annual update to the LCAP and the Local Control Funding Formula budget overview for parents each year as part of a nonconsent item at a regularly scheduled Board meeting.

WPS Outcomes Aligned to State Priorities

State Priority #1. The degree to which teachers are appropriately assigned and fully credentialed, and every pupil has sufficient access to State Standards-aligned instructional materials, and school facilities are maintained in good repair		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
• WPS instructors will be considered well qualified and fully credentialed in the subject areas they will teach, and instructors will be encouraged to secure additional credentials appropriate for ELs and special education • WPS will develop and utilize the most up-to-date State Standards aligned instructional materials that prepare students for high school • School facilities are maintained and in good repair	• An annual audit is performed to verify appropriate placement of classified and certificated employees • Ongoing support is provided to certificated staff to allow them to move from an intern to a fully credentialed employee • An annual staff survey is implemented • WPS staff completes all mandatory state trainings • Operations staff conducts monthly site	• 100% appropriate credentialing from annual audit • 100% of staff receive personalized professional development through coaching • WPS achieves 80% staff retention after two years • 80% of faculty reports that they have the necessary resources to succeed in the classroom on annual staff survey • 80% of community members agree that the school is clean and orderly on community survey • 80% of school and operational leaders rate

	walkthroughs to ensure facilities are maintained and in good repair	the school condition as acceptable on the monthly walkthrough

State Priority #2. Implementation of the State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency		
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
• All WPS math and language arts curriculum are aligned to the State Standards • All WPS curriculum will be designed to support ELs and other subgroups • All EL students will access the State Standards-aligned curriculum with additional scaffolds and support to ensure they are achieving English language proficiency • WPS will provide EL students innovative, engaging, and research based instructional strategies meant to build students' content knowledge while expanding their linguistic abilities in English.	• WPS develops a school calendar that allows for weekly professional development opportunities to address implementation of the State Standards with a focus on EL students and integrated ELD strategies • Curriculum-based and interim assessments are administered at all grade levels. Immediately following, the teacher and coach will conduct data analysis to identify strength and next steps • Resources, materials, and software aligned to State Standards are to be provided schoolwide to enhance student outcomes • All curriculum maps have goals and strategies to support ELs • Professional development includes	• 50% of (ELs) make one or more levels of progress towards EL proficiency as measured by the ELPAC • Monthly, 100% of teachers will participate in professional development including State Standard implementation through current technology • School leadership conducts yearly audit of curriculum maps to ensure alignment to the State Standards and include supports for ELs and struggling students

	dedicated days each year for training on implementing the State Standards and on supporting ELs and struggling students ● Provide educators on-going coaching that focuses on State Standards practices ● In order to enhance State Standards learning, current technology and on-going training and support will be provided ● WPS provides various professional opportunities for teachers to learn ELD standards and how to integrate them explicitly into instruction	

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs.		
ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
● WPS increase parent involvement in school and solicits parent feedback ● Parents demonstrate high satisfaction with the school's program	● The school site promotes and encourages parents to attend school-based informational meetings, councils, and volunteer activities through newsletters, signage, direct communication, and social media	● Greater than 75% of parents complete community survey ● 60% of parents feel they have ample opportunities to engage in volunteerism and community meetings, as

	• Parents provide feedback through an annual survey	measured by the annual parent survey • 80% of parents “likely” or “highly likely” to recommend the school to a friend

State Priority #4. Pupil achievement, as measured by all of the following, as applicable: A. Statewide assessments (CAASPP, or any subsequent assessment as certified by SBE) B. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC C. EL reclassification rate		
ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
• Academic achievement on the annual SBAC testing consistently surpasses the state average • In ELA and mathematics, by fifth grade and beyond, 75% of students will show mastery of the State Standards as measured by a score of proficient or advanced on the SBAC • 75% of students meet annual growth goals of one performance level each year on ELPAC • Students are redesignated as Fluent English Proficient within six years of entering WPS • Students demonstrate high school readiness through SBAC scores	• Standards based quizzes and interim assessments are analyzed to determine individual students strengths and next steps; in- class intervention targets any and all students needing extra support; additional after-school intervention may be utilized based on data collection • Specialized intervention groups are formed to target specific learning needs; State Standards-aligned curriculum and software are provided to these intervention groups as needed • Summer school is provided annually for struggling students • WPS provides a broad course of study for students; students are	• 75% of ELs reclassified as English proficient within six years of original designation • 65% of students who have been enrolled at WPS for at least 3 years are proficient or above on the CAASPP ELA assessment • 55% of students who have been enrolled at WPS for at least 3 years are proficient or above on the CAASPP Math assessment • 45% of students who have been enrolled at WPS for at least 3 years are proficient or above on the CAST Science assessment • All student subgroups will make a 3% growth

	provided with enrichment and field trip opportunities including but not limited to STEM, physical education and the arts ● Social and emotional skills are explicitly taught during weekly class meetings; PBIS model is utilized to promote positive behavior	annually on CAASPP assessments ● 50% of ELs make annual progress towards EL proficiency as measured by the ELPAC ● 90% of students feel safe at school as measured on the annual student survey

State Priority #5. Pupil engagement, as measured by all of the following, as applicable: A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates		
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
● WPS students attend school regularly, consistently and on time ● WPS will support more students through graduation and reduce the number of dropouts, especially among subgroup populations	● WPS implements an Attendance and Truancy Policy ● Parents are informed of chronic absence and truancies specified in the Attendance and Truancy Policy ● WPS provides training to site staff on the Attendance and Truancy Policy	● 92% Average Daily Attendance ● Less than 5% of WPS students are tardy per day ● WPS maintains an annual Chronic Absentee Rate of less than 10%

State Priority #6. School climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
• Students are collaborative and engaged citizens within their community • Students consistently implement strong SEL skills and represent core values through their actions	• WPS engages in extensive community building through whole-school morning messages and parent involvement opportunities, as well as other school events • A social- emotional curriculum is taught during school community meetings and reinforced throughout the day by all staff. Culture surveys for students, parents, and staff are administered multiple times per year	• < 1% suspensions per school year • <1% expulsions per school year • 80% of students would say other students consistently demonstrate our core values on our annual culture survey • 80% of students would say they are satisfied with WPS on our culture survey • 80% of parents say they are satisfied with WPS on our culture survey • < 10% student transfer rate per year

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board of the Charter School.

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
• WPS students, including students from all subgroups, have access to all instructional	• WPS 's model offers students an all-inclusive environment in all academic and instructional programs;	• 100% of WPS students including students from all subgroups will have access to academic and instructional programs

programs as detailed in the charter	this includes push-in service from special education staff in classrooms to support both students with IEPs and at-risk students	including core subjects, PE, enrichments, and electives as detailed in the charter

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.		
ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
• Students at WPS will become proficient readers and writers of the English Language and will be proficient speakers and communicators of the English Language • Students at WPS will become proficient in mathematical skills and content • Students at WPS will become proficient in scientific thinking and concepts • Students at WPS will become proficient in social science and history standards • Students at WPS will demonstrate high school readiness	• WPS implements State Standards- based curriculum maps • WPS implements regular formative and benchmark assessments aligned to standards • WPS implements a robust intervention program including in-class, afterschool, and summer school interventions • Curriculum maps are designed to support ELs and struggling students • Curriculum maps are aligned to assessments based on the State Standards • Professional development and weekly coaching and data meetings are implemented to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups	• 75% of students demonstrate annual growth as measured by the STAR Math and STAR Reading • 65% of students who have been enrolled at WPS for at least 3 years are proficient or above on the CAASPP ELA assessment. 55% on the Math assessment, and 45% on the CAST Science assessment • School leadership yearly audit of curriculum demonstrates that 100% of curricula and materials are aligned to the State Standards and have supports for ELs and students requiring intervention

Local Control and Accountability Plan

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the SBE. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the chartering authority and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

Element 3: Methods of Measurement

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." Education Code Section 47605(c)(5)(C).

While WPS teachers have a clear scope and sequence of instruction, the nature of our data-driven instruction model allows teachers to personalize student learning. Instruction, intervention groupings, and spiral review of standards are adjusted daily based on student achievement data. The data cycle of a daily check for understanding, weekly quiz & blended data, a mid-year interim assessment, and an annual summative assessment provides the educational leadership team with a variety of informational sources used to inform instructional decisions.

Administration of State and National Tests

Student assessment is the cornerstone of WPS's ability to reach proficiency and advanced levels for our students. WPS will administer all components of state and national tests for grades K-8, including CAASPP, CAST, ELPAC, and the California Physical Fitness Test.

Additional Assessments

WPS has developed and administered State Standards-based assessments and norm-referenced tests, including STAR Reading and STAR Math. Figure 22 includes the formal assessment tools WPS will use to measure student outcomes.

Formal Assessments

Navigator Assessments			
Assessment	**Content Areas**	**Description**	**Use of assessment**
SBAC	English, mathematics	End of the year state mandated assessment on grade-level standards for Math and English	Measures student absolute performance and mastery ofState Standards, for grades 3-8
ELPAC	English Learner development	Test administered annually to students who have a home language other than English	Measures students' mastery of the English language and allows schools to monitor students' progress toward English proficiency

STAR Reading STAR Math	Reading, mathematics	Nationally-normed test that identifies students' reading level and Lexile level as well as percentile and grade equivalency for math	Allows teacher to group students for literacy-based instruction and monitor progress
Interim Assessments Created by Navigator Schools	English language arts, social studies, and science	Internally-created assessments for English, science, and social studies	Allows teachers to group and reteach based on data and to assess students' mastery of the State Standards. uses question frames and types similar to the Smarter Balanced Assessment to prepare students for the SBAC
Curriculum -embedded Assessments	English language arts, mathematics	Comprehension and vocabulary quizzes based on the texts read that week and the math standard of the week	Data drives instruction for the next week, highlights areas for whole class re-teaching, and informs creation of groups for additional support
Universal screening for Risks of Reading Difficulties	K-2 students		To meet state requirements for dyslexia screeners, WPS will screen with the screener.
Daily Exit Tickets	English, mathematics, science, social studies	2-3 short questions given at the end of every lesson	Teachers will use this data to pull groups for focus at the end of the day, or plan a re-teach for the entire class should that data warrant it
Proof of Proficiency Projects ("POP")	Science, social studies	Projects include essays, speeches, video productions, or demonstrations	Teachers use POP projects to measure students' mastery of the content; checkpoints along the way allow for instructional shifts

California Science Test ("CAST")	Science	State assessment used to measure state standards for science	Measures student mastery of science based on the NGSS in grades 5 and 8, and high school
California Alternate Assessment ("CAA")	English, mathematics, science	State assessment aligned with alternate achievement standards	Helps teachers identify and address gaps in knowledge or skills early so students can receive the support they need

- Normed-based and Reading inventories – These tests including Basic Phonics Skills Tests and STAR Reading / SRI Lexile will be used to assess reading fluency, comprehension and pre-reading skills. These reading inventories will be administered to students as a means to gather baseline data, inform teachers about students' overall instructional level, independent reading level and as a means to monitor progress. Information from these tests provide percentile scores and can be used to identify homogeneous reading small groups.

- Daily CFU – With the daily use of student response systems, the "board's up" strategy, and informal exit tickets, the data is used to guide instruction in subsequent lessons and class periods. This information can instantaneously provide teachers with information about students' level of mastery of a concept just taught. Teachers are able to correct misconceptions immediately, provide timely reinforcements and determine next steps for instruction. Software includes programs such as Quizzizz.com, Illuminate, and SMCrative.

- Weekly Quizzes – The weekly quiz is administered at the formal end of instruction of a particular standard and is used to determine effectiveness of instruction and how frequently the assessed standard should be spiraled moving forward.

- Quarterly Benchmarks - Using State Standards-aligned questions and other resources, students are assessed on all standards taught during the quarter. The Charter School leaders developed a scope and sequence derived from the analysis of skills and content tested on state assessments and correlated to each standard which provides teachers with a framework for teaching.

- Annual state and federal assessments- These assessments are used in the fall to analyze areas of needed improvement on state and / or nationally required tests and to guide WPS curriculum development.

Data Analysis & Reporting

WPS uses a student information system (Illuminate) with the Charter School's data dashboard to warehouse

and report student performance on the various assessments.

Assessment reports are made available to students, parents, and the Navigator School Board as requested. This information, along with the results from state and/or federal assessments, will be included in the SARC.

Once a week, WPS staff meet during an early release time period to review weekly assessment information and, when applicable, trimester assessment data. Each grade-level team makes curriculum and instruction adjustments at these meetings.

Every teacher and leader at WPS understands that utilizing the data-driven instruction cycle is critical to making significant academic gains with their students.

Using academic data empowers the teacher to make instructional adjustments to ensure all students achieve their potential. Daily informal assessments, as well as monthly formal assessment results, are analyzed to identify students who are failing to make adequate progress on State Standards mastery. For each student in this category, a flexible tiered intervention program is implemented. Teachers use ongoing classroom assessments to determine if a skill or standard needs further instruction. At this time, whole-class instruction can be differentiated to meet the needs of individual students. At WPS, teachers so frequently check for understanding, that “CFU” is a common language.

At WPS, the following key elements to data-driven instruction will exist to ensure all students achieve their potential:

- Set goals
- Plan instruction
- Instruct and adapt
- Assess
- Analyze and Adjust

Grading, Progress Reporting, and Promotion/Retention

Students who demonstrate chronic absenteeism will be monitored closely and the Charter School will actively communicate with families as early as possible about the consequences of missing school. This level of absenteeism will impact a student’s understanding of our educational program and detract from disciplined work habits.

For students in grades TK-2, the only academic metric that will be used to consider promotion or retention will be reading achievement. We will use the STAR Reading Assessment to analyze each student’s readiness for the next grade. Students will be assessed four times during the year, and if a student in kindergarten (including TK), first, or second grade is reading below grade level and is not demonstrating growth in the STAR Reading Assessment by the end of the year, that student will be a candidate for retention. We will not use mathematic achievement in TK through second grade to determine retention, although we monitor it intensely throughout the year.

For students in grades 3-8, we will use two academic metrics to determine promotion or retention. They are the reading achievement at grade level standards as assessed on the state’s SBAC assessment and through their work at school; and mathematics achievement at grade level standards as evaluated on the state’s

SBAC assessment and through their school achievement. If a student receives a scale score for “Standard Not Met” on either ELA or Mathematics SBAC assessment from the prior year or earns a grade less than 70% in their final quarter in ELA or Math, they will be considered for retention. Specific provisions of an Individual Education Program may amend promotion or retention criteria on a case-by-case basis.

For all grade levels, grade promotion policy does have an exception for students who have a formal IEP. For such students, the requirements for promotion to the next grade are written into their IEP. Meeting those IEP goals may result in grade promotion, even if the student would not otherwise be promoted based on their report card grades.

WPS ensures that a system of support is maintained to frequently communicate student progress with families. Teachers regularly analyze student work to measure student growth and families are notified through regular communication with their teacher in the following ways:

- Family/Teacher Conferences
- Progress Report Card Conferences
- School Events
- Email/Phone Call/Texts
- Before and after school and by appointment

Formal Quarterly Reports are sent to parents four times per year and include information on student in-class work, homework and assessments. Students who are identified as needing additional support with any skill set will participate in a conference that is outside of their regularly scheduled Family/Teacher Conference to review their progress. The teacher at this time identifies key learning goals for the students and strategies that they will use in the classroom to support their learning.

Retention
WPS will notify parents in writing and contact families by phone to discuss potential recommendations for retention. This will occur before March 1st, and the teacher will explain the process to families for appealing the recommendation for retention.

Students who face retention will be asked to meet with a parent or guardian and the Principal, who will decide to retain a student. We anticipate families will be well-prepared for this decision given the extensive and consistent communication that will have preceded this meeting. The family can appeal the recommendation for retention. To do this, the family should submit, in writing to the Principal, by the specified date, that they disagree with the decision to retain their student. The written notification shall state evidence supporting why the family believes a recommendation for retention is unwarranted. The Principal will review the presentation of facts and make a final determination within 20 days of the receipt of the family’s appeal letter.

Families are encouraged to remain active participants throughout the evaluation process. The final decision regarding retention is made after intense interventions have been implemented for the student, results documented, and in collaboration between the teacher, Principal, family, and other support staff.

Authorizer Evaluation

WPS will comply with reasonable chartering authority processes, site visits, reporting, and protocols required by the chartering authority to enable the authorizer to gather information needed to confirm WPS ’s performance and compliance with the terms of this charter.

Pursuant to Education Code Section 47604.3, WPS shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the chartering authority, the County Office of Education and the State Superintendent of Public Instruction. The SARC will be posted annually as required by law.

The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on the SARC.

Element 4: Governance Structure

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." Education Code Section 47605(c)(5)(D)

Nonprofit Public Benefit Corporation
Watsonville Prep School is a directly funded independent charter school operated by Navigator Schools, a California nonprofit public benefit corporation, pursuant to California law. While WPS intends to collaborate and work cooperatively with the chartering authority, WPS shall operate as a separate legal entity, independent of the chartering authority. Pursuant to Education Code Section 47604(d), the chartering authority shall not be liable for the debts and obligations of WPS, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by WPS as long as the chartering authority has complied with all oversight responsibilities required by law.

Please find the Navigator Schools Articles of Incorporation (Appendix G), Corporate Bylaws (Appendix H), and Conflict of Interest Code (Appendix I)

Board of Directors
WPS is governed by Navigator Schools' Board of Directors ("Board") in accordance with its adopted bylaws, which are consistent with the terms of this charter. Governance, policy-making authority, and fiduciary responsibility for WPS will rest with the Navigator Schools Board of Directors. The objectives of the Navigator Schools Board of Directors are to:

1. Promote the success of the charter schools it operates.
2. Ensure adherence to the mission and educational philosophy of Navigator Schools.

The Board of Directors of Navigator Schools will be responsible for the oversight of Gilroy Prep, Hollister Prep, Hayward Collegiate, Watsonville Prep, Orange Prep School, and any later-approved charter schools it operates. Parents from each charter school are encouraged to apply for a position on the Board and/or attend Navigator Schools Board meetings at teleconference locations on each school site.

The Navigator Schools Board of Directors will be the governing body of the Charter School, and will consist of no less than five (5) and no more than eleven (11) Board members. Each director shall hold office, unless otherwise removed from office in accordance with the bylaws for two (2) years and until a successor director has been appointed.

Composition of Navigator Schools Board of Directors
The Navigator Schools Board of Directors strives to be representative of the community. Board members serve voluntarily because they believe in the goals of Navigator Schools. Navigator

Schools will seek to ensure its Board members will represent a broad area of expertise and a broad cross-section of the charter schools' communities and community-at-large, including financial expertise, community and educational leadership. The Board shall include representatives and members of the community. The Board has adopted Bylaws that address future Board appointments and turnover. Navigator Schools will also look for people with backgrounds in real estate, law, educational pedagogy, public accountancy, business, and philanthropy to play a role in governance.

2026-27 Board of Directors:

The Navigator Schools Board of Directors currently includes the following members:

- Rosie Arroyo, Hayward
- Nora Crivello, WestPak, Inc.
- Chuck Daggs, Retired Wells Fargo's Wealth Management Group
- Anthony Di Vittorio, BMO U.S.
- Shara Hegde, Alpha Public Schools
- Margaret Raymond, Program Director, Hoover Institution on US, K-12 Research
- Kari Yeater, Former Superintendent of Schools
- Alice Flores, Retired Regional Director for CalStateTEACH

In accordance with Education Code Section 47604(c), the chartering authority may appoint a representative to the Board of Directors. If the chartering authority chooses to do so, the Board may appoint an additional director to ensure an odd number of Board members.

Board Meetings and Responsibilities

The Navigator Schools Board of Directors meets regularly, at least six times per year, and in accordance with the Brown Act and Education Code Section 47604.1(c)(4). The Board is fully responsible for setting policy, operation and fiscal affairs of Navigator Schools, including, but not limited to, the following:

- Ensure Watsonville Prep adheres to the goals outlined in this charter, as well as to state and federal guidelines and other Navigator policies;
- Hold the Chief Executive Officer ("CEO") and Superintendent accountable for the academic and fiscal responsibility of Watsonville Prep School;
- Provide support to WPS for additional fund-raising, marketing, and other services as needs arise;
- Advocate on behalf of WPS, including working to establish partnerships with community organizations, institutes of higher learning, non-profit foundations and corporate entities that support education through noncommercial relationships;
- Hire, supervise, evaluate, discipline, and dismiss the CEO and Superintendent;
- Approve and monitor the implementation of the general policies of WPS;
- Approve and monitor WPS's annual budget and budget revisions;
- Approve any contract that would cause the Charter School to compensate an individual contractor

more than one hundred thousand dollars ($100,000) in a fiscal year

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix I. As required, the Conflict of Interest Code has been submitted to the Fair Political Practices Commission.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. The Board retains ultimate responsibility over the performance of the powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board will attend an in-service for the purposes of training individual Board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, the Brown Act, school finance (AB 640), and child abuse and neglect.

Navigator Schools and WPS Leadership Responsibilities

The Navigator Schools team and WPS site leadership are actively involved in the day-to-day management of the Charter School's operations. Their roles are enumerated in Element 5, below.

Staff, Student, and Community Involvement in Governance

Navigator Schools will provide opportunities for staff, students, and the community to become involved in WPS's governance. Staff, parents, and students are invited to Board meetings, committee meetings, and annual LCAP meetings. Families, students, and staff participate in annual surveys to have a voice in the direction of the Charter School.

WPS parents can also participate in the parent club, attend monthly bilingual parent coffees, volunteer in the classroom, and/or attend the morning kick-offs to hear about school activities.

Organizational Chart

Attached as Appendix J, please find an Organizational Chart for Navigator Schools.

Element 5: Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." Education Code Section 47605(c)(5)(E)

General Qualifications
All employees of Watsonville Prep School shall be considered employees of Navigator Schools. Navigator recruits professional, effective, qualified, and mission-driven personnel to serve in administrative, instructional support, and non-instructional support capacities. Navigator recognizes the importance of employing a diverse staff who values teamwork, collaborative decision-making, technology and innovation, and who are passionate about eliminating the achievement gap. Navigator staff also illustrate a deep commitment to their own professional growth and excellence. Navigator works to foster an environment where all employees play an important role in creating a positive school culture and effective learning atmosphere to provide for optimal student success.

Navigator shall comply with Education Code Sections 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees and contractors. Prior to employment, each employee must furnish an up-to-date Tuberculosis risk assessment result and documents establishing legal employment status.

Navigator Schools shall comply with applicable provisions of the Every Student Succeeds Act as they apply to certificated and paraprofessional employees of the Charter School. Navigator Schools will employ or retain teachers who hold the Commission for Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.

Navigator's current leadership structure includes:

Interim Chief Executive Officer and Superintendent
The Chief Executive Officer and Superintendent is responsible for the organization's success in meeting its instructional, school culture, operations, fundraising, external relations and financial management goals. They will work closely with the Interim President to support school leaders and manage the progress of the Charter School's academic program while also being the primary liaison between the Charter School and its external audiences including the Board, funders, state chartering authorities, the surrounding community, and other partners.

Interim President
The Interim President will focus on Navigator's mission, culture, staff alignment, academic model, and student success. The Interim President will work closely with the Interim CEO, the Board and school leaders to ensure a successful start to the 2026-27 school year, including implementation of the new academic model, ensuring students with disabilities continue to be served appropriately, and that schools continue to operate with a high-quality level of safety

and operations. The Interim President operationalizes the academic vision for the organization and leads a high-performing instructional team including Charter School and Support Office leaders.

Principal

The Charter School Principal is a critical member of the Navigator Schools senior leadership team charged with driving exceptional academic achievement and positive school culture. WPS's Principal is accountable for the Charter School and school leader performance, including but not limited to teaching and learning on the school site and across the organization. They collaborate with other charter school and organizational leadership to operationalize the academic vision for the organization and lead a high-performing instructional team. The Principal develops teachers and leaders utilizing the Navigator Schools' coaching system in service to achieving goals. A Navigator Schools Principal is committed to and works to create charter schools that are equitable, diverse, and create a sense of belonging.

CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

- BA or equivalent plus a minimum of three years of progressively responsible administrative experience and/or training
- Experience working in a charter management organization or other public school environment preferred
- Ability to perform each essential duty satisfactorily, reasonable accommodations may be made to enable individuals with disabilities to perform essential responsibilities
- Excellent interpersonal skills, including the ability to develop and keep the trust and confidence of others; the ability to successfully work with different personality styles
- Ability to work effectively and positively with diverse parent communities
- Excellent communication skills, including speaking, listening and writing
- Knowledge of school finance, budgeting, and business operations, and the ability to manage a school budget in a responsible manner
- Ability to lead and navigate positively conversations and meetings that include divergent opinions and conflict
- Must be able to work effectively under pressure with frequent interruptions
- Must be able to understand and carry out oral and written instructions; establish and maintain cooperative and effective relationships with those contacted in the course of work

Vice Principals

The Vice Principals directly support teachers in their development into outstanding educators, redefine WPS's data and assessment practices, and create and implement effective intervention programs to ensure all students have the skills necessary to succeed in college and beyond. The Vice Principal is an essential team member of the Charter School administrative team.

CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

- Bachelor's Degree and valid California Teaching Credential required
- Minimum 3 years of teaching experience required, 5+ years teaching experience preferred, previous experience working with a diverse student population preferred
- Ability to provide rigorous weekly coaching to approximately 1/3 of school teaching staff
- Ability to successfully plan and ensure the implementation of all student intervention endeavors, both during and outside of school hours
- Ability to lead and navigate positively conversations and meetings that include divergent opinions and conflict
- Must be able to work effectively under pressure with frequent interruptions
- Must be able to understand and carry out oral and written instructions; establish and maintain cooperative and effective relationships with those contacted in the course of work
- Bilingual in Spanish a plus

Teachers

Teachers at WPS are specifically trained in the Navigator instructional model and coached weekly to ensure that the daily instruction delivered is consistently top-tier. Teachers use technology on a daily basis in Navigator's cutting-edge blended educational program, build and promote critical thinking skills as well as transform children into 21st century citizens. Another key component of a WPS teacher is that they maintain strong relationships with students in order to deliver an exceptional educational experience to every child who walks through our doors.

CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

- Bachelor's degree and the CTC certificate, permit, or other document required for the teacher's certificated assignment
- EL Authorization as required for the assignment
- 1-3 years of teaching experience working with a diverse student population preferred
- Ability to deliver rigorous instruction using a variety of methods, including direct whole group, small group circles, 1-on-1 tutoring, and blended technology tools
- Must be able to develop and implement curriculum in alignment with the State Standards
- Ability to manage student behavior according to common Navigator practices
- Must maintain high expectations for self and students at all times; commit to 100% student engagement
- Bilingual Spanish a plus

Education Specialist

The WPS Education Specialist, as the special education case manager, is driven to impact the lives of traditionally underserved students. The Education Specialist ensures top-quality special education services

are provided to students with all types of learning differences by directly delivering services to students, ensuring appropriate contractors are part of the IEP team, ensuring compliance with requisite laws, and developing and growing Navigator's full inclusion Special Education model through ongoing professional development.

CANDIDATE REQUIREMENTS
The ideal candidate will possess the following qualifications:

- Bachelor's Degree and valid California Resource Specialist Special Education credential required
- Graduate Degree a plus
- 1-4 years of teaching experience working with a diverse student population preferred
- Excellent Communication Skills (both oral and written)
- Ability to use discretion and good judgment when dealing with confidential and sensitive information
- Knowledgeable of federal, state, and local special education laws and regulations
- Ability to provide direct instruction at least 70% of the time and services for students whose needs are identified in a written IEP and who are assigned to general education classrooms for a majority of the day
- Must collaborate in the development and implementation of behavior management techniques as appropriate, observes student behavior in the general education classrooms and consults with teachers regarding these behaviors, communicates regularly with students and parents
- Must work closely with school psychologist, speech and language pathologist and other providers of related services for special needs students to ensure optimal services as provided and that the compliance-related issues are addressed in a timely manner
- Ability to coordinate IEP processes and timelines; Facilitates necessary accommodations for standardized testing, in accordance with the goals and objectives in each student's IEP
- Must maintain detailed student special education records and electronic databases for special education and all related paperwork
- Must effectively communicate and work cooperatively with all other school personnel, parents, and other agencies for the best interests of each student
- Must maintain high expectations for self and students at all times; build positive culture among school site special education staff that aligns with WPS wide norms
- Performs other duties as assigned
- Bilingual in Spanish a plus

Differentiated Learning Instructor
The Differentiated Learning Instructor ("DLI") is responsible for working with teachers and students to facilitate student learning in the classroom. The individual activities and duties of this position may vary depending on grade level, teaching methods, subject area, project goals, the physical demands of students, and students' achievement levels, abilities, and behavioral needs. The DLI may be assigned to support one or more students at any given time. The DLI will be supported and developed through coaching and training provided by Navigator Schools leadership. They will participate in weekly coaching meetings and collaborate with peers and supervisors in order to ensure student success. The ideal candidate will work collaboratively with peers, teachers, and students, have a deep commitment to student achievement and full inclusion, hold students and themselves to high expectations, and uphold WPS's culture at all times.

CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:
● AA or BA Degree preferred, or High School Diploma, and the passing of the Navigator Instructional Employee Assessment exam
● Commitment to student success and learning
● Knowledge of commonly used concepts, practices, and procedures within the field
● Reliance on instructions and pre-established guidelines to perform job functions
● Desire to improve professionally, open to receiving coaching and feedback
● Flexible to changing work environment; always presents with a positive attitude
● Ability to read and write simple correspondence
● Exhibits effective communication skills
● Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages

Individualized Support Facilitator
The Individualized Support Facilitator ("ISF") is responsible for working with teachers and students to help facilitate Special Education learning in the classroom. The individual activities and duties of this position may vary depending on grade level, teacher methods, subject area, project goals, and physical demands of students as well as the achievement levels, abilities, and behavioral needs of students. The ISF may be assigned to support one or more students who require extensive support services at any given time. The ISF will be supported and developed through coaching and training provided by the Education Specialist. They will participate in weekly coaching meetings and collaborate with peers and supervisors in order to ensure student success. The ideal candidate will work collaboratively with staff and students, uphold WPS's culture at all times, and create opportunities for all students to learn, regardless of differences.

CANDIDATE REQUIREMENTS
The ideal candidate will possess the following qualifications:

- Associate's degree and High School Diploma or GED required, Bachelor's Degree Preferred
- Commitment to student success and learning
- Knowledge of commonly used concepts, practices, and procedures within the field
- Reliance on instructions and pre-established guidelines to perform job functions
- Desire to improve professionally; open to receiving coaching and feedback
- Flexible to a changing work environment; always presents with a positive attitude
- Ability to read and write simple correspondence
- Possesses effective communication skills
- Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages
- Bilingual in Spanish a plus

Teacher-in-Training
The teacher-in-training role is one that supports beginning educators in learning "The Navigator Way" while receiving coaching and valuable practical classroom experience. While employed at WPS as a teacher-in-training, individuals are also exposed to theoretical expertise through enrollment in a credentialing program. Teachers-in-training transition to classroom teachers after a year or less and will be prepared to deliver an exceptional educational experience to every child who walks through our doors.

CANDIDATE REQUIREMENTS
The ideal candidate will possess the following qualifications:

- Bachelor's Degree and proof of enrollment in a valid teaching credential program
- Experience working with a diverse student body preferred
- Commitment to student success and learning
- Knowledge of commonly used concepts, practices, and procedures within the field
- Reliance on instructions and pre-established guidelines to perform job functions
- Desire to improve professionally, open to receiving coaching and feedback
- Flexible to changing work environment; always presents with a positive attitude
- Ability to read and write simple correspondence
- Possesses effective communication skills
- Bilingual in Spanish a plus

CANDIDATE REQUIREMENTS
Non-Instructional
All non-instructional staff such as the office manager, assistant office manager, clerical, custodial, and campus safety team members must possess experience and expertise appropriate for their position.

CANDIDATE REQUIREMENTS
The ideal candidate will possess the following qualifications:

- Experience in working in charter schools, education, and/or non-profits preferred
- Knowledge of commonly used concepts, practices, and procedures within the field
- Reliance on instructions and pre-established guidelines to perform job functions
- Desire to improve professionally, open to receiving coaching and feedback
- Flexible to changing work environment; always presents with a positive attitude
- Ability to read and write simple correspondence
- Possesses effective communication skills
- Bilingual in Spanish a plus

Evaluation
The Navigator Schools Performance Evaluation System is one that is focused on supporting professional growth and continuous improvement. The organization has general templates that vary depending on the specific role.

Supervisors meet with direct reports two (2) times per year for performance evaluation conferences. The result is a final end-of-year document that chronicles growth that occurred during the year and action steps for the following year.

Salaries and Benefits
Employee salaries are determined by the Navigator Schools wage and salary tables. The wage and salary tables are role specific, increases are based on years of experience, and rates are updated yearly based on the current market.

(Appendix K: Navigator Schools Employee Handbook) (Appendix L: Sample Benefits Record)

Element 6: Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) For all schools, the development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3." Education Code Section 47605(c)(5)(F)

Navigator Schools has adopted and implemented a comprehensive set of health, safety, and risk management policies and procedures for its charter schools. These policies and procedures are reviewed and updated on a regular basis, in consultation with outside experts and staff. They are on file at WPS, and available for review upon request. These procedures are incorporated into the Charter School's student and staff handbooks and shall be reviewed on an ongoing basis by the Principal and Board of Directors.

The following is a summary of the health and safety policies of Navigator Schools:

Procedures for Background Checks

Employees and contractors of Navigator Schools are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of Human Resources and the CEO and Superintendent monitor compliance with this policy and report to the Board of Directors on a regular basis. Volunteers who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Child Abuse Reporting and Training

All employees volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

WPS adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto- injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Chater School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Sections 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing, and scoliosis. WPS adheres to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. WPS provides an information sheet regarding Type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but shall not be limited to, all of the following:

- A description of Type 2 diabetes
- A description of the risk factors and warning signs associated with Type 2 diabetes
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 diabetes should be screened for Type 2 diabetes

- A description of treatments and prevention methods of Type 2 diabetes
- A description of the different types of diabetes screening tests available

WPS contracts, as necessary to meet the health and safety policies and procedures, licensed medical staff that are appropriately trained to provide training, administer medications, conduct vision and hearing screenings, scoliosis screenings, or provide direction on diabetes protocols.

Suicide Prevention Policy

In accordance with Education Code Section 215, the Charter School shall maintain a policy on student suicide prevention. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised. (Appendix M)

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally

funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*)

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 8, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health

professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

a) child abuse and neglect reporting procedures
b) routine and emergency disaster procedures
c) policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d) procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e) a discrimination and harassment policy consistent with Education Code Section 200
f) provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g) procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h) a safe and orderly environment conducive to learning
i) the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
j) procedures for conducting tactical responses to criminal incidents
k) procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l) procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
m) procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n) procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site
o) a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal, and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Blood Borne Pathogens
WPS meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures. Staff is trained on proper procedures & protocols annually.

Drug-, Alcohol-, and Smoke-Free Environment
WPS functions as a drug-, alcohol, and smoke-free environment.

Facility Safety
WPS complies with Education Code 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety. WPS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure they are maintained in an operable condition at all times.

Fire, Earthquake, and Evacuation Drills
The Charter School shall conduct fire drills as required under Education Code Section 32001. Students and staff participate in earthquake drills every other month, fire drills monthly, and at least one lockdown drill annually.

Workplace Violence Prevention Plan
The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

CPR Training

Key Instructional staff and school leadership are CPR and first aid certified.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Navigator Schools is committed to providing a school free from discrimination and sexual harassment, as well as any harassment based upon as the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Navigator Schools has developed a comprehensive policy to immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the sexual harassment policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the Chater School shall use an online training delivery platform and curriculum to provide at least one hour of required LBGTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the CDE.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element 7: Student Population Balance

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Education Code Section 47605(c)(5)(G).

Watsonville Prep has adopted and implemented a policy, including an outreach program, which focuses on achieving and maintaining a balance of racial and ethnic students, special education students, and English Learner students, including redesignated fluent English proficient students that is reflective of the general population residing within the territorial jurisdiction of the Pajaro Valley Unified School District (the "District"). WPS will continue to institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure all Watsonville residents are given an equal opportunity to enroll their children at WPS. As a public charter school in the State of California, we must comply with the state laws governing admission of charter schools. Therefore:

- WPS remains committed to actively recruiting families and students dedicated to carrying forth the mission and vision of WPS.
- WPS welcomes all applications and does not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristics that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics) or income in its admission policy and procedures.
- WPS complies with and enforces all state laws and regulations governing charter schools and admission to these public institutions.

Outreach and Recruitment Plan

Our outreach and recruitment plan includes, but is not necessarily limited to:

- Promotional materials, such as brochures, flyers, advertisements, and social media campaigns in both English and Spanish.
- Visits to Head Start and First Five preschools, religious organizations, and non-profit community organizations to share information about Watsonville Prep and Navigator Schools.
- Information booths and information distribution at community events, local businesses, social service agencies, faith-based organizations, farmers' markets, grocery stores, and shopping centers to promote WPS and to meet prospective students and their families.
- Distribution of promotional material to local businesses, libraries, and community

resource centers throughout Watsonville.
- Open houses and school tour visits for prospective students and their families to learn more about the Charter School, Navigator Schools' mission, and the WPS model.

Targeted Community

While WPS will continue to focus its recruitment efforts on the English Learner and socio-economically disadvantaged populations, WPS remains committed to serving any child who wishes to attend the Charter School. Ongoing community outreach in English and Spanish will continue to promote WPS as an educational alternative for any interested families.

Achieving Student Population Balance

WPS will document the efforts made to achieve a balance of racial and ethnic students, special education students, and English Learner students, including redesignated fluent English proficient students and the results achieved, as well as an accurate accounting of the balance of ethnic and racial students, special education students, and English Learner students, including redesignated fluent English proficient students enrolled. Navigator Schools leadership will evaluate this data annually and revise the outreach efforts as necessary.

Element 8: Admission Policies and Procedures

"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." Education Code Section 47605(c)(5)(H).

Legal Assurances

WPS shall be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any pupil on the basis of the characteristics outlined in Education Code Section 220.

WPS shall admit all grade-level eligible pupils who wish to attend the Charter School, up to the capacity of WPS , in accordance with Education Code Section 47605(e)(2)(A). WPS is a school of choice and, in accordance with Education Code Section 47605(g), no student is required to attend WPS. Admission is not determined based on the place of residence of the pupil or of their parent or guardian within the State of California; however, in the event of a public random drawing, admission preference is granted to residents of Pajaro Valley Unified School District. No test or assessment will be administered to determine acceptance or enrollment in WPS. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. WPS complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Proof of age must be presented at the time of enrollment as described in Education Code Section 48002.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Open Enrollment and Timeline

Open enrollment at WPS starts the first day of school and runs until 2 weeks before the lottery. During this defined period all applications received are eligible to enter the WPS lottery. All other applicants will be placed on the waitlist for the grade on their application. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preferences in the case of a public random drawing shall be given to students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Children of employees of Navigator Schools (limited to 5% of total enrollment)
3. Residents of the City of Watsonville
4. Residents of the Pajaro Valley Unified School District
5. All other applicants

The Charter School and the chartering authority agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location with access to witness the lottery via Zoom. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

<u>Assurances:</u>

- The WPS lottery will be public, transparent, and fair
- WPS lottery will be held after November 1st and before April 15 and the event will be held via Zoom. An uninterested party will be charged with conducting the process
- Parents do not have to be present to participate
- Parents will be notified within 72 hours of being selected and will have one week to respond.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Summary of the lottery application process

1. Open Enrollment Period
   a. Recruitment/Informational Meetings
   b. Completion of application
2. Random Public Drawing (between November -April)
   a. Single Lottery
   b. Notification of families
3. Enrollment Paperwork (within two weeks of lottery or notification of admission)
   a. Acceptance letter signed and mailed to school by parent/guardian
   b. Completion of all necessary paperwork, including but not limited to:
      - Enrollment form
      - Proof of minimum age requirements
      - Immunization records
      - Home language survey
      - Emergency medical information
      - Release of records[26]
      - Kindergarten or TK orientation

<u>Minimum Age for Enrollment</u>

In accordance with Education Code Section 48000, a pupil shall be admitted to kindergarten at the beginning of a school year, or as space allows, at any later time in the school year if the child will have their fifth birthday on or before September 1 of that school year.

In accordance with Education Code Section 48000, a pupil shall be admitted to transitional kindergarten at the beginning of a school year, or as space allows, at any later time in the school year if the child will have their fourth birthday by September 1 of that school year.

[26] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Element 9: Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) *A foster child's educational rights holder, attorney, and county social worker and an*

Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." Education Code Section 47605(c)(5)(I)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Watsonville Prep School. In creating this policy, Navigator Schools has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools' may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* WPS is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, so long as not materially different from the charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as WPS 's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with the legal requirements. WPS staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy, and its procedures, shall be distributed annually as part of the student handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The WPS administration shall ensure that students and their parents/guardians[27] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request in the school office.

Suspended or expelled students shall be excluded from all school and school-related activities

[27] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Watsonville Prep School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. Watsonville Prep School follows all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom WPS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the Charter School provides the parent/guardian of the student written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student of the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to to be held on or before the effective date of removal. The Charter School may initiate and provide notice of a hearing before or as part of the notice of intent to remove, regardless of whether a hearing is requested by a parent/guardian. Regardless of any hearing timelines for disciplinary removals such as an expulsion, any hearing for a non-disciplinary involuntary removal shall be held not less than five (5) school days before the effective date of the removal; i.e., within five (5) school days of a notice of intent to remove.. If a student's parent/guardian requests a hearing for a disciplinary removal, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntary remove the student. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Principal may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance exceptions shall be addressed in accordance with the Charter School's Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

1. Document the actions taken and save the document to the student's record
2. Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

a) While on school grounds
b) While going to or coming from school
c) During the lunch period, whether on or off the school campus or
d) During, going to, or coming from a school-sponsored activity

B. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses: Students may be suspended and/or recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force of violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any

kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually

carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with their academic performance.
        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, 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:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph
      (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3) Notwithstanding subparagraphs (1) and (2) 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.

v) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion. However, if a juvenile court finds that the student committed a crime of physical violence as an aider or abettor, and the victim suffered great bodily injury or serious bodily injury, the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or the Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee, with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee. The conference may be held in-person, telephonically, or via other electronic means.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(I). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student’s parent/ guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall include:

a) the specific offense(s) committed by the student,
b) duration and dates of the suspension,
c) the date the student may return to school following the suspension, and
d) an explanation of the evidence that supports the charges.

If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent

to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian shall be invited to an in-person, telephonic, or virtual conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

A student may be recommended for expulsion by the Charter School Principal or designee. The Charter School may expel a student following a hearing adjudicated by a neutral officer or Administrative Panel to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the Navigator Schools Board of Directors following a hearing before it or by the Board upon the recommendation of an Administrative Panel, to be assigned by the Board as needed. The Administrative Panel will consist of at least three (3) members who do not have an instructional or supervisory relationship with the pupil and are not a Board

member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion. If postponed for good cause, the expulsion hearing may be extended an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the Principal or designee and student's parent/guardian.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in a confidential setting (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

At least ten (10) calendar days before the date of the hearing, written notice of the hearing shall be forwarded to the student and the student's parent/guardian. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school in which the student seeks enrollment;
- An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

- An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
- An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
- An explanation of the opportunity to present evidence on the student's behalf.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
WPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Watsonville Prep School, Navigator Schools Board of Directors, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, will be made available to the student.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

WPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

If one or both of the support persons is also a witness, WPS must present evidence the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a

substantial risk the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing will be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of the Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Expulsion Decision

The determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

Written Notice to Expel

The Principal or designee following a decision of the Board to expel will send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with WPS .

The Principal or designee will send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

Notice of Expulsion Decision

The Principal or designee shall send written notice of the expulsion decision to the student and student's parent/guardian, within five (5) school days of the expulsion hearing.

This notice shall include the following:

a) The findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; and
b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

Disciplinary Records

Watsonville Prep School will maintain records of all student suspensions and expulsions at the Charter School. Such records will be made available to the chartering authority upon request.

No Right to Appeal

The student will have no right of appeal from expulsion from WPS as the Board's decision to expel will be final.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled will be responsible for seeking alternative education programs including, but not limited to, programs within the county or their school district or their school district of residence. Watsonville Prep shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from WPS will be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the WPS for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or the admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee will make a recommendation to the Board following the meeting regarding the Principal or designee's determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon WPS's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed

as described within the Charter School's Board adopted Attendance Policy after notice and an opportunity for a parent/guardian or other educational rights holder to request a hearing prior to any involuntary removal.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

WPS will immediately notify the SELPA and coordinate with the procedures in this policy with the SELPA of the discipline of any student with a disability or student who WPS or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year will continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, WPS , the parent/guardian, and relevant members of the IEP/504 Team will review all relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If WPS, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct will be determined to be a manifestation of the child's disability.

If WPS, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team will:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that WPS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent/guardian and WPS agree to change of placement as part of the modification of the behavioral intervention plan.

If WPS, the parent/guardian, and relevant members of the IEP/504 Team determine the behavior was not a manifestation of the student's disability and the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then WPS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or WPS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

5. Special Circumstances

WPS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without a regard to whether the behavior is determined to be a manifestation of the student's disability in cases where the student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting will be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated WPS 's disciplinary procedures may assert the procedural safeguards granted

under this administrative regulation only if WPS had knowledge that the student was disabled before the behavior occurred.

WPS will be deemed to have knowledge the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to WPS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other WPS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Student Services or to other WPS supervisory personnel.

If WPS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay put

If WPS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. WPS will conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by WPS pending results of the evaluation.

WPS will not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 10: Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Education Code Section 47605(c)(5)(J)

Certificated employees at WPS who are eligible shall participate in the State Teachers' Retirement System ("STRS") and all other employees not eligible for STRS shall participate in the federal social security system. Employees accumulate service credit years in the same manner as all other members of STRS, and contribute at the rate established by STRS. Employees are offered a benefits package that is competitive with that of local school districts. Non-certificated employees participate in federal Social Security. Additionally, Navigator Schools offers a 403(b) option to all employees with an employer match. WPS informs all applicants for eligible positions within the organization of the retirement system options for employees. Navigator Schools' business office is responsible for ensuring all required deductions and contributions are made.

Navigator Schools retains the option for its Board of Directors to elect to participate in another retirement system or reciprocal system in the future, should it find that participation enables Navigator Schools to attract and retain a high quality staff.

Element 11: Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Education Code Section 47605(c)(5)(K)

No student may be required to attend Watsonville Prep School. Students who reside within the District who choose not to attend WPS may attend school within the District according to District policy or at another school district or school within the District through the District's intra-and inter- district transfer policies. Parents and guardians of each student enrolled in WPS will be informed on admission forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in WPS, except to the extent that such a right is extended by the local education agency.

Element 12: Employee Return Rights

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." Education Code Section 47605(c)(5)(L)

No public school district employee is required to work at WPS. Employees of the District who choose to leave the employment of the District to work at WPS will have no automatic rights of return to the District after employment by Navigator Schools unless specifically granted by the District through a leave of absence or other agreement. Navigator Schools employees shall have any right upon leaving the District to work at the Charter School that the District may specify, any rights of return to employment in a school district after employment at WPS that the District may specify, and any other rights upon leaving employment to work at WPS that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Navigator. Employment by Navigator Schools provides no rights of employment at any other entity, including any rights in the case of closure of WPS .

Element 13: Dispute Resolution Process

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." Education Code Section 47605(c)(5)(M)

Disputes between Watsonville Prep School and the Chartering Authority
WPS and the chartering authority will attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. WPS acknowledges the chartering authority's on-going right to inspect and observe Watsonville Prep under Education Code Section 47607, and such inspection and observation is not subject to this dispute resolution mechanism.

In the event of a dispute between WPS and the chartering authority, the staff, employees, and Board members of the Charter School and the chartering authority agree first to frame the issue in written format ("dispute statement") and refer the issue to the chartering authority Superintendent and the Chief Executive Officer and Superintendent of Navigator Schools, or their respective designees. In the event the chartering authority believes the dispute relates to an issue that could lead to the revocation of the charter in accordance with Education Code Section 47607, WPS requests this be noted in the written dispute statement, although it recognizes it cannot legally bind the chartering authority to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the chartering authority's ability to proceed with revocation with Education Code Section 47607 and its implementing regulations.

The CEO and Superintendent and the chartering authority's Superintendent, or their respective designees, will informally meet and confer in a timely fashion to attempt to resolve the dispute, no later than ten (10) business days from receipt of the dispute statement. In the event this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective governing boards who shall jointly meet with the Superintendent and the CEO and chartering authority's Superintendent, or their respective designees, and attempt to resolve the dispute within twenty (20) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the chartering authority's Superintendent and the CEO and Superintendent, or their respective designees, will meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session will be developed jointly by the Superintendent and the CEO and Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator will be split equally between the chartering authority and WPS. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the chartering authority and Navigator Schools.

Internal Disputes at WPS

Disputes regarding internal matters of WPS, such as complaints or concerns from students, parents/guardians, community members, and staff, will be handled in accordance with the complaint policies and procedures, including a Uniform Complaint Policy and Procedures, and Title IX complaint procedures as required by state and federal law, respectively, as adopted by the Board of Directors. Students, parents/guardians, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's complaint policies and procedures. Should the chartering authority receive any complaints regarding WPS, it will promptly forward them to the Charter School for investigation and resolution.

(Appendix N: Family Handbook)

Element 14: School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Education Code Section 47605(c)(5)(N)

Closure of Watsonville Prep School will be documented by official action of the Navigator Schools Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of WPS, the chartering authority, the Santa Cruz County Office of Education, the Charter School's SELPA, the retirement systems in which Navigator Schools' employees participate (e.g. State Teachers' Retirement System and federal social security), and the CDE of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure, the pupils' school districts of residence, and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure the closure notification to the parents and students of WPS provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close Watsonville Prep School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, WPS will provide parents, students, and the chartering authority with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. WPS will ask the chartering authority to store original records of WPS students. All pupil records of WPS shall be transferred to the chartering authority upon the closure of the Charter School. If the chartering authority will not or cannot store the records, WPS will work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with

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applicable law.

As soon as reasonably practical, WPS will prepare final financial records. Navigator Schools will also have an independent audit completed within six months after closure. Navigator Schools will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Navigator Schools Board of Directors and will be provided to the chartering authority promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable, an inventory of property, equipment, other items of value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to WPS.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of WPS, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending WPS, remain the sole property of Navigator Schools. Upon the dissolution of the non-profit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the chartering authority or chartering authority property will be promptly returned upon Charter School closure to the chartering authority. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Navigator Schools shall remain solely responsible for all liabilities arising from the operation of WPS.

As Watsonville Prep School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of WPS, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget within Appendix O Navigator Schools will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Required Supplemental Information

Term

The term of the charter shall begin on July 1, 2027 and expire on June 30, 2032

Budgets and Financial Reporting

"The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation." Education Code Section 47605(h).

The Chief Executive Officer and Superintendent of Navigator Schools and the Treasurer of the Navigator Schools Board of Directors have developed a conservative financial plan based on the most current public funding projections. Attached as Appendix O the following budget documents are included:

- Budget narrative
- A three year operating budget and projections
- Revenue and expenditure assumptions
- Cash flows and budget projections for each budget year
- Evidence of a strong reserve fund

Navigator Schools provides reports to the chartering authority and County as follows, and may provide additional fiscal reports as requested by the chartering authority.

- By July 1, a preliminary budget for the current fiscal year
- By July 1, an LCAP and an annual update to the LCAP pursuant to Education Code Section 47606.5
- By December 15, an interim financial report for the current fiscal year, reflecting changes through October 31. Additionally, on or before January 31, a copy of WPS's annual independent financial audit report for the preceding fiscal year will be delivered to the chartering authority, State Controller, CDE and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31
- By September 15, a final unaudited report for the full prior year. The report submitted to the chartering authority shall include an annual statement of all WPS's receipts and expenditures for the preceding fiscal year.

Enrollment Projections

WPS has based its projections on historical attendance, and current and projected waitlists. Based on the level of interest, WPS anticipates an enrollment lottery at every grade level.

Average Daily Attendance

WPS projects the daily average daily attendance to be approximately 526 based on a TK-8 enrollment of 572 and an average attendance rate of 92%.

Cost of Living
Navigator Schools has assumed a modest COLA during the 5-year period. Keeping revenue projections conservative, Navigator has continued to increase salary levels and expense costs at inflationary or above projections.

Staffing
WPS is fully staffed to support the program as described but may add additional staff to support programs.

Staff Development
WPS commits annually to funding professional development.

Facilities
"The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate." Education Code Section 47605(h).

Watsonville Prep School is currently located at:
407 Main Street & 18 Beach Street, Watsonville, CA

This above site is Hansen Family Trust.

Potential Civil Liability Effects
"Potential civil liability effects, if any, upon the charter school and upon the school district." Education Code Section 47605(h).

Watsonville Prep School is operated by Navigator Schools, a California non-profit public benefit corporation with a 501(c)(3) tax-exempt designation by the IRS. WPS has a minimal impact on the chartering authority. The following impacts are restated here for clarity:

Oversight Fee
Pursuant to Education Code Section 47613, the chartering authority collects an oversight fee of 1% of the LCFF revenue of WPS. "Revenue" is defined in Education Code Section 47632(a) as the general purpose entitlement as computed by the local control funding formula pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03. WPS's operating budget reflects the oversight fee paid annually to the chartering authority.

Insurance Coverage
WPS has and maintains insurance which is based on requirements outlined in the MOU between WPS and the chartering authority, including but not limited to general liability, workers' compensation, and other necessary insurance.

Liability and Indemnity

Watsonville Prep School is operated by Navigator Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation will not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. Navigator Schools will work diligently to assist the chartering authority in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the chartering authority will not be liable for the operation of WPS.

Further, Navigator Schools and the chartering authority may negotiate a memorandum of understanding, wherein Navigator Schools will indemnify the chartering authority for the actions of WPS under this charter.

The corporate bylaws of Navigator Schools provide for indemnification of the Board, officers, agents, and employees, and Navigator shall purchase and maintain general liability insurance, Board members' & officers' insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are based on the terms of the MOU. The chartering authority is named an additional insured on the general liability insurance of the Charter School.

The Navigator Schools Board of Directors institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Administrative Services

"The manner in which administrative services of the charter school are to be provided." Education Code Section 47605(h).

Navigator Schools provides or procures most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development. When appropriate, Navigator Schools contracts with appropriately qualified and/or credentialed outside, third-party contractors to provide administrative services as necessary. In the event any administrative services are to be provided by the chartering authority, the specifics will be agreed to in an MOU, between Navigator Schools and the chartering authority.

WPS does not enter into contracts with third parties that create an improper financial interest or conflict of interest related to the services provided.

Appendices

Appendix A	Powered by Compass
Appendix B	School Calendar
Appendix C	Bell Schedule
Appendix D	Letter of Good Standing El Dorado County Charter SELPA
Appendix E	504 Procedures
Appendix F	SELPA Procedures, Participation Agreement, Applicable Forms
Appendix G	Articles of Incorporation
Appendix H	Bylaws
Appendix I	Conflict of Interest Code
Appendix J	Navigator Schools Organizational Chart
Appendix K	Employee Handbook
Appendix L	Sample Benefits Record
Appendix M	Suicide Prevention Policy
Appendix N	Family Handbook
Appendix O	Budget & Financial Reporting

AMENDED RESOLUTION FOR OCDE TO ISSUE FUNDS TO CHARTER SCHOOL (BR_2026-2)

WHEREAS, Orange Prep School has been authorized by the Orange County Department of Education ("OCDE") as a charter school; and

WHEREAS, Orange Prep School is operated by Navigator Schools, a California nonprofit corporation; and

WHEREAS, Orange Prep School has requested and has been approved to be funded under the New Charter School Funding Model and to receive funding; and

WHEREAS, the charter school is not required to deposit and invest its money with the County Treasurer; and

WHEREAS, the County Treasurer shall pay out monies as requested by the Charter School and the Orange County Department of Education.

THEREFORE, BE IT RESOLVED that the Board of Directors of Navigator Schools authorizes the Orange County Department of Education, in the form of a deputized signature, to issue funds in favor of the Charter School referred to herein, for all public funds received in the Orange County Treasury for the Charter School. The funds will be distributed when OCDE receives public funds with documentation indicating the Charter School as the recipient. These public funds include, but are not limited to, charter school Local Control Funding Formula (LCFF) state aid, other state and federal categorical aid, and lottery funds.

BE IT FURTHER RESOLVED, that the Board of Directors of Navigator Schools has requested that all public funds received in the Orange County Treasury be issued using the Electronic Funds Transfer (EFT) payment method to the following charter school bank account:

Financial Institution:	East West Bank
Address:	135 N. Los Robles Ave., 7th Floor
	Pasadena, CA 91101
Routing Number:	322070381
Account Number:	8003310318
Account Type:	Checking

BE IT FURTHER RESOLVED, only the following individuals employed by the charter school are authorized to request withdrawals from the county treasury to the above mentioned charter school bank account:

Name	Signature	Position	Phone Number	E-Mail Address
Malka Borrego		Interim CEO	(831) 217-4880	malka.borrego@navigatorschools.org
James Dent		Interim President	(831) 217-4880	james.dent@navigatorschools.org
Andrew Huaracha		Controller	(831) 217-4880	andrew.huaracha@navigatorschools.org
Nora Crivello		Board Chair	(831) 217-4880	nora.crivello@navigatorschools.org

PASSED AND ADOPTED this 26th day of October, 2026, by the Board of Directors of Navigator Schools, by the following vote:

Ayes: _____

Noes: _____

Absent: _____

CERTIFICATION

I, Tomislav Peraic, certify that the Board of Directors of Navigator Schools took action at a board meeting on October 26, 2026 to authorize the Orange County Department of Education to distribute funds to the Charter School, for all public funds received in the Orange County Treasury for the Charter School, according to the terms set forth in the authorization above. I also certify that the voided check attached to this board resolution is a true payment instrument for the school's account at the institution listed above. If no check is attached, then a bank letter verifying the wiring instructions shall be required.

_____ _____

Signature, Board President Date

_____

Nora Crivello

_____ _____

Signature, Secretary of the Board Date

_____

Tomislav Peraic

ACKNOWLEDGEMENT OF RECEIPT BY:

_____ _____

Signature, Charter School Authorizing LEA Date

_____

Printed Name

Alameda County Office of Education
Alysse Castro, Superintendent

September 25, 2026

Andrew Huaracha, Accounting Supervisor
Ada Perales, Site Operations Manager
Malka Borrego, Interim Chief Executive Officer, Navigator Schools
Hayward Collegiate Charter via email

Re: Notice of Concern – Hayward Collegiate's Material Reduction of 2025-26 Fund Balance

Dear Mr. Huaracha,

This letter serves as a Notice of Concern regarding Hayward Collegiate's material reduction to its 2025-26 fund balance. Based on ACOE's preliminary review of Hayward Collegiate's 2025-26 Unaudited Actuals, the Charter does not end the year with a $36,708.02 thousand positive Fund Balance as projected in its 2026-27 Adopted Budget, but rather a negative ($196,601.28) Unrestricted Fund Balance. This shift in the Charter's fiscal position presents several concerns.

Fiscal Insolvency in the Charter's 2026-27 Adopted Budget:

> The ACOE fiscal team incorporated the Charter's Actual 2025-26 Fund Balance to the Charter's 2026-27 Projected Adopted Budget, and the Charter's net $182,606.52 fund balance is reduced to negative ($13,994.76), further demonstrating the Charter is unable to meet its minimum required 3% reserve in the current budget year, and the Charter's fiscal position in the outyears is further decreased.

Projected Enrollment Growth in 2026-27 & Beyond:

> The Charter's enrollment in its projected 2026-27 Adopted Budget is expected to increase by 23 students. While ACOE has observed the Charter has had a 10 student enrollment increase in 2025-26 from its 2024-25 student counts, should the Charter not grow in 2026-27 as anticipated, this will further decrease the Charter's 2026-27 Fund Balance.

Cash Concerns:

> While the Charter's 2026-27 Adopted Budget projects positive cash for all months of operation, even with the updated 2025-26 Cash balance figures, the Charter's June 30th 2026 ending cash balance is only $22,393.40 on a $5 million budget.

Alameda County Office of Education
Alysse Castro, Superintendent

Response required:

In order to address this Notice of Concern, Hayward Collegiate must complete the following:

1. By October 9,
    a. submit an updated Multi-year Projection and LCFF calculator based on the Charter's most current 2026-27 Budget assumptions, including updated enrollment.
    b. Submit an updated cash flow for the 2026-27 and 2027-28 fiscal years with actuals through September 30, 2026.

Kind regards,



Allan Garde
Associate Superintendent of Business Services

Cc:
Charter Schools Office:
Juwen Lam, Chief of Accountability Partnerships, ACOE
Anika Hardy, Executive Director, Accountability Partnerships, ACOE
Scott Figgins, Director of Research and Analytics, Accountability Partnerships, ACOE
Abbey Kerins, Director of Intensive District & School Support, ACOE

District Business & Advisory Services:
Shirene Moreira, Chief of District Business & Advisory Services, ACOE
Cheryl Kaiser, Executive Director, District Business & Advisory Services, ACOE
Victoria Aguilar, Director III, District Business Services, ACOE
Evelyn Alarcon, Senior Budget Analyst, District Advisory Services, ACOE

Internal Business Services:
Anne Marie Gordon, Executive Director, Internal Business, ACOE
Kathy Tran, Director, Internal Business, ACOE

October 9, 2026

VIA ELECTRONIC MAIL:
agarde@acoe.org

Allan Garde
Associate Superintendent of Business Services
Alameda County Office of Education

Re: Response to September 25 Notice of Concern Regarding Hayward Collegiate's Fiscal Position

Dear Mr. Garde and ACOE Team:

We are responding jointly as Navigator Schools' Controller, Interim Chief Executive Officer, and President to the September 25 Notice of Concern regarding Hayward Collegiate's fiscal position. Thank you for meeting with us on September 30 and providing clear feedback. This letter accompanies the updated financial documents requested for October 9.

We take the concerns regarding fund balance, enrollment assumptions, and cash seriously. We also understand that the differences between earlier projections and unaudited actuals have affected ACOE's confidence in our reporting. Together, we are responsible for ensuring that our financial reporting is reliable, that concerns are communicated proactively, and that corrective actions are carried through.

Updated Financial Projections

Enclosed are Hayward Collegiate's updated multi-year projections and LCFF calculator based on the revised 2026-27 budget, including current enrollment assumptions, along with monthly cash flow projections for 2026-27 and 2027-28.

The cash flow includes actuals through August 31, 2026, as discussed at our September 30 meeting. September actuals remain pending the monthly close and will be incorporated into the next update.

Fund Balance and Fiscal Recovery

The revised projections incorporate the 2025-26 unaudited actuals, including the negative beginning unrestricted fund balance of $196,601. They replace the estimated beginning balances used in the adopted budget.

For 2026-27, Hayward Collegiate projects revenues of $4,734,442 and expenditures of $4,262,479, resulting in an annual operating surplus of $471,963. This would eliminate the

accumulated negative fund balance and produce a positive year-end unrestricted fund balance of $275,362. The projected reserve is $275,362, or 6.46% of expenditures, compared with the 3% minimum identified in your notice.

The revised budget reflects staffing and operating expense reductions intended to align expenditures with available revenues while protecting classroom instruction and student-facing services. The attached multi-year projections show the anticipated effect of these changes in subsequent years.

We recognize that projections alone do not establish sustained recovery. Our responsibility is to demonstrate that improvement through actual financial performance and respond promptly if results differ from our assumptions.

Enrollment Assumptions

The revised budget and LCFF calculator reflect current enrollment of 247 students and projected funded average daily attendance of 232.18 for 2026-27. The subsequent-year projections assume enrollment of 247 and funded average daily attendance of 232.18.

These figures replace the assumptions in the adopted budget and provide the basis for the updated revenue projections. We are monitoring enrollment and attendance against those assumptions and will evaluate spending adjustments if revenues fall below projected levels.

Cash Flow

Hayward Collegiate began the fiscal year with cash of $22,393. The updated cash flow identifies monthly timing gaps between revenue receipts and operating expenditures.

Navigator is using reserves and delay of management fees to bridge these timing gaps at Hayward Collegiate. The school is projected to end 2026-27 with a positive cash balance of $594,192 and an annual operating surplus of $471,963.

We are identifying this issue directly with our submission because we heard your expectation that financial concerns be communicated proactively. A positive annual operating result does not eliminate the need to manage cash throughout the year. We are working with Charter Impact to monitor those monthly requirements alongside the school’s budget performance.

Oversight and Communication

Since July, Navigator has worked to strengthen financial oversight of Hayward Collegiate through clearer coordination among executive leadership, our Controller, and Charter Impact; monthly budget meetings with school leadership; and increased review of expenditures. Executive leadership monitors implementation of the school’s revised budget and cash flow and brings material financial issues to the Navigator Board.

The revised projections are scheduled for the Board meeting in late October. First interim reporting will provide the next comparison of actual results against these projections, including explanations of material changes in enrollment, revenue, expenditures, fund balance, and cash.

We will communicate material changes to ACOE as they are identified rather than waiting for the next required submission. We understand that timely reporting must be accompanied by clear explanations and that ACOE needs consistent information to assess the school's fiscal position.

We appreciate your candor and the opportunity to address these concerns directly. Our focus is on establishing a sustainable financial position for Hayward Collegiate and demonstrating that progress through accurate reporting, responsible oversight, and follow-through.

Thank you,

Andrew Huaracha

Andrew Huaracha
Controller, Navigator Schools

Malka Borrego

Malka Borrego
Interim Chief Executive Officer, Navigator Schools

James Dent

James Dent
Interim President, Navigator Schools

Enclosures:
Updated multi-year projections
Updated LCFF calculator
2026-27 and 2027-28 monthly cash flow projections

Cc:
Charter Schools Office:
Juwen Lam, Chief of Accountability Partnerships, ACOE
Anika Hardy, Executive Director, Accountability Partnerships, ACOE
Scott Figgins, Director of Research and Analytics, Accountability Partnerships, ACOE
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Internal Business Services:
Anne Marie Gordon, Executive Director, Internal Business, ACOE
Kathy Tran, Director, Internal Business, ACOE

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

4c. Supporting Information re Response to ACOE Notice of Concern (10.26.26).xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

4d. Supporting Information re Response to ACOE Notice of Concern (10.26.26).xlsx

Board Policy #: 113B
Adopted/Ratified: December 12, 2023
Revision Date: October 26, 2026

Independent Study Written Agreement

Short Term Independent Study Procedures

- In order to have short term independent study, a student needs to be absent 1 or more days.

Parents are expected to notify the office at least 4 days in advance when they will be leaving for a period of time. Parents usually let teachers know and not the office, if this happens please ask the parent to notify the office about dates the student will be out. Or IS will not be counted for that student. We have to enter a special code in our system for the **IS** to be counted. (Usually they get a call that their student is absent and they don't like it, because they notified the teacher)

*The office will send an email notifying the teachers on dates the student will be out.

*The Independent Study Form is on the DRIVE, just search “Independent study sample form” and it should come up, or look below. Teachers please fill out the form, even if it is just READING 30 Minutes every night, it still needs to be stated and to count as independent study.

*Teachers turn in the INDEPENDENT STUDY FORM, STUDY LOG and package to the office.

*Office will notify the parents to come sign the agreement and take the package on the last day the student is attending.

* The office will change the student status to IS, teachers do not need to mark the student absent.

*Forms and work need to be turned into the OFFICE within 2 days from the student returning back to school. Office will give work to teachers to check and sign and **return back to the office to clear the attendance.**

Thank you,

Office staff

Board Policy #: 113B
Adopted/Ratified: December 12, 2023
Revision Date: October 26, 2026

Independent Study Written Agreement
Contract

Student Name	Grade and Teacher	Length of Impending absence

This is an Independent Study Agreement between Navigator Schools and the student / family mentioned above. It is voluntary on part of the student and their family but Navigator Schools strongly encourages the successful completion of this agreement in the event this student must not be present for school during the specified time above. Students who successfully complete the prescribed agreement will not lose attendance for the days lost. However, ***failure to complete*** the agreement successfully ***will result in the dates of absence being flagged as Unexcused absences.*** This may have a negative impact on the student's attendance record. Please see the Attendance Policy for further information on this subject.

The teacher will prescribe school work that the student must complete during the absence. It is best if it is also completed during the normal school schedule. ***ALL work must be completed prior to returning to school and returned to office.*** **(Initials).** Once the teacher has reviewed the work for completeness, the student's attendance record will reflect successful completion. **Failure to complete the work will result in the absence being flagged as Unexcused.**

ELA

Math

Signatures and Dates:

I have read and I understand the terms of this agreement, and agree to all provisions set forth.[1]

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		
Certificated employee who has been designated as having responsibility for the general supervision of independent study		
Certificated employee designated as having responsibility for the special education programming of the pupil, as applicable		

IF APPLICABLE: I understand that this is a voluntary alternative to suspension per ED Code 48900(v)
(Parent Signature confirming that the alternative to suspension is voluntary)

Signature _____ Date _____

[1] Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

Board Policy #: 113B
Adopted/Ratified: December 12, 2023
Revision Date: October 26, 2026

Independent Study Time

Log Student Name:

Keeping an accurate record of time spent on your child's independent study is critical. Navigator recognizes that families may not evenly distribute student's work assignments over weekdays. However, due to the strict state law requirements for charter school's attendance, Navigator expects students to be engaged in educational activity required of them in the assignment on each weekday that Navigator is in session, and tasks that this "daily engagement" be documented on a daily basis in the student log by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period. Navigator asks that parent/guardian refrain from documenting any "daily engagement" on any educational activity required of them by assignments. By law, work done on weekends or other days when school is NOT in session cannot be used to "make-up" weekdays where no "daily engagement" occurred.

1. Each time your child works on their IS plan, note the date

2. Describe the type of activity for each work period: (a) reading, (b) math, (c) workbook (d) ELA work3. Make sure to sign and date the form on completion of the IS plan. Please turn in this form with a packet when IS is done, to make sure attendance is counted.

Date	Start Time	End Time	Activity

Board Policy #: 113B
Adopted/Ratified: December 12, 2023
Revision Date: October 26, 2026

Contrato por Escrito de Estudio Independiente

Nombre del Estudiante	**Grado y Maestro**	**Duración de la ausencia inminente**

Este es un Acuerdo de Estudio Independiente entre las Escuelas de Navigator y el estudiante / familia mencionado anteriormente. Es una parte voluntaria del estudiante y su familia, pero las Escuelas de Navigator animan fuertemente la terminación exitosa de este acuerdo en el evento que el estudiante no pueda estar presente en la escuela durante el tiempo especificado arriba. Los estudiantes que cumplan con éxito el acuerdo prescrito no perderán la asistencia por los días perdidos. Sin embargo, s**i *no*** se completa el acuerdo con éxito**, *las fechas de ausencia se marcarán como ausencias injustificadas*.** Esto puede tener un impacto negativo en el registro de asistencia del estudiante. Por favor vea la Política de Asistencia para más información sobre este tema.

El maestro prescribirá el trabajo escolar que el estudiante debe completar durante la ausencia. Lo mejor es que también se complete durante el horario normal de la escuela. ***TODO el trabajo debe ser completado antes de regresar a la escuela y devuelto a la oficina*. (Iniciales).** Una vez que el maestro haya revisado el trabajo para completar, el registro de asistencia del estudiante refleja la finalización exitosa**. *Si no se completa el trabajo, la ausencia será marcada como INJUSTIFICADA* (Iniciales)**

Firmas y fechas:

He leído y entiendo los términos de este acuerdo, y acepto todas las disposiciones establecidas.[2]

Título	Firma	Fecha
Alumno		
Padre/Tutor/Cuidador (si el alumno tiene menos de 18 años)		
Empleado certificado que ha sido designado como responsable de la supervisión general del estudio independiente		
Empleado certificado designado como responsable de la programación de educación especial del alumno, según corresponda		

SI APLICA: Entiendo que esto es una alternativa voluntaria a la suspensión según el Código ED 48900(v)
(Firma de los padres confirmando que la alternativa a la suspensión es voluntaria)

Firma _____ Fecha _____

[2] Los acuerdos escritos pueden firmarse utilizando una firma electrónica que cumpla con las normas estatales y federales, según lo determine el Departamento de Educación de California, que puede ser una marca generada por ordenador o producida por medios electrónicos y que el firmante pretende tener el mismo efecto que una firma manuscrita. El uso de una firma electrónica tendrá la misma fuerza y efecto que el uso de una firma manual si se cumplen los requisitos para firmas digitales y su tecnología aceptable, tal como se establece en la Sección 16.5 del Código de Gobierno y en el Capítulo 10 (a partir de la Sección 22000) de la División 7 del Título 2 del Código de Regulaciones de California.

Board Policy #: 113B
Adopted/Ratified: December 12, 2023
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Registro de tiempo de estudio

independiente Nombre del Estudiante:

Mantener un registro exacto del tiempo dedicado al estudio independiente de su hijo es crítico. Navigator reconoce que las familias no pueden distribuir uniformemente las tareas de los estudiantes durante los días de la semana. Sin embargo, debido a los estrictos requisitos de la ley estatal para la asistencia a las escuelas charter, Navigator espera que los estudiantes participen en la actividad educativa que se requiere en la asignación en cada día de la semana que Navigator está en sesión y tareas que este "compromiso diario" diariamente en el registro del estudiante por el padre / guardián. Esto no debe leerse para prohibir el trabajo escolar los fines de semana y no debe ser leído para dictar la manera en que una familia distribuir las asignaciones durante el período de estudio independiente. Navigator pide que los padres / guardianes se abstengan de documentar cualquier "compromiso diario" en cualquier actividad educativa que se requiera de ellos mediante asignaciones. Por ley, el trabajo realizado los fines de semana u otros días en que la escuela NO está en sesión no puede usarse para "reemplazar días perdido" durante de semana en los que no haya "participación".

1. Cada vez que su hijo trabaje en su plan de Estudio Independiente, anote la fecha y termina; 2. Describa el tipo de actividad para cada período de trabajo: (a) lectura, (b) matemáticas, (c) libro (d) trabajo de ELA; 3. Asegúrese de firmar y poner la fecha al formulario al finalizar el plan Estudio Independiente

Por favor, envíe este formulario a con el paquete cuando termine el Estudio Independiente IS, para asegurarse de que la asistencia se cuenta.

Fecha	Hora que empezó	Hora que termino	Actividad

Board Policy #: 113B
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Fecha	Hora que empezó	Hora que termino	Actividad

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Hollister School District		San Benito	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Hollister Prep School		Kinder - 8	18
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Guillermo Carrillo	Assistant OPS Manager		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
10:00:00 AM/ 12/9/2025	Dry and clear		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "OK"s:	6	22	22	22	22	22	22	4	21	22	10	22	22	12	22
	Number of "D"s:									1						
22	Number of "X"s:															
	Number of N/As:	16							18			12			10	
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	90%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	90%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		100%			100%	100%		100%	90%		100%		100%		100%	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	90.00%	SCHOOL RATING** →	Good

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

PART II: EVALUATION DETAIL Date of Inspection: 12/9/25 School Name: Hollister Prep School

AREA \ CATEGORY	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND /SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Classroom A	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K
COMMENTS:															
Classroom B	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K	O.K
COMMENTS															
Classroom C	O.K	O.K	O.K	O.K	O.K	O.K	O.K	N/A	O.K	O.K	N/A	O.K	O.K	N/A	O.K
COMMENTS															
Classroom D	O.K	O.K	O.K	O.K	O.K	O.K	O.K	N/A	O.K	O.K	N/A	O.K	O.K	N/A	O.K
COMMENTS:															
Classroom G	O.K	O.K	O.K	O.K	O.K	O.K	O.K	N/A	O.K	O.K	O.K	O.K	O.K	N/A	O.K
COMMENTS.															
Classroom H	O.K	O.K	O.K	O.K	O.K	O.K	O.K	N/A	O.K	O.K	O.K	O.K	O.K	N/A	O.K
COMMENTS:															

Navigator Schools - Board Meeting - Agenda - Monday October 26, 2026 at 6:00 PM

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STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

12/4/25 Julian Valdez

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

PART II: EVALUATION DETAIL

Date of Inspection: _____ School Name: Hollister Prep School

AREA \ CATEGORY	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND /SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
	NA	OK	OK	OK	OK	OK	OK	NA	OK	OK	NA	OK	OK	OK	OK
Classroom I	COMMENTS:												water stains		
	NA	OK	OK	OK	OK	OK	OK	NA	dirty	OK	NA	OK		OK	OK
Classroom J	COMMENTS:														
	NA	OK	OK	OK	OK	OK	OK	NA	wall rips	OK	NA	OK	OK	OK	OK
Classroom K	COMMENTS:														
	NA	OK	OK	OK	OK	OK	OK	NA	OK	OK	NA	OK	OK	OK	OK
Classroom L	COMMENTS:														
	NA	OK	OK	OK	OK	OK	OK	NA	OK	OK	NA	OK	OK	OK	OK
Classroom M	COMMENTS:														
	NA	OK	OK	OK	OK	OK	OK	NA	OK	OK	NA	OK	OK	OK	OK
Classroom N	COMMENTS:														

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PART II: EVALUATION DETAIL

Date of Inspection: 12/09/2025 School Name: Hollister Prep School

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND /SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Classroom 28	N/A	OK	OK	old	carpet is durty	OK	OK	N/A	fountain water licking	OK	N/A	OK	stains some panels damage	N/A	OK
COMMENTS:															
Classroom 29	N/A	shutting down constantly	OK	OK but carpet	durty and old carpet	OK	OK	N/A	stains but OK	OK	N/A	damage by front door	loose panels on stains	N/A	OK
COMMENTS:															
Classroom 30	N/A	OK	OK	old but works	Good	OK	OK	N/A	stains on it	OK	N/A	damage by front door	lots of stains holes	N/A	OK
COMMENTS:															
Classroom 31	N/A	OK	OK	OK	good	OK	OK	N/A	OK	OK	N/A	OK	stains on the sides	N/A	OK
COMMENTS:															
FIT completed by:															
María Avalos	COMMENTS:														
	COMMENTS:														

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PART II: EVALUATION DETAIL Date of Inspection: 12/09/25 School Name: Hollister Prep School

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND /SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Staff Lounge F1	N/A	OK	OK	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK
COMMENTS:															
Office E	N/A	OK	OK	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK
COMMENTS:															
Office F Admin	N/A	OK	OK	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK
COMMENTS:															
Classroom 25	N/A	OK	OK	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
Classroom 26	N/A	OK	OK	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
Classroom 27	N/A	OK	OK	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															

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SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

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WATSONVILLE PREP
Williams Settlement Legislation Report 2026-27
Date: September 24, 2026
Principal: Crystal O'Rourke
Date of Visit: September 22, 2026
Number of Classrooms Visited: 14/Restrooms/Common Areas
Visiting Committee Members:Alexandra Friel/Rich Ignatowicz

School Facilities:
As determined by the Facilities Inspection Tool (FIT) was found to be in good repair with a rating of 91.07%. See attached FIT report. There were electrical concerns and minor plumbing.

During our visit, the 2026-2027 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:
The SARC report for 2024-2025 is available on the Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:
Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:
Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Alexandra Friel,
Santa Cruz County Office of Education, Williams Coordinator
afriel@santacruzcoe.org

Attachments: Facility Inspection Tool 2026-2027

STATE OF CALIFORNIA

FACILITY INSPECTION TOOL (FIT) — SCHOOL FACILITY CONDITIONS EVALUATION

Office of Public School Construction

SCHOOL DISTRICT / COUNTY OFFICE OF EDUCATION SCCOE	COUNTY —	SCHOOL YEAR / TERM —
SCHOOL SITE Watsonville Prep	SCHOOL TYPE (GRADE LEVELS) K-8	NUMBER OF CLASSROOMS ON SITE —
INSPECTOR(S) Richard Ignatowicz	INSPECTOR'S TITLE —	DISTRICT REPRESENTATIVE ACCOMPANYING —
DATE(S) OF INSPECTION Sep 22, 2026	WEATHER CONDITION AT TIME OF INSPECTION —	INSPECTIONS INCLUDED 14

PART III: CATEGORY TOTALS AND RANKING

TOTAL NUMBER OF AREAS EVALUATED: 14

	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
	GAS LEAKS	MECH/ HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/ VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/ FENCES
Number of "OK"s	14	14	14	14	14	14	6	14	12	12	14	14	14	14	14
Number of "D"s	0	0	0	0	0	0	8	0	2	2	0	0	0	0	0
Number of "X"s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of N/As	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
% of System in Good Repair OKs / (Total Areas - NAs)	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	42.86%	100.00%	85.71%	85.71%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*	**100.00%**			**100.00%**	**100.00%**		**42.86%**	**92.86%**		**92.86%**		**100.00%**		**100.00%**	
Rank	**GOOD**			**GOOD**	**GOOD**		**POOR**	**GOOD**		**GOOD**		**GOOD**		**GOOD**	

*An extreme deficiency in any area results in a "poor" ranking for that category and a zero for Total Percent per Category. Rank: GOOD 90%-100%, FAIR 75%-89.99%, POOR 0%-74.99%.

OVERALL SCHOOL RATING: 91.07% GOOD

Average of the 8 category percentage(s) above, from 14 completed inspection(s).

PERCENTAGE	DESCRIPTION	RATING
99% – 100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	**EXEMPLARY**
90% – 98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These are isolated, minor wear and tear, and/or in the process of being mitigated.	**GOOD**
75% – 89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	**FAIR**
0% – 74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	**POOR**

COMMENTS AND RATING EXPLANATION

Generated from facility inspection data. Report includes 14 completed inspection(s).

D1 Electrical

1 [D] Microwave and minifrig plugged into a power strip

2 [D] Daisy chain of power strips. Microwave and minifrig plugged into power strip.

202 [D] Plug splitter / receptacle adapter under TV.

206 [D] Plug splitter / receptacle adapter under TV. White extension cord at teacher's desk.

215 [D] MIcro wave plugged into extension cord.

216 [D] white extension cord behind TV

235 [D] White extension cord behind TV. Microwave and hot water maker/espresso machine plugged into power strips.

Boys Bathroom - near office [D] GFCI needs a cover plate.

E2 Sinks/Fountains

Boys Bathroom - near office [D] 2 sink faucet sensors not activating - no water.

Girls Bathroom - near office [D] 2 sink faucet sensors not activating - no water.

F1 Fire Safety

2 [D] Chrome book cart blocking fire extinguisher

202 [D] Inspect and sign off on fire extinguisher each month.

PART II: EVALUATION DETAIL

Date of Inspection: Sep 22, 2026 School Name: Watsonville Prep

CATEGORY	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
AREA	GAS LEAKS	MECH/ HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/ VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/ FENCES
1	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS: D1: Microwave and minifrig plugged into a power strip															
2	OK	OK	OK	OK	OK	OK	D	OK	OK	D	OK	OK	OK	OK	OK
COMMENTS: D1: Daisy chain of power strips. Microwave and minifrig plugged into power strip. F1: Chrome book cart blocking fire extinguisher															
202	OK	OK	OK	OK	OK	OK	D	OK	OK	D	OK	OK	OK	OK	OK
COMMENTS: D1: Plug splitter / receptacle adapter under TV. F1: Inspect and sign off on fire extinguisher each month.															
204	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
206	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS: D1: Plug splitter / receptacle adapter under TV. White extension cord at teacher's desk.															
212	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
214	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
215	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS: D1: MIcro wave plugged into extension cord.															
216	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS: D1: white extension cord behind TV															
217	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
230B - Multi Purpose Room	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
235	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS: D1: White extension cord behind TV. Microwave and hot water maker/espresso machine plugged into power strips.															
Boys Bathroom - near office	OK	OK	OK	OK	OK	OK	D	OK	D	OK	OK	OK	OK	OK	OK
COMMENTS: D1: GFCI needs a cover plate. E2: 2 sink faucet sensors not activating - no water.															
Girls Bathroom - near office	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK
COMMENTS: E2: 2 sink faucet sensors not activating - no water.															

Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable

Alameda County Office of Education

Williams Settlement Instructional Materials Affidavit (2025-26)

Tuesday, September 8, 2026

School Site	Hayward Collegiate Charter
School Site Administrator or Designee	Danilo Juarez
Email	danilo.juarez@navigatorschools.org
Williams Instructional Materials Reviewer	
Reviewer Email	
Date	Tuesday, September 8, 2026

NOTE: Insufficiencies resolved within five (5) business days of the Williams Visit will not be included in a Notice of Insufficiency letter to the district. Purchase orders provided on the day of the visit will be noted below.

This school site has sufficient instructional materials for ALL students at all grade levels in all core courses/curricular areas including ELA, ELD, Math, Science, History/Social Science, World Languages (if applicable), Health (if applicable). The instructional materials have been distributed to the students and if electronic, all students have access.	Yes / Sufficient

Insufficient Instructional Materials List

	Room	Title	Grade	Subject/Course	SPED	Instructional Materials	Number Missing
1							
2							
3							
4							
5							
6							
7							
8							

	Room	Title	Grade	Subject/Course	SPED	Instructional Materials	Number Missing
9							
10							

All students have equitable access to the instructional materials and learning resources needed to access them at school and at home.

Yes / Sufficient

Insufficient Instructional Materials List (equitable access)

	Room	Grade	Subject/Course	Type of Access Barrier	Number Missing
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Every Special Education student has the necessary materials to meet the goals and objectives of their IEP.

Yes / Sufficient

Insufficient Instructional Materials List (Special Education)

	Room	Grade	Subject/Course	SPED	Instructional Materials	Number Missing	PO(s) Needed
1							
2							
3							
4							
5							
6							
7							
8							
9							

	Room	Grade	Subject/Course	SPED	Instructional Materials	Number Missing	PO(s) Needed
10							

The Williams Complaint Procedure (UCP) is posted in the Main Office and in all classrooms, and is translated as needed or complaint policy verified for charter school sites:

Yes / Sufficient

Insufficient Instructional Materials List (Williams Complaint Procedure)

	Room	Grade	Missing Posting	Missing Language(s)	Notes
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Actions Required/ Comments:

PO submitted on day of visit:

N/A - A purchase order was not required because the school site had sufficient instructional materials for all students.

To resolve the insufficiency noted above, documentation that demonstrates students have received the instructional materials must be provided to an ACOE team member or Williams Coordinator by:

School Site Administrator or Designee Signature



School Site Administrator or Designee Signature Date

Tuesday, September 8, 2026

Williams Instructional Materials Reviewer Signature



Williams Instructional Materials Reviewer Signature Date

Tuesday, September 8, 2026

ALAMEDA COUNTY OFFICE OF EDUCATION

School Facility Conditions Report

2026-27 School Year

Hayward Collegiate Charter

Alameda County Office of Education | CDS 01100170138867

Overall Rating: GOOD at 96.97%. The inspection records deficiencies in 5 of 21 evaluated areas. Electrical (88.24%) ranks FAIR; the other seven categories rank GOOD.

Initial inspection	August 10, 2026 at 8:00 a.m.
Inspector	Tom McGann, Facility Inspector (Lead)
Site profile	9 classrooms reported; restroom count not recorded; sunny weather
Follow-up recorded	None recorded (Follow Up marked NA)

Ratings recorded: 5 deficient (D) and no extreme (X) ratings across 21 areas.

Category Results

FIT Category	Score	Rank
A. Systems	100.00%	GOOD
B. Interior	92.86%	GOOD
C. Cleanliness	100.00%	GOOD
D. Electrical	88.24%	FAIR
E. Restrooms / Fountains	100.00%	GOOD
F. Safety	100.00%	GOOD
G. Structural	97.62%	GOOD
H. External	97.06%	GOOD

Priority Finding. Electrical is the lowest-scoring category at 88.24%, with 2 deficient ratings in Kitchen and Classroom 7.

ALAMEDA COUNTY OFFICE OF EDUCATION

Category Totals and Ranking

FACILITY INSPECTION TOOL (FIT) OFFICE OF PUBLIC SCHOOL CONSTRUCTION
SCHOOL FACILITY CONDITIONS EVALUATION

Alameda County Office of Education | Hayward Collegiate Charter (01100170138867) | Inspected by Tom McGann

CATEGORY TOTALS AND RANKING (displayed to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS / FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/GATES/ FENCES
	Number of "OK"s:	21	14	21	13	21	21	15	2	8	21	21	20	15	5	16
	Number of "D"s:	0	0	0	1	0	0	2	0	0	0	0	1	0	0	1
21	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	7	0	7	0	0	4	19	13	0	0	0	6	16	4
Percent of System in Good Repair Number of OKs / (Total Areas - NAs)		100.00%	100.00%	100.00%	92.86%	100.00%	100.00%	88.24%	100.00%	100.00%	100.00%	100.00%	95.24%	100.00%	100.00%	94.12%
Total Percent per Category (average of systems)*		**100.00%**			**92.86%**	**100.00%**		**88.24%**	**100.00%**		**100.00%**		**97.62%**		**97.06%**	
Rank GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		**GOOD**			**GOOD**	**GOOD**		**FAIR**	**GOOD**		**GOOD**		**GOOD**		**GOOD**	

OVERALL RATING Average percentage of the eight categories	96.97%	SCHOOL RATING**	GOOD

* An X rating sets its entire category to 0.00%. ** School rating applies the percentage ranges and descriptions below.

PERCENTAGE	RATING	DESCRIPTION
99%-100%	EXEMPLARY	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.
90%-98.99%	GOOD	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.
75%-89.99%	FAIR	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.
0%-74.99%	POOR	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.

ALAMEDA COUNTY OFFICE OF EDUCATION

Detailed Inspection Findings

The 5 areas below contain 5 deficient system ratings (D). A single system rating may cover more than one observed defect.

Building or Area	Ratings	Recorded Observations
Kitchen	**1 D**	Several ceiling lights are out. One ceiling light fixture is out.
Women's Restroom by Cafeteria	**1 D**	Several floor tiles are missing between the stalls.
Classroom 7	**1 D**	Several ceiling lights are out.
Classroom 3	**1 D**	Two window screens need to be rescreened.
Asphalt Playground Area	**1 D**	An asphalt patch filling a crack near the basketball court/artificial turf has deteriorated.

Key: OK = good repair; D = deficient; X = extreme deficiency; NA = not applicable.

ALAMEDA COUNTY OFFICE OF EDUCATION

Follow-Up and Report Notes

Recorded Follow-Up

Field	Recorded Information
Follow-up inspection	None recorded (Follow Up marked NA)
District representative	David LeBarre
Representative title	Manager Maintenance and Operations
Representative email	david.lebarre@navigatorschools.org

Suggested Next Steps. Complete and document the repairs listed on page 3 and verify completion through a follow-up inspection. No follow-up inspection is recorded in the workbook.

Inspector Comments

The Contact tab records:

> **“This is a TK-6 school, and is Ed. Code 35292.6 compliant.”**

Comments are reproduced as entered.

Inspection Scope

The 16 areas without D or X ratings are Entry, Administrative Office, Fire Control Panel, Cafeteria, Fountain/Hydration Station by Kitchen, Men's Restroom by Cafeteria, Staff Lounge, Classroom 8, Fountain by Room 7, Classroom 4, Classroom 5, Classroom 6, Classroom 2, Classroom 1, Artificial Turf Area and Play Structure Behind Room 7.

The Science Lab Equipment (9-12) tab marks all nine listed entries NA for both equipment access and annual inspection. Enrollment field is blank.

How the Scores Are Calculated

Each system score is calculated as **OK / (21 evaluated areas - NA ratings)**. Category scores average their system percentages. An X in any system sets that category to zero. The overall score averages the eight category scores equally.

There are 315 area-system entries: 234 OK, 5 D, 0 X and 76 NA. These are ratings across 15 systems, not counts of unique rooms or individual defects.

Source References

Workbook: Alameda County Office of Education _ Hayward Collegiate Charter (01100170138867).xlsx. Contact: D4:D26, F5, F23. Inspection: C4:T24. Results: A4:R20. Science Lab Equipment (9-12): C4:E12.

Student Grading/Promotion/Placement/Retention Policy

Policy Statement

This Grading, Promotion, Placement, Retention Policy for Navigator Schools ensures that grades are based on defined criteria and accurately reflect students' mastery of content knowledge and skills, and that grading, promotion, placement, and retention decisions are made consistently, documented appropriately, and communicated to parents/guardians in a timely manner. This policy is intended to act as a guide for grading, reporting, grade-level placement, promotion, and retention practices for use at Navigator Schools.

Procedures

Navigator Schools' gradebooks will be set up on quarterly grading terms. Report cards will include grades and attendance. Teachers and school leaders will use multiple sources of student information when making grading, promotion, grade-level placement, and retention decisions.

Grading Scales

Elementary TK-5	Standards Based
Standards-based academic marks: 4= Standard Exceeded 3= Standard Met 2= Standard Nearly Met 1= Standard not Met NA = Not Applicable Citizenship marks: O = Outstanding S = Satisfactory NI = Needs Improvement	Standards based academic marks: • Based on learning goals and performance standards. • Standards are proficiency-based. Citizenship marks: • Based on student behaviors and participation in class

Secondary 6-8	Traditional Grading System
Leveled academics marks: A = Superior - 100%-90% B = Above Average - 89%-80% C = Satisfactory - 79%-70% D = Below Average - 69%-60% F = Failure - 59% and below Citizenship marks: O = Outstanding S = Satisfactory NI = Needs Improvement	Standards based academic marks: • Based on assignment methods (e.g., quizzes, tests, homework, projects). • One grade/entry is given per assignment. Citizenship marks: • Based on student behaviors and participation in class

Missing Assignments and Assessments

Any assignments/assessments documented as incomplete or missing will be marked as “missing” in the gradebook and students will be provided an opportunity to make up incomplete assignments and assessments.

Makeup time will be used as necessary. Communication of missing assignments will occur between teacher, students, and parents. Timelines will be established and met.

Monitoring Grading Practices

Navigator Schools grading practices will be monitored utilizing the following methods:

- Infinite Campus Gradebook Audits
- Staff Leadership Meetings
- Student Grade Checks/Failures

Grading Practice Communication Plan

Navigator Schools will implement the following strategies to communicate grading practices to stakeholders:

- Students will be informed of grading practices during the first two weeks of school as teachers teach their expectations and class rules.
- Parents will be informed of grading practices during parent conferences and in the student family handbook.
- The community will be informed of grading practices through the school website and handbook.
- Teachers will be informed of grading practices during professional development and planning/coaching meetings.

Parent/Guardian Notification of Grading and Academic Progress

Navigator Schools will communicate student academic progress to parents/guardians through regular and timely methods, including Infinite Campus, report cards, parent conferences, and direct teacher or school communication, as appropriate. The following procedures apply:

- Quarterly report cards will communicate academic grades/marks and attendance.
- When it becomes evident that a student is in danger of failing a course, not meeting grade-level standards, or otherwise experiencing significant academic difficulty, the teacher or designee will notify the parent/guardian promptly and document the communication.
- Communications regarding significant academic concerns will identify the concern, available data, current supports or interventions, and opportunities for the parent/guardian to confer with school staff.
- When a grading decision is corrected because of a clerical or data-entry error, the school will update the student record and notify the parent/guardian when the correction materially changes the student's reported performance.
- Notices, reports, and conferences concerning significant grading, grade-level placement, promotion, or retention decisions will be provided with translation or interpretation as required by applicable law and Navigator language-access procedures.
- A parent/guardian's refusal or failure to attend a conference or respond to written academic notice will not stop the school from assigning an appropriate grade or continuing the academic-support, promotion, or retention process after reasonable communication efforts are documented.

Promotion and Grade-Level Placement

Navigator expects students to progress through each grade level within one school year. Promotion and grade-level placement decisions will be based on multiple measures and the student's individual circumstances. No single assessment score or grade will be used as the sole basis for a promotion, placement, or retention decision.

Relevant information may include:

- Classroom performance, report card grades/marks, and mastery of grade-level standards;
- Local benchmark, diagnostic, and progress-monitoring assessments, and state assessment results when available and appropriate;
- Completion and quality of assigned work;
- Progress after targeted intervention and support;
- Attendance, engagement, and access to instruction when relevant to interpreting academic performance;
- Teacher and educational team input; and
- Other relevant information, including the student's IEP, Section 504 Plan, English learner needs, or other documented circumstances that may affect access to instruction or demonstration of learning.

For a newly enrolled or transferring student, grade-level placement will ordinarily be based on the student's prior grade placement, age, available school records, and other relevant academic information. If Navigator proposes a grade-level placement different from the student's prior placement, the parent/guardian will be notified in writing and provided an opportunity to confer with the Site Leader or designee before the decision is finalized, when practicable.

Retention: Identification, Intervention, and Decision Process

Retention will be considered only after review of the student's academic performance and the supports provided. Retention is not an automatic consequence of a particular grade, assessment score, attendance pattern, disability, or English learner status. Navigator's process is as follows:

1. **Early Identification and Written Notice.** Teachers and school teams will identify students who may be at risk of retention as early as practicable. Ordinarily, when a student is identified as at risk of retention, the school will provide written notice to the parent/guardian no later than the end of the second grading period unless the concern first becomes apparent later in the school year. If the concern arises later, notice will be provided promptly.

2. **Parent/Guardian Consultation.** The notice will explain the basis for the concern and will offer the parent/guardian an opportunity to meet with the teacher(s), Site Leader or designee, and other appropriate staff. The school will make reasonable efforts to schedule the consultation within 10 school days of the notice.

3. **Intervention and Progress Monitoring.** The school will identify and implement appropriate academic interventions and supports through Navigator's MTSS or other student-support process. The intervention plan and relevant progress-monitoring data will be documented. Families will receive updates regarding the student's progress during the intervention period.

4. **Review of Multiple Measures.** Before recommending retention, the school team will review multiple measures of student performance, the student's response to intervention, the quality and consistency of access to instruction, and other relevant individual circumstances.

5. **Preliminary Recommendation and Family Meeting.** If retention remains under consideration, the school will provide the parent/guardian with written notice of the preliminary recommendation and offer a conference before the final decision. The notice will summarize the data considered, interventions provided, and the proposed promotion, placement, or retention decision.

6. **Final Decision and Written Notification.** The Site Leader or designee will make the final promotion or retention decision after considering the student data, staff recommendation, and parent/guardian input. The final determination will be provided to the parent/guardian in writing, generally within five school days after the final conference and before the end of the school year when the decision concerns placement for the following school year. The written determination will state the decision, the principal reasons for it, and the appeal process.

7. **Student Record.** Documentation of the at-risk notice, interventions, family communications, data reviewed, and final decision will be maintained in the student's educational record in accordance with Navigator's student records practices.

Appeal of Promotion, Grade-Level Placement, or Retention Decision

A parent/guardian who disagrees with a final promotion, grade-level placement, or retention decision may submit a written appeal to the Chief Executive Officer or designee within 10 school days after receiving the written decision. The appeal should state the reasons the parent/guardian believes the decision should be changed and may include additional information for consideration.

The Chief Executive Officer or designee will review the student record and the information considered by the school, may confer with the parent/guardian and relevant staff, and will provide a written

determination within 10 school days of receiving the appeal when practicable. The determination of the Chief Executive Officer or designee is final under this policy.

Students with IEPs or Section 504 Plans

Promotion and retention standards apply to students with disabilities; however, decisions must account for the student's individual disability-related needs and access to appropriate supports. If retention is being considered for a student with an IEP, Navigator will involve the IEP team as required to review the student's progress, implementation of the IEP, accommodations/modifications, services, and whether additional or different supports are needed. For a student with a Section 504 Plan, the Section 504 team will be consulted as appropriate. Any change to a student's special education placement, services, or Section 504 accommodations will be made through the applicable IEP or Section 504 process, not through the grade-retention process alone.

Water Consumption/Water Bottle Policy

The Navigator Board of Directors recognizes the importance of water consumption and encourages increased consumption of water throughout the day. Staff members should be particularly sensitive to student needs for water during periods of hot weather. Students shall be encouraged to carry water bottles during the school day using the water bottle policy shown below. Teachers may need to call for extra water breaks too. Even during periods of moderate temperature, staff members should remind students of the value of consuming water. In addition, water should be available during mealtimes at no cost, through low-contact water sources.

When students bring water bottles for use during school:

1. Water bottles must be clear and have secure caps;
2. Students may not share water bottles;
3. Empty bottles should, on a regular basis, be recycled (if appropriate), discarded, or taken home for sanitized reuse;
4. Students misusing water bottles will be subject to disciplinary actions;
5. Teachers have discretion in determining classroom use;
6. Water bottles may not be used in a computer lab, a science lab, or a library; and
7. Water bottles may not be re-filled during classroom instruction, unless directed by the supervising teacher.

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the Navigator Schools' Board of Directors shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and,

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the Navigator Schools' Board of Directors; and

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the Navigator Schools' Board of Directors has determined to spend the monies received from the Education Protection Act as attached.

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

9b. FY26-GPS-EPA_Final_Expenditures.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

9c. FY26-HPS-EPA_Final_Expenditures (10.26.26).xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

9d. FY26-WPS-EPA_Final_Expenditures (10.26.26).xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

9e. FY26-HCC_-EPA_Final_Expenditures (10.26.26).xlsx

Coversheet

Financial Update

Section: V. Financial Matters
Item: A. Financial Update
Purpose: Discuss
Submitted by:
Related Material: 2026.10.21 FY25-26 October Finance Committtee meeting.pptx
26.08-NVS-FSP (3).pdf
Check Register CMO 08.26.pdf

CHARTER IMPACT

BOARD FINANCIALS

Navigator Schools

Monthly Finance Update with actuals through August 31, 2026

Navigator Schools – Highlights

- Network wide Navigator is at a deficit of $4.1 million in August
- Total Revenue finished at $1.9 million
- Total expenses finished at $6.1 million
- These figures reflect approximately two weeks of in school actuals and differ materially from the projections prepared in May. Since then, we have updated the budget to more accurately reflect Navigator's current fiscal position.

Navigator Schools – Cash Balance

- Cash as of October 14th, 2026, was $2.86 million
- LOC available balance as of October 14th was $2.15 million
- Current outstanding line of credit balance: $6.85 million



CHARTER IMPACT

BOARD FINANCIALS

Navigator Schools

Budget Update FY26-27

Highlights

- Enrollment decline of 115
- Revenue reduction of $2.45 million
- Expenses reduction of $1.631 million
- Fund balances have been adjusted to reflect UAR submissions

Enrollment

- ADA decline of 108
- Enrollment decline of 115
- An estimated $1.57 million drop in state aid

	2026-27				
	GPS1	HPS2	WPS3	HCC4	OCP5
Updated budget ADA	*571.52*	*500.08*	*522.64*	*232.18*	*33.84*
Orginal Budget ADA	*571.52*	*533.92*	*548.96*	*248.16*	*65.80*
Variance	*-*	*(33.84)*	*(26.32)*	*(15.98)*	*(31.96)*

Revenue

- ADA decline led to a $1.57 million drop in ADA
- CSP funding loss of $2.8 million impacting the home office by $2.37 million and OCP by $430k
- Student support and professional development block grant $1.75 million

	FORECAST	Orginal Budget	Favorable / (Unfav.)
State Aid - Revenue Limit	26,328,204	27,898,203	(1,569,999)
Federal Revenue	1,247,480	4,060,802	(2,813,322)
Other State Revenue	10,151,700	8,171,398	1,980,303
Other Local Revenue	5,024,015	5,080,748	(56,733)
Total Revenue	$ 42,751,400	$ 45,211,150	$ (2,459,751)

Expenses

- Personnel expenses were reduced by $3.6 million
- Non personnel expenses were trued up using UAR final year expenses.
- Most impactful additional expenses were insurance projections increased $626k, Legal increased by $319k, and special education services increased by $391k
- Depreciation and interest were adjusted to reflect prior year actuals.

Expenses

Expenses			-
Certificated Salaries	9,377,606	10,824,106	(1,446,500)
Classified Salaries	7,990,118	9,700,961	(1,710,843)
Benefits	5,618,552	6,076,248	(457,696)
Books and Supplies	2,426,398	2,434,398	(8,000)
Subagreement Services	1,390,619	967,575	423,045
Operations and Housekeeping	2,462,814	1,127,730	1,335,084
Facilities, Repairs and Other Leases	3,062,870	3,489,140	(426,270)
Professional/Consulting Services	7,308,197	7,687,477	(379,279)
Depreciation	837,184	78,800	758,384
Interest	974,521	693,796	280,725
Total Expenses	$ 41,448,880	$ 43,080,230	$ (1,631,350)

Surplus (Deficit)

- All schools are projected to finish FY26-27 in a surplus except OCP and the CMO
- OCP is in a deficit primarily due to start up costs an a lease amount of $774k a year
- Current CMO management fee charged to schools is 14% of state aid. The home office absorbs most of all legal and insurance costs instead of the school sites. Making the home office management fee lower than average given the services provided.

	2026-27									
	GPS1	HPS2	WPS3	HCC4	OCP5	SCHOOLS	HOME	FORECAST	Orginal Budget	Favorable / (Unfav.)
Total Revenue	$10,698,704	$9,141,620	$12,400,231	$4,734,441	$ 757,891	$37,732,887	$ 5,018,513	$ 42,751,400	$ 45,211,150	$ (2,459,751)
Total Expenses	$ 9,055,665	$8,206,850	$11,243,626	$4,262,479	$ 1,828,306	$34,596,926	$ 6,851,954	$ 41,448,880	$ 43,080,230	$ (1,631,350)
	$1,643,039	$ 934,770	$ 1,156,605	$ 471,962	($1,070,414)	$3,135,961	($1,833,442)	$1,302,520	$2,130,920	($828,401)

Surplus (Deficit) and Fund Balance

- Navigator is projected to finish FY26-27 in a $1.3 million surplus with a 3.14% operating surplus.
- This is short of the 5% operating surplus originally targeted and recommended by CSGF and CI but will still give us a six-figure surplus at the end of the fiscal year.

	FORECAST	Orginal Budget	Favorable / (Unfav.)
Surplus (Deficit)	$1,302,520	$2,130,920	($828,401)
Surplus % of Expenses	3.14%	5%	-2%
Fund Balance, Beginning of Year	$ 2,624,738	$ 4,484,578	$ (1,859,840)
Fund Balance, End of Year	$3,927,258	$ 6,615,498	$ (2,688,240)

Recap, Takeaways, and ongoing items

- Revenue drop from lower actual enrollment than projected and assumed loss of CSP funding created a fiscal need for additional cuts.
- Ongoing potential for a $1.2 million CSP repayment.
- Ongoing management and collaboration with EW bank on the continuation of the line of credit.
- Monitoring renewal submission of WPS and HC

Navigator Schools – Appendix

- Monthly Cash Flow / Forecast 26-27
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- Aging Items

Navigator Schools

Financial Package
August 31, 2026

Presented by:

CHARTER IMPACT

Navigator Schools

Combined Statement of Activities

YTD as of August 31, 2026

	407 Main Street LLC	Central Management Office	Gilroy Prep School	Hayward Collegiate	Hollister Prep School	Orange County Prep	Watsonville Prep School	Total
Revenue								
State Aid - Revenue Limit								
LCFF Revenue	$ 0	$ 0	$ 355,242	$ 104,643	$ 258,234	$ 0	$ 393,358	$ 1,111,477
In Lieu of Property Taxes	0	0	185,350	0	126,334	0	0	311,684
Total State Aid - Revenue Limit	0	0	540,592	104,643	384,568	0	393,358	1,423,161
Federal Revenue								
Federal - Prior Year Adjustments	0	0	0	0	18,909	0	0	18,909
Total Federal Revenue	0	0	0	0	18,909	0	0	18,909
Other State Revenue								
State Special Education - AB602	0	0	38,688	15,186	35,611	0	34,136	123,621
State - Other State Revenue	0	0	4,974	33,344	2,289	0	2,194	42,801
Total Other State Revenue	0	0	43,662	48,530	37,900	0	36,330	166,422
Other Local Revenue								
Lease and Rental Income	81,053	0	0	0	0	0	0	81,053
Interest Revenue	0	132	0	0	0	0	1,803	1,935
Other Local Revenue	0	275,750	789	133	2,512	0	0	279,183
School Fundraising	0	0	266	0	0	0	0	266
Total Other Local Revenue	81,053	275,882	1,055	133	2,512	0	1,803	362,437
Total Revenue	81,053	275,882	585,309	153,306	443,889	0	431,491	1,970,929
Expenses								
Certificated Salaries								
Certificated Teachers' Salaries	0	0	276,421	99,284	213,071	9,058	305,729	903,564
Certificated Teachers' Substitute Hours	0	0	0	0	0	0	5,416	5,415
Certificated Pupil Support Salaries	0	19,573	17,963	10,022	43,338	0	44,343	135,238
Certificated Supervisors' and Administrators' Salaries	0	154,151	63,479	44,715	56,856	4,904	73,438	397,543
Total Certificated Salaries	0	173,724	357,863	154,021	313,265	13,962	428,926	1,441,760
Classified Salaries								
Classified Instructional Salaries	0	284	131,838	92,813	146,215	6,389	115,426	492,965
Classified Support Salaries	0	80,903	0	0	0	0	0	80,903
Classified Supervisors' and Administrators' Salaries	0	125,727	0	0	0	0	6,475	132,202
Clerical, Technical, and Office Staff Salaries	0	27,472	23,835	19,927	27,641	3,608	31,551	134,035
Other Classified Salaries	0	181,208	85,199	60,974	67,469	11,504	113,102	519,456
Total Classified Salaries	0	415,594	240,872	173,714	241,325	21,501	266,554	1,359,561
Benefits								
State Teachers' Retirement System, certificated positions	0	40,348	67,428	28,583	61,584	3,088	82,110	283,140
OASDI/Medicare/Alternative, certificated positions	0	29,687	23,137	15,563	22,054	1,490	25,903	117,835
Health and Welfare Benefits, certificated positions	0	134,284	95,054	28,165	105,685	4,176	120,811	488,174
State Unemployment Insurance, certificated positions	0	582	605	221	890	333	100	2,731
Workers' Compensation Insurance, certificated positions	0	99,002	0	0	0	0	0	99,002
Other Benefits, certificated positions	0	4,464	0	335	148	0	0	4,947
Total Benefits	0	308,367	186,224	72,867	190,361	9,087	228,924	995,829
Books & Supplies								
Textbooks and Core Curricula Materials	0	0	31,856	7,174	32,240	5,823	32,963	110,056
Books and Other Reference Materials	0	0	3,247	1,622	3,245	760	3,245	12,119
School Supplies	0	1,781	6,088	3,352	6,153	37	3,632	21,044
Software	0	96,101	96,781	76,270	95,691	21,833	90,127	476,802
Office Expense	1	6,214	6,523	1,563	10,432	2,826	1,732	29,291
Business Meals	0	306	92	44	619	310	0	1,371
Noncapitalized Equipment	0	3,666	1,885	184	4,511	9,939	1,620	21,804
Food Services	0	0	4,893	6,887	0	0	9,380	21,161
Total Books & Supplies	1	108,068	151,365	97,096	152,891	41,528	142,699	693,648
Subagreement Services								
Special Education	0	0	0	3,822	2,698	0	0	6,520
Transportation	0	0	0	0	154	0	0	153
Security	0	0	708	4,194	90	0	0	4,992
Other Educational Consultants	0	0	7,756	3,306	6,832	0	18,157	36,052
Total Subagreement Services	0	0	8,464	11,322	9,774	0	18,157	47,717
Operations & Housekeeping								
Auto and Travel Expense	0	10,921	225	1,096	72	2,493	155	14,961
Dues & Memberships	0	7,102	9,094	0	8,000	0	8,000	32,196
Insurance	0	177,389	0	0	0	0	0	177,388
Utilities	0	11,407	1,961	3,239	0	0	8,129	24,737
Janitorial/Trash Removal	0	0	198	7,202	198	0	0	7,598
Communications	0	2,784	4,338	3,599	2,589	283	984	14,578
Postage and Shipping	0	899	64	0	66	125	0	1,154
Total Operations & Housekeeping	0	210,502	15,880	15,136	10,925	2,901	17,268	272,612
Facilities, Repairs & Other Leases								
Rent	81,200	8,223	0	19,704	0	134,089	144,100	387,316
Additional Rent	0	200	180	240	0	0	0	620
Equipment Leases	0	0	5,663	2,152	11,123	0	5,837	24,774
Repairs and Maintenance	0	960	8,730	1,960	1,334	0	3,434	16,419
Total Facilities, Repairs & Other Leases	81,200	9,383	14,573	24,056	12,457	134,089	153,371	429,129
Professional/Consulting Services								
Audit and Tax	0	8,190	0	0	0	0	0	8,190
Legal	0	18,944	0	0	13,140	0	0	32,084
Professional Development	0	19,377	103	16	0	48	4,726	24,270

General Consulting	0	140,810	2,874	2,874	2,874	0	2,874	152,305
Special Activities	0	0	0	232	0	0	0	232
Bank Charges	84	82	0	0	0	0	0	166
Other Taxes and Fees	0	2,066	4,521	1,018	2,486	363	1,991	12,447
Payroll Service Fee	0	16,929	3,857	1,780	3,709	0	3,561	29,836
Management Fee	0	144,791	0	0	0	0	0	144,791
SELPA Fees	0	0	1,294	508	1,191	0	1,141	4,134
Public Relations	0	30,757	11	0	30	27,604	0	58,402
Total Professional/Consulting Services	84	381,946	12,660	6,428	23,430	28,015	14,293	466,857
Depreciation								
Depreciation Expense	51,479	1,879	168,628	59,064	4,189	0	73,912	359,151
Total Depreciation	51,479	1,879	168,628	59,064	4,189	0	73,912	359,151
Interest								
Interest Expense	14,112	74,991	0	0	0	0	5,833	94,936
Total Interest	14,112	74,991	0	0	0	0	5,833	94,936
Total Expenses	146,876	1,684,454	1,156,529	613,704	958,617	251,083	1,349,937	6,161,200
Change in Net Assets	**(65,823)**	**(1,408,572)**	**(571,220)**	**(460,398)**	**(514,728)**	**(251,083)**	**(918,446)**	**(4,190,271)**
Net Assets, Beginning of Period	**(2,393,849)**	**(2,359,125)**	**4,237,084**	**(184,215)**	**1,602,540**	**0**	**(666,223)**	**236,212**
Net Assets, End of Period	**$ (2,459,672)**	**$ (3,767,697)**	**$ 3,665,864**	**$ (644,614)**	**$ 1,087,812**	**$ (251,083)**	**$ (1,584,669)**	**$ (3,954,059)**

CMO

Budget vs Actual

For the period ended August 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
Federal Revenue							
Title V, Part B - Charter School Grants	0	0	0	0	0	0	2,377,097
Total Federal Revenue	0	0	0	0	0	0	2,377,097
Other Local Revenue							
Interest Revenue	66	0	66	132	0	132	0
Other Local Revenue	175,750	0	175,750	275,750	0	275,750	3,709,580
School Fundraising	0	0	0	0	100,000	(100,000)	1,425,000
Total Other Local Revenue	175,816	0	175,816	275,882	100,000	175,882	5,134,580
Total Revenue	175,816	0	175,816	275,882	100,000	175,882	7,511,677
Expenses							
Certificated Salaries							
Certificated Pupil Support Salaries	9,051	10,697	1,646	19,573	10,697	(8,876)	117,667
Certificated Supervisors' and Administrators' Salaries	74,214	26,550	(47,664)	154,151	53,100	(101,051)	318,602
Total Certificated Salaries	83,265	37,247	(46,018)	173,724	63,797	(109,927)	436,269
Classified Salaries							
Classified Instructional Salaries	284	4,923	4,639	284	4,923	4,639	54,151
Classified Support Salaries	36,699	24,726	(11,973)	80,903	24,726	(56,177)	271,987
Classified Supervisors' and Administrators' Salaries	24,615	45,417	20,801	125,727	90,834	(34,893)	545,000
Clerical, Technical, and Office Staff Salaries	15,686	8,624	(7,061)	27,472	8,624	(18,848)	94,869
Other Classified Salaries	65,484	71,619	6,136	181,208	71,619	(109,589)	787,807
Total Classified Salaries	142,768	155,309	12,542	415,594	200,726	(214,868)	1,753,814
Benefits							
State Teachers' Retirement System, certificated positions	16,203	7,114	(9,089)	40,348	12,185	(28,163)	83,328
OASDI/Medicare/Alternative, certificated positions	9,482	9,629	146	29,687	12,445	(17,242)	108,736
Medicare certificated positions	0	2,793	2,792	0	3,836	3,836	31,757
Health and Welfare Benefits, certificated positions	62,020	20,583	(41,436)	134,284	41,166	(93,117)	246,999
State Unemployment Insurance, certificated positions	117	539	422	582	1,078	496	10,780
Workers' Compensation Insurance, certificated positions	99,002	2,696	(96,306)	99,002	3,704	(95,299)	30,662
Other Benefits, certificated positions	1,267	0	(1,267)	4,464	0	(4,464)	0
Total Benefits	188,091	43,354	(144,738)	308,367	74,414	(233,953)	512,262
Books & Supplies							
Books and Other Reference Materials	0	40	40	0	80	80	200
School Supplies	1,121	166	(955)	1,781	333	(1,448)	2,000
Software	39,406	5,319	(34,087)	96,101	10,638	(85,463)	63,825
Office Expense	2,653	833	(1,819)	6,214	1,666	(4,548)	10,000
Business Meals	253	417	163	306	834	527	5,000
Noncapitalized Equipment	263	1,548	1,285	3,666	1,548	(2,117)	7,741
Food Services	0	28	27	0	27	27	300
Total Books & Supplies	43,696	8,351	(35,346)	108,068	15,126	(92,942)	89,066
Subagreement Services							
Security	0	45	46	0	46	46	500
Total Subagreement Services	0	45	46	0	46	46	500
Operations & Housekeeping							
Auto and Travel Expense	6,290	909	(5,381)	10,921	909	(10,012)	10,000
Dues & Memberships	159	1,633	1,474	7,102	3,265	(3,838)	19,590
Insurance	53,674	72,666	18,993	177,389	145,333	(32,054)	872,000
Utilities	11,407	475	(10,932)	11,407	950	(10,457)	5,700
Janitorial/Trash Removal	0	3,007	3,006	0	6,013	6,012	36,075
Miscellaneous Expense	0	0	0	0	0	0	400
Communications	1,464	199	(1,264)	2,784	399	(2,385)	2,398
Postage and Shipping	537	0	(538)	899	0	(899)	10,053
Total Operations & Housekeeping	73,531	78,889	5,358	210,502	156,869	(53,633)	956,216
Facilities, Repairs & Other Leases							
Rent	4,111	3,190	(922)	8,223	6,379	(1,844)	38,270
Additional Rent	0	291	292	200	583	383	3,501
Equipment Leases	0	1,409	1,408	0	2,817	2,817	16,899
Repairs and Maintenance	826	2,000	1,175	960	4,000	3,039	24,000
Total Facilities, Repairs & Other Leases	4,937	6,890	1,953	9,383	13,779	4,395	82,670
Professional/Consulting Services							
IT	0	4,576	4,576	0	9,152	9,153	54,916
Audit and Tax	0	0	0	8,190	0	(8,190)	175,000
Legal	18,943	139,918	120,975	18,944	279,837	260,893	1,679,021
Professional Development	9,927	0	(9,927)	19,377	0	(19,377)	11,027
General Consulting	89,560	0	(89,560)	140,810	0	(140,810)	710,575
Bank Charges	12	0	(11)	82	0	(82)	8,000
Printing	0	0	0	0	0	0	1,132
Other Taxes and Fees	998	0	(998)	2,066	0	(2,066)	85,000
Payroll Service Fee	8,491	5,580	(2,912)	16,929	11,159	(5,770)	66,955
Management Fee	72,395	70,644	(1,751)	144,791	141,289	(3,503)	847,730
Public Relations	17,807	0	(17,807)	30,757	0	(30,756)	47,500
Total Professional/Consulting Services	218,133	220,718	2,585	381,946	441,437	59,492	3,686,856
Depreciation							
Depreciation Expense	939	542	(398)	1,879	1,083	(796)	6,500
Total Depreciation	939	542	(398)	1,879	1,083	(796)	6,500

Interest							
Interest Expense	34,586	33,333	(1,252)	74,991	66,666	(8,324)	400,000
Total Interest	34,586	33,333	(1,252)	74,991	66,666	(8,324)	400,000
Total Expenses	789,946	584,678	(205,268)	1,684,454	1,033,943	(650,510)	7,924,153
Change in Net Assets	**(614,130)**	**(584,678)**	**(29,452)**	**(1,408,572)**	**(933,943)**	**(474,628)**	**(412,476)**
Net Assets, Beginning of Period	**(3,153,566)**			**(2,359,125)**			
Net Assets, End of Period	**$ (3,767,697)**			**$ (3,767,697)**			

Gilroy Prep School

Budget vs Actual

For the period ended August 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	$ 177,621	$ 177,561	$ 60	$ 355,242	$ 177,561	$ 177,681	$ 3,492,863
Economic Protection Account Funding	0	0	0	0	0	0	1,122,037
In Lieu of Property Taxes	185,350	184,925	425	185,350	184,925	425	3,031,427
Total State Aid - Revenue Limit	362,971	362,486	485	540,592	362,486	178,106	7,646,327
Federal Revenue							
Federal Special Education - IDEA	0	0	0	0	0	0	85,680
Federal Child Nutrition	0	0	0	0	0	0	139,672
Title I, Part A - Basic Low Income	0	0	0	0	0	0	90,891
Title II, Part A - Teacher Quality	0	0	0	0	0	0	15,014
Title III - Limited English	0	0	0	0	0	0	16,961
Other Federal Revenue	0	0	0	0	0	0	10,000
Total Federal Revenue	0	0	0	0	0	0	358,218
Other State Revenue							
State Special Education - AB602	0	38,932	(38,932)	38,688	38,932	(244)	778,634
State - Child Nutrition	0	0	0	0	0	0	269,542
State - Mandated Cost Reimbursement	0	0	0	0	0	0	16,740
State - State Lottery	0	0	0	0	0	0	155,453
State - Other State Revenue	2,487	47,201	(44,714)	4,974	47,201	(42,227)	944,019
Total Other State Revenue	2,487	86,133	(83,646)	43,662	86,133	(42,471)	2,164,388
Other Local Revenue							
Other Local Revenue	789	0	789	789	0	789	0
School Fundraising	266	0	266	266	0	266	0
Total Other Local Revenue	1,055	0	1,055	1,055	0	1,055	0
Total Revenue	366,513	448,619	(82,106)	585,309	448,619	136,690	10,168,933
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	148,419	190,191	41,771	276,421	190,191	(86,230)	2,092,098
Certificated Teachers' Extra Duties/Stipends	0	6,863	6,863	0	6,863	6,862	75,492
Certificated Pupil Support Salaries	12,418	14,791	2,375	17,963	14,791	(3,170)	162,710
Certificated Supervisors' and Administrators' Salaries	23,827	33,003	9,175	63,479	66,005	2,525	396,024
Total Certificated Salaries	184,664	244,848	60,184	357,863	277,850	(80,013)	2,726,324
Classified Salaries							
Classified Instructional Salaries	98,473	122,768	24,295	131,838	122,768	(9,070)	1,350,449
Clerical, Technical, and Office Staff Salaries	9,989	10,548	559	23,835	10,548	(13,287)	116,034
Other Classified Salaries	48,741	40,624	(8,117)	85,199	40,624	(44,576)	446,858
Total Classified Salaries	157,203	173,940	16,737	240,872	173,940	(66,933)	1,913,341
Benefits							
State Teachers' Retirement System, certificated positions	35,688	46,765	11,077	67,428	53,069	(14,358)	520,728
OASDI/Medicare/Alternative, certificated positions	14,428	10,897	(3,530)	23,137	10,897	(12,240)	119,867
Medicare certificated positions	0	6,099	6,098	0	6,579	6,579	67,565
Health and Welfare Benefits, certificated positions	41,963	51,458	9,496	95,054	102,917	7,863	617,500
State Unemployment Insurance, certificated positions	595	2,352	1,756	605	4,704	4,099	47,040
Workers' Compensation Insurance, certificated positions	0	5,889	5,888	0	6,352	6,352	65,235
Total Benefits	92,674	123,460	30,785	186,224	184,518	(1,705)	1,437,935
Books & Supplies							
Textbooks and Core Curricula Materials	93	2,557	2,465	31,856	2,558	(29,299)	10,230
Books and Other Reference Materials	3,247	3,000	(247)	3,247	6,000	2,753	15,000
School Supplies	4,140	4,167	26	6,088	8,333	2,246	50,000
Software	16,611	8,051	(8,559)	96,781	16,102	(80,679)	96,610
Office Expense	4,842	3,266	(1,575)	6,523	6,533	10	39,200
Business Meals	92	684	591	92	1,367	1,275	8,200
School Fundraising Supplies	0	908	908	0	1,816	1,816	10,900
Noncapitalized Equipment	1,884	22,688	20,804	1,885	22,689	20,804	113,442
Food Services	0	37,202	37,201	4,893	37,201	32,308	409,214
Total Books & Supplies	30,909	82,523	51,614	151,365	102,599	(48,766)	752,796
Subagreement Services							
Nursing	0	41	42	0	83	84	500
Special Education	0	27,273	27,273	0	27,273	27,272	300,000
Substitute Teacher	0	45	45	0	45	46	500
Security	210	182	(28)	708	182	(527)	2,000
Other Educational Consultants	7,757	0	(7,756)	7,756	0	(7,756)	15,300
Total Subagreement Services	7,967	27,541	19,576	8,464	27,583	19,119	318,300
Operations & Housekeeping							
Auto and Travel Expense	183	400	217	225	400	175	4,400
Dues & Memberships	482	375	(107)	9,094	750	(8,344)	4,500
Insurance	0	1,667	1,666	0	3,334	3,334	20,000
Utilities	1,961	1,425	(536)	1,961	2,850	889	17,100
Janitorial/Trash Removal	198	100	(98)	198	200	1	1,200
Miscellaneous Expense	0	0	0	0	0	0	5,000
Communications	3,303	833	(2,470)	4,338	1,666	(2,671)	10,000

Postage and Shipping	64	0	(64)	64	0	(64)	500
Total Operations & Housekeeping	6,191	4,800	(1,392)	15,880	9,200	(6,680)	62,700
Facilities, Repairs & Other Leases							
Additional Rent	180	0	(180)	180	0	(180)	0
Equipment Leases	2,344	2,917	573	5,663	5,834	171	35,000
Repairs and Maintenance	3,548	7,500	3,952	8,730	15,000	6,269	90,000
Total Facilities, Repairs & Other Leases	6,072	10,417	4,345	14,573	20,834	6,260	125,000
Professional/Consulting Services							
IT	0	417	417	0	833	834	5,000
Legal	0	833	833	0	1,667	1,666	10,000
Professional Development	102	0	(102)	103	0	(102)	10,000
General Consulting	0	0	0	2,874	0	(2,874)	2,000
Special Activities	0	0	0	0	0	0	25,000
Bank Charges	0	0	0	0	0	0	2,000
Other Taxes and Fees	4,522	0	(4,522)	4,521	0	(4,521)	12,000
Payroll Service Fee	1,982	1,667	(315)	3,857	3,333	(525)	20,000
Management Fee	0	0	0	0	0	0	1,070,486
District Oversight Fee	0	10,874	10,874	0	10,874	10,875	229,389
SELPA Fees	0	1,168	1,168	1,294	1,168	(126)	25,930
Public Relations	0	0	0	11	0	(11)	300
Total Professional/Consulting Services	6,606	14,959	8,353	12,660	17,875	5,216	1,412,105
Depreciation							
Depreciation Expense	84,047	1,848	(82,198)	168,628	3,697	(164,931)	22,179
Total Depreciation	84,047	1,848	(82,198)	168,628	3,697	(164,931)	22,179
Interest							
Interest Expense	0	8,333	8,333	0	16,666	16,666	100,000
Total Interest	0	8,333	8,333	0	16,666	16,666	100,000
Total Expenses	576,333	692,669	116,337	1,156,529	834,762	(321,767)	8,870,680
Change in Net Assets	**(209,820)**	**(244,050)**	**34,231**	**(571,220)**	**(386,143)**	**(185,077)**	**1,298,253**
Net Assets, Beginning of Period	**3,875,683**			**4,237,084**			
Net Assets, End of Period	**$ 3,665,864**			**$ 3,665,864**			

Hayward Collegiate

Budget vs Actual

For the period ended August 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	$ 104,643	$ 95,799	$ 8,844	$ 104,643	$ 95,799	$ 8,844	$ 2,049,168
Economic Protection Account Funding	0	0	0	0	0	0	49,632
In Lieu of Property Taxes	0	0	0	0	0	0	1,189,033
Total State Aid - Revenue Limit	104,643	95,799	8,844	104,643	95,799	8,844	3,287,833
Federal Revenue							
Federal Special Education - IDEA	0	0	0	0	0	0	33,740
Federal Child Nutrition	0	0	0	0	0	0	58,540
Title I, Part A - Basic Low Income	0	0	0	0	0	0	51,024
Title II, Part A - Teacher Quality	0	0	0	0	0	0	7,090
Other Federal Revenue	0	0	0	0	0	0	10,000
Total Federal Revenue	0	0	0	0	0	0	160,394
Other State Revenue							
State Special Education - AB602	0	15,304	(15,304)	15,186	15,304	(118)	327,496
State - Child Nutrition	0	0	0	0	0	0	161,333
State - School Facilities Apportionment	0	0	0	0	0	0	194,861
State - Mandated Cost Reimbursement	0	0	0	0	0	0	4,800
State - State Lottery	0	0	0	0	0	0	66,476
State - Other State Revenue	33,344	23,428	9,916	33,344	23,428	9,916	468,557
Total Other State Revenue	33,344	38,732	(5,388)	48,530	38,732	9,798	1,223,523
Other Local Revenue							
Other Local Revenue	133	0	133	133	0	133	0
Total Other Local Revenue	133	0	133	133	0	133	0
Total Revenue	138,120	134,531	3,589	153,306	134,531	18,775	4,671,750
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	53,543	72,862	19,320	99,284	72,862	(26,421)	801,490
Certificated Teachers' Extra Duties/Stipends	0	3,343	3,343	0	3,343	3,343	36,772
Certificated Pupil Support Salaries	4,747	2,968	(1,780)	10,022	2,968	(7,055)	32,640
Certificated Supervisors' and Administrators' Salaries	17,732	11,742	(5,990)	44,715	23,485	(21,230)	140,913
Total Certificated Salaries	76,022	90,915	14,893	154,021	102,658	(51,363)	1,011,815
Classified Salaries							
Classified Instructional Salaries	57,918	61,901	3,983	92,813	61,901	(30,912)	680,904
Clerical, Technical, and Office Staff Salaries	12,029	11,560	(469)	19,927	11,560	(8,368)	127,163
Other Classified Salaries	28,974	21,893	(7,081)	60,974	21,893	(39,080)	240,825
Total Classified Salaries	98,921	95,354	(3,567)	173,714	95,354	(78,360)	1,048,892
Benefits							
State Teachers' Retirement System, certificated positions	13,723	17,365	3,642	28,583	19,608	(8,976)	193,257
OASDI/Medicare/Alternative, certificated positions	8,830	5,912	(2,918)	15,563	5,912	(9,650)	65,031
Medicare certificated positions	0	2,701	2,701	0	2,871	2,871	29,880
Health and Welfare Benefits, certificated positions	9,798	17,000	7,202	28,165	34,000	5,835	204,000
State Unemployment Insurance, certificated positions	221	1,120	899	221	2,239	2,019	22,396
Workers' Compensation Insurance, certificated positions	0	2,608	2,608	0	2,773	2,772	28,849
Other Benefits, certificated positions	113	0	(113)	335	0	(336)	0
Total Benefits	32,685	46,706	14,021	72,867	67,403	(5,465)	543,413
Books & Supplies							
Textbooks and Core Curricula Materials	0	650	650	7,174	650	(6,523)	2,600
Books and Other Reference Materials	1,622	3,400	1,777	1,622	6,800	5,178	17,000
School Supplies	3,352	3,333	(18)	3,352	6,666	3,314	40,000
Software	15,189	8,261	(6,928)	76,270	16,522	(59,748)	99,131
Office Expense	1,463	1,666	203	1,563	3,333	1,770	20,000
Business Meals	44	84	39	44	167	123	1,000
Noncapitalized Equipment	184	3,371	3,188	184	3,371	3,187	16,855
Food Services	0	19,988	19,988	6,887	19,989	13,101	219,873
Total Books & Supplies	21,854	40,753	18,899	97,096	57,498	(39,598)	416,459
Subagreement Services							
Nursing	0	42	42	0	83	83	500
Special Education	0	13,636	13,636	3,822	13,636	9,815	150,000
Substitute Teacher	0	1,364	1,364	0	1,364	1,363	15,000
Security	4,193	91	(4,103)	4,194	91	(4,102)	1,000
Other Educational Consultants	3,307	0	(3,306)	3,306	0	(3,306)	27,100
Total Subagreement Services	7,500	15,133	7,633	11,322	15,174	3,853	193,600
Operations & Housekeeping							
Auto and Travel Expense	716	273	(444)	1,096	272	(824)	3,000
Dues & Memberships	(241)	0	241	0	0	0	0
Insurance	0	750	750	0	1,500	1,500	9,000
Utilities	3,239	2,358	(880)	3,239	4,717	1,478	28,300
Janitorial/Trash Removal	2,417	1,000	(1,417)	7,202	2,000	(5,202)	12,000
Communications	2,755	583	(2,172)	3,599	1,167	(2,432)	7,000
Postage and Shipping	0	0	0	0	0	0	200
Total Operations & Housekeeping	8,886	4,964	(3,922)	15,136	9,656	(5,480)	59,500

Facilities, Repairs & Other Leases							
Rent	0	24,057	24,057	19,704	48,114	28,410	288,683
Additional Rent	240	260	20	240	519	279	3,119
Equipment Leases	571	1,458	887	2,152	2,917	766	17,500
Other Leases	0	25	25	0	50	50	300
Repairs and Maintenance	667	2,084	1,417	1,960	4,167	2,206	25,000
Total Facilities, Repairs & Other Leases	1,478	27,884	26,406	24,056	55,767	31,711	334,602
Professional/Consulting Services							
IT	0	5,257	5,257	0	10,514	10,514	63,087
Legal	0	83	83	0	167	167	1,000
Professional Development	0	0	0	16	0	(16)	6,000
General Consulting	0	0	0	2,874	0	(2,874)	0
Special Activities	151	0	(151)	232	0	(232)	18,000
Other Taxes and Fees	1,018	0	(1,018)	1,018	0	(1,018)	20,000
Payroll Service Fee	915	750	(165)	1,780	1,500	(280)	9,000
Management Fee	0	0	0	0	0	0	460,297
District Oversight Fee	0	958	958	0	958	958	32,878
SELPA Fees	0	459	459	508	459	(49)	10,837
Public Relations	0	0	0	0	0	0	200
Total Professional/Consulting Services	2,084	7,507	5,423	6,428	13,598	7,170	621,299
Depreciation							
Depreciation Expense	29,532	202	(29,331)	59,064	403	(58,662)	2,415
Total Depreciation	29,532	202	(29,331)	59,064	403	(58,662)	2,415
Total Expenses	278,962	329,418	50,455	613,704	417,511	(196,194)	4,231,995
Change in Net Assets	**(140,842)**	**(194,887)**	**54,044**	**(460,398)**	**(282,980)**	**(177,419)**	**439,755**
Net Assets, Beginning of Period	**(503,771)**			**(184,215)**			
Net Assets, End of Period	**$ (644,614)**			**$ (644,614)**			

Hollister Prep School

Budget vs Actual

For the period ended August 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	$ 258,234	$ 253,356	$ 4,879	$ 258,234	$ 253,356	$ 4,879	$ 4,844,294
Economic Protection Account Funding	0	0	0	0	0	0	102,836
In Lieu of Property Taxes	126,334	0	126,334	126,334	0	126,334	1,861,234
Total State Aid - Revenue Limit	384,568	253,356	131,213	384,568	253,356	131,213	6,808,364
Federal Revenue							
Federal Special Education - IDEA	0	0	0	0	0	0	78,960
Title I, Part A - Basic Low Income	0	0	0	0	0	0	98,157
Title II, Part A - Teacher Quality	0	0	0	0	0	0	15,121
Title III - Limited English	0	0	0	0	0	0	17,841
Other Federal Revenue	0	0	0	0	0	0	10,000
Federal - Prior Year Adjustments	18,909	0	18,909	18,909	0	18,909	0
Total Federal Revenue	18,909	0	18,909	18,909	0	18,909	220,079
Other State Revenue							
State Special Education - AB602	0	36,034	(36,035)	35,611	36,034	(424)	720,692
State - Mandated Cost Reimbursement	0	0	0	0	0	0	15,729
State - State Lottery	0	0	0	0	0	0	139,857
State - Other State Revenue	2,289	46,886	(44,597)	2,289	46,886	(44,597)	937,727
Total Other State Revenue	2,289	82,920	(80,632)	37,900	82,920	(45,021)	1,814,005
Other Local Revenue							
Other Local Revenue	2,512	0	2,511	2,512	0	2,511	0
Total Other Local Revenue	2,512	0	2,511	2,512	0	2,511	0
Total Revenue	408,278	336,276	72,001	443,889	336,276	107,612	8,842,448
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	114,893	170,059	55,167	213,071	177,539	(35,531)	1,878,134
Certificated Teachers' Extra Duties/Stipends	0	7,289	7,289	0	7,289	7,288	80,178
Certificated Pupil Support Salaries	17,850	25,198	7,348	43,338	25,198	(18,139)	277,180
Certificated Supervisors' and Administrators' Salaries	19,604	26,033	6,430	56,856	52,067	(4,789)	312,401
Total Certificated Salaries	152,347	228,579	76,234	313,265	262,093	(51,171)	2,547,893
Classified Salaries							
Classified Instructional Salaries	109,208	136,006	26,796	146,215	136,005	(10,211)	1,496,056
Classified Support Salaries	0	2,987	2,988	0	5,976	5,976	35,855
Clerical, Technical, and Office Staff Salaries	9,149	14,671	5,522	27,641	14,670	(12,970)	161,377
Other Classified Salaries	38,447	32,182	(6,265)	67,469	32,183	(35,287)	354,004
Total Classified Salaries	156,804	185,846	29,041	241,325	188,834	(52,492)	2,047,292
Benefits							
State Teachers' Retirement System, certificated positions	30,372	44,865	14,493	61,584	51,443	(10,140)	500,094
OASDI/Medicare/Alternative, certificated positions	13,428	12,094	(1,333)	22,054	12,288	(9,767)	133,227
Medicare certificated positions	0	6,234	6,234	0	6,783	6,784	69,123
Health and Welfare Benefits, certificated positions	46,747	61,750	15,002	105,685	123,500	17,815	741,000
State Unemployment Insurance, certificated positions	852	2,396	1,544	890	4,792	3,901	47,916
Workers' Compensation Insurance, certificated positions	0	6,019	6,019	0	6,549	6,550	66,740
Other Benefits, certificated positions	0	0	0	148	0	(148)	0
Total Benefits	91,399	133,358	41,959	190,361	205,355	14,995	1,558,100
Books & Supplies							
Textbooks and Core Curricula Materials	0	1,850	1,850	32,240	1,850	(30,390)	7,400
Books and Other Reference Materials	3,245	4,320	1,075	3,245	8,640	5,395	21,600
School Supplies	4,601	3,333	(1,267)	6,153	6,666	514	40,000
Software	16,671	13,229	(3,443)	95,691	26,458	(69,235)	158,742
Office Expense	4,036	3,333	(702)	10,432	6,666	(3,765)	40,000
Business Meals	619	167	(453)	619	334	(286)	2,000
Noncapitalized Equipment	4,074	36,266	32,192	4,511	36,265	31,755	181,330
Food Services	0	3,364	3,364	0	3,364	3,364	37,000
Total Books & Supplies	33,246	65,862	32,616	152,891	90,243	(62,648)	488,072
Subagreement Services							
Nursing	0	158	158	0	317	316	1,900
Special Education	2,698	36,364	33,666	2,698	36,363	33,666	400,000
Transportation	153	490	337	154	491	338	5,400
Security	0	91	91	90	91	1	1,000
Other Educational Consultants	6,833	0	(6,832)	6,832	0	(6,833)	13,400
Total Subagreement Services	9,684	37,103	27,420	9,774	37,262	27,488	421,700
Operations & Housekeeping							
Auto and Travel Expense	29	273	243	72	273	201	3,000
Dues & Memberships	(564)	108	673	8,000	217	(7,783)	1,300
Insurance	0	1,667	1,666	0	3,333	3,333	20,000
Utilities	0	6,250	6,250	0	12,500	12,500	75,000
Janitorial/Trash Removal	198	233	35	198	467	269	2,800
Communications	2,358	1,084	(1,275)	2,589	2,166	(423)	13,000
Postage and Shipping	66	0	(65)	66	0	(65)	700
Total Operations & Housekeeping	2,087	9,615	7,527	10,925	18,956	8,032	115,800

Facilities, Repairs & Other Leases							
Equipment Leases	4,447	6,250	1,803	11,123	12,500	1,376	75,000
Repairs and Maintenance	215	1,250	1,035	1,334	2,500	1,167	15,000
Total Facilities, Repairs & Other Leases	4,662	7,500	2,838	12,457	15,000	2,543	90,000
Professional/Consulting Services							
IT	0	833	833	0	1,667	1,666	10,000
Legal	13,140	0	(13,140)	13,140	0	(13,140)	0
Professional Development	0	0	0	0	0	0	10,000
General Consulting	0	0	0	2,874	0	(2,874)	2,000
Special Activities	0	0	0	0	0	0	32,000
Printing	0	0	0	0	0	0	1,000
Other Taxes and Fees	2,487	0	(2,487)	2,486	0	(2,486)	16,000
Payroll Service Fee	1,906	1,333	(572)	3,709	2,667	(1,043)	16,000
Management Fee	0	0	0	0	0	0	953,171
District Oversight Fee	0	7,601	7,600	0	7,600	7,601	204,251
SELPA Fees	0	1,081	1,081	1,191	1,081	(110)	23,989
Public Relations	0	0	0	30	0	(30)	0
Total Professional/Consulting Services	17,533	10,848	(6,685)	23,430	13,015	(10,416)	1,268,411
Depreciation							
Depreciation Expense	2,094	2,033	(61)	4,189	4,067	(122)	24,400
Total Depreciation	2,094	2,033	(61)	4,189	4,067	(122)	24,400
Total Expenses	469,856	680,744	210,889	958,617	834,825	(123,791)	8,561,668
Change in Net Assets	**(61,578)**	**(344,468)**	**282,890**	**(514,728)**	**(498,549)**	**(16,179)**	**280,780**
Net Assets, Beginning of Period	**1,149,390**			**1,602,540**			
Net Assets, End of Period	**$ 1,087,812**			**$ 1,087,812**			

Watsonville Prep School

Budget vs Actual

For the period ended August 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	$ 393,358	$ 389,341	$ 4,017	$ 393,358	$ 389,341	$ 4,017	$ 8,259,008
Economic Protection Account Funding	0	0	0	0	0	0	107,536
In Lieu of Property Taxes	0	0	0	0	0	0	134,554
Total State Aid - Revenue Limit	393,358	389,341	4,017	393,358	389,341	4,017	8,501,098
Federal Revenue							
Federal Special Education - IDEA	0	0	0	0	0	0	75,180
Federal Child Nutrition	0	0	0	0	0	0	191,896
Title I, Part A - Basic Low Income	0	0	0	0	0	0	157,776
Title II, Part A - Teacher Quality	0	0	0	0	0	0	19,342
Title III - Limited English	0	0	0	0	0	0	27,980
Other Federal Revenue	0	0	0	0	0	0	10,000
Total Federal Revenue	0	0	0	0	0	0	482,174
Other State Revenue							
State Special Education - AB602	0	33,965	(33,965)	34,136	33,965	171	720,492
State - Child Nutrition	0	0	0	0	0	0	178,716
State - School Facilities Apportionment	0	0	0	0	0	0	742,321
State - Mandated Cost Reimbursement	0	0	0	0	0	0	14,458
State - State Lottery	0	0	0	0	0	0	146,249
State - Other State Revenue	2,194	57,322	(55,128)	2,194	57,322	(55,128)	1,416,015
Total Other State Revenue	2,194	91,287	(89,093)	36,330	91,287	(54,957)	3,218,251
Other Local Revenue							
Interest Revenue	1,803	0	1,803	1,803	0	1,803	0
Total Other Local Revenue	1,803	0	1,803	1,803	0	1,803	0
Total Revenue	397,355	480,628	(83,273)	431,491	480,628	(49,137)	12,201,523
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	147,439	180,584	33,145	305,729	180,584	(125,145)	1,986,426
Certificated Teachers' Substitute Hours	5,415	0	(5,415)	5,416	0	(5,416)	0
Certificated Teachers' Extra Duties/Stipends	0	6,364	6,363	0	6,364	6,364	70,000
Certificated Pupil Support Salaries	24,100	22,148	(1,951)	44,343	22,148	(22,195)	243,633
Certificated Supervisors' and Administrators' Salaries	27,007	31,280	4,273	73,438	62,560	(10,878)	375,360
Total Certificated Salaries	203,961	240,376	36,415	428,926	271,656	(157,270)	2,675,419
Classified Salaries							
Classified Instructional Salaries	86,098	101,809	15,711	115,426	101,809	(13,617)	1,119,898
Classified Supervisors' and Administrators' Salaries	0	0	0	6,475	0	(6,475)	0
Clerical, Technical, and Office Staff Salaries	14,958	12,919	(2,039)	31,551	12,919	(18,632)	142,110
Other Classified Salaries	58,284	53,262	(5,021)	113,102	53,262	(59,840)	585,884
Total Classified Salaries	159,340	167,990	8,651	266,554	167,990	(98,564)	1,847,892
Benefits							
State Teachers' Retirement System, certificated positions	38,803	46,178	7,374	82,110	52,187	(29,923)	513,964
OASDI/Medicare/Alternative, certificated positions	14,750	10,415	(4,334)	25,903	10,415	(15,488)	114,570
Medicare certificated positions	0	5,942	5,941	0	6,397	6,397	65,812
Health and Welfare Benefits, certificated positions	58,266	71,292	13,025	120,811	142,584	21,773	855,500
State Unemployment Insurance, certificated positions	94	2,164	2,071	100	4,328	4,228	43,287
Workers' Compensation Insurance, certificated positions	0	5,737	5,737	0	6,176	6,177	63,543
Total Benefits	111,913	141,728	29,814	228,924	222,087	(6,836)	1,656,676
Books & Supplies							
Textbooks and Core Curricula Materials	0	2,282	2,282	32,963	2,283	(30,681)	9,130
Books and Other Reference Materials	3,245	3,000	(244)	3,245	6,000	2,755	15,000
School Supplies	4,012	3,750	(263)	3,632	7,500	3,868	45,000
Software	16,659	8,667	(7,992)	90,127	17,333	(72,794)	104,000
Office Expense	754	2,500	1,746	1,732	5,000	3,268	30,000
Business Meals	0	83	84	0	167	167	1,000
Noncapitalized Equipment	621	2,000	1,378	1,620	2,000	380	10,000
Food Services	3,415	33,692	30,277	9,380	33,692	24,312	370,613
Total Books & Supplies	28,706	55,974	27,268	142,699	73,975	(68,725)	584,743
Subagreement Services							
Nursing	0	39	39	0	78	78	470
Special Education	0	13,637	13,637	0	13,637	13,636	150,000
Transportation	0	727	727	0	727	728	8,000
Security	0	746	745	0	745	745	8,200
Other Educational Consultants	18,157	0	(18,157)	18,157	0	(18,157)	290,000
Total Subagreement Services	18,157	15,149	(3,009)	18,157	15,187	(2,970)	456,670
Operations & Housekeeping							
Auto and Travel Expense	117	181	65	155	182	28	2,000
Dues & Memberships	(537)	9	545	8,000	17	(7,984)	100
Insurance	0	2,083	2,084	0	4,166	4,167	25,000
Utilities	8,130	16,667	8,537	8,129	33,334	25,204	200,000
Miscellaneous Expense	0	0	0	0	0	0	1,000
Communications	741	1,666	926	984	3,333	2,349	20,000

Postage and Shipping	0	0	0	0	0	0	1,200
Total Operations & Housekeeping	8,451	20,606	12,157	17,268	41,032	23,764	249,300
Facilities, Repairs & Other Leases							
Rent	31,524	151,413	119,888	144,100	302,825	158,725	1,816,949
Additional Rent	0	808	808	0	1,617	1,617	9,700
Equipment Leases	2,959	3,333	375	5,837	6,666	830	40,000
Repairs and Maintenance	3,279	4,934	1,653	3,434	9,867	6,432	59,200
Total Facilities, Repairs & Other Leases	37,762	160,488	122,724	153,371	320,975	167,604	1,925,849
Professional/Consulting Services							
IT	0	9,094	9,094	0	18,188	18,187	109,125
Legal	0	1,250	1,250	0	2,500	2,500	15,000
Professional Development	4,726	0	(4,726)	4,726	0	(4,726)	10,000
General Consulting	0	0	0	2,874	0	(2,874)	5,000
Special Activities	0	0	0	0	0	0	25,000
Bank Charges	0	0	0	0	0	0	300
Printing	0	0	0	0	0	0	1,600
Other Taxes and Fees	1,220	0	(1,220)	1,991	0	(1,991)	16,000
Payroll Service Fee	1,830	1,500	(329)	3,561	3,000	(561)	18,000
Management Fee	0	0	0	0	0	0	1,190,154
District Oversight Fee	0	3,893	3,893	0	3,893	3,894	85,011
SELPA Fees	0	1,019	1,019	1,141	1,019	(122)	23,870
Public Relations	0	0	0	0	0	0	700
Total Professional/Consulting Services	7,776	16,756	8,981	14,293	28,600	14,307	1,499,760
Depreciation							
Depreciation Expense	36,956	842	(36,114)	73,912	1,683	(72,229)	10,100
Total Depreciation	36,956	842	(36,114)	73,912	1,683	(72,229)	10,100
Interest							
Interest Expense	2,916	33,333	30,416	5,833	66,667	60,834	400,000
Total Interest	2,916	33,333	30,416	5,833	66,667	60,834	400,000
Total Expenses	615,938	853,242	237,303	1,349,937	1,209,852	(140,085)	11,306,409
Change in Net Assets	**(218,583)**	**(372,614)**	**154,030**	**(918,446)**	**(729,224)**	**(189,222)**	**895,114**
Net Assets, Beginning of Period	**(1,366,086)**			**(666,223)**			
Net Assets, End of Period	**$ (1,584,669)**			**$ (1,584,669)**			

Orange County Prep

Budget vs Actual

For the period ended August 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$ 332,220
Economic Protection Account Funding	0	0	0	0	0	0	5,640
In Lieu of Property Taxes	0	0	0	0	0	0	168,897
Total State Aid - Revenue Limit	0	0	0	0	0	0	506,757
Federal Revenue							
Federal Child Nutrition	0	0	0	0	0	0	11,428
Other Federal Revenue	0	0	0	0	0	0	431,248
Total Federal Revenue	0	0	0	0	0	0	442,676
Other State Revenue							
State Special Education - AB602	0	0	0	0	0	0	37,788
State - Child Nutrition	0	0	0	0	0	0	1,081
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	9,058	0	(9,058)	9,058	0	(9,058)	0
Certificated Pupil Support Salaries	0	6,955	6,955	0	6,955	6,955	76,500
Certificated Supervisors' and Administrators' Salaries	4,904	22,559	17,655	4,904	45,118	40,214	270,708
Total Certificated Salaries	13,962	29,514	15,552	13,962	52,073	38,111	347,208
Classified Salaries							
Classified Instructional Salaries	6,389	3,741	(2,647)	6,389	3,741	(2,647)	41,158
Classified Support Salaries	0	3,696	3,696	0	3,696	3,696	40,656
Clerical, Technical, and Office Staff Salaries	3,608	10,049	6,440	3,608	20,098	16,489	120,584
Other Classified Salaries	11,504	0	(11,503)	11,504	0	(11,504)	0
Total Classified Salaries	21,501	17,486	(4,014)	21,501	27,535	6,034	202,398
Benefits							
State Teachers' Retirement System, certificated positions	3,088	5,637	2,548	3,088	9,946	6,858	66,316
OASDI/Medicare/Alternative, certificated positions	1,490	1,084	(406)	1,490	1,707	217	12,549
Medicare certificated positions	0	682	682	0	1,154	1,154	7,969
Health and Welfare Benefits, certificated positions	4,176	3,750	(426)	4,176	7,500	3,325	45,000
State Unemployment Insurance, certificated positions	333	196	(137)	333	392	58	3,920
Workers' Compensation Insurance, certificated positions	0	658	658	0	1,115	1,115	7,695
Other Benefits, certificated positions	0	470	470	0	796	796	5,496
Total Benefits	9,087	12,477	3,389	9,087	22,610	13,523	148,945
Books & Supplies							
Textbooks and Core Curricula Materials	0	1,273	1,273	5,823	1,272	(4,550)	5,091
Books and Other Reference Materials	760	15	(746)	760	30	(731)	75
School Supplies	(78)	683	762	37	1,367	1,330	8,197
Software	7,000	0	(7,000)	21,833	0	(21,834)	0
Office Expense	909	370	(539)	2,826	740	(2,085)	4,442
Business Meals	311	92	(219)	310	184	(127)	1,101
Noncapitalized Equipment	8,731	5,000	(3,731)	9,939	5,000	(4,938)	25,000
Food Services	0	1,137	1,137	0	1,137	1,137	12,510
Total Books & Supplies	17,633	8,570	(9,063)	41,528	9,730	(31,798)	56,416
Subagreement Services							
Nursing	0	112	112	0	225	225	1,350
Special Education	0	534	534	0	534	534	5,873
Transportation	0	385	385	0	384	385	4,230
Other Educational Consultants	0	0	0	0	0	0	14,374
Total Subagreement Services	0	1,031	1,031	0	1,143	1,144	25,827
Operations & Housekeeping							
Auto and Travel Expense	2,469	122	(2,347)	2,493	122	(2,371)	1,345
Dues & Memberships	0	72	72	0	145	144	867
Insurance	0	433	433	0	865	866	5,191
Utilities	0	493	493	0	987	986	5,918
Janitorial/Trash Removal	0	135	135	0	270	270	1,623
Miscellaneous Expense	0	0	0	0	0	0	5,000
Communications	284	192	(92)	283	383	100	2,299
Postage and Shipping	125	0	(125)	125	0	(125)	228
Total Operations & Housekeeping	2,878	1,447	(1,431)	2,901	2,772	(130)	22,471
Facilities, Repairs & Other Leases							
Rent	67,044	64,525	(2,519)	134,089	129,051	(5,038)	774,307
Additional Rent	0	2,769	2,769	0	5,538	5,538	33,228
Equipment Leases	0	229	229	0	457	457	2,742
Other Leases	0	19	19	0	39	39	231
Repairs and Maintenance	0	100	100	0	200	200	1,200
Total Facilities, Repairs & Other Leases	67,044	67,642	598	134,089	135,285	1,196	811,708
Professional/Consulting Services							
IT	0	8,000	8,000	0	16,000	16,000	96,000
Professional Development	48	0	(48)	48	0	(48)	1,608
Special Activities	0	0	0	0	0	0	3,484
Printing	0	0	0	0	0	0	1,113

Other Taxes and Fees	0	0	0	363	0	(364)	794
Management Fee	0	0	0	0	0	0	35,473
District Oversight Fee	0	0	0	0	0	0	5,068
SELPA Fees	0	0	0	0	0	0	2,078
Public Relations	27,604	0	(27,604)	27,604	0	(27,603)	0
Total Professional/Consulting Services	27,652	8,000	(19,652)	28,015	16,000	(12,015)	145,618
Total Expenses	159,757	146,167	(13,590)	251,083	267,148	16,065	1,760,591
Change in Net Assets	**(159,757)**	**(146,075)**	**(13,682)**	**(251,083)**	**(267,056)**	**15,973**	**(723,852)**
Net Assets, Beginning of Period	**(91,326)**			**0**			
Net Assets, End of Period	**$ (251,083)**			**$ (251,083)**			

407 Main Street LLC

Budget vs Actual

For the period ended August 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
Other Local Revenue							
Lease and Rental Income	0	0	0	81,053	0	81,053	0
Total Other Local Revenue	0	0	0	81,053	0	81,053	0
Total Revenue	0	0	0	81,053	0	81,053	0
Expenses							
Books & Supplies							
Office Expense	0	0	0	1	0	(1)	0
Total Books & Supplies	0	0	0	1	0	(1)	0
Facilities, Repairs & Other Leases							
Rent	40,600	0	(40,600)	81,200	0	(81,200)	0
Total Facilities, Repairs & Other Leases	40,600	0	(40,600)	81,200	0	(81,200)	0
Professional/Consulting Services							
Bank Charges	21	0	(21)	84	0	(84)	0
Total Professional/Consulting Services	21	0	(21)	84	0	(84)	0
Depreciation							
Depreciation Expense	25,740	0	(25,740)	51,479	0	(51,479)	0
Total Depreciation	25,740	0	(25,740)	51,479	0	(51,479)	0
Interest							
Interest Expense	7,049	0	(7,049)	14,112	0	(14,112)	0
Total Interest	7,049	0	(7,049)	14,112	0	(14,112)	0
Total Expenses	73,410	0	(73,410)	146,876	0	(146,876)	0
Change in Net Assets	**(73,410)**	**0**	**(73,410)**	**(65,823)**	**0**	**(65,823)**	**0**
Net Assets, Beginning of Period	**(2,386,262)**			**(2,393,849)**			
Net Assets, End of Period	**$ (2,459,672)**			**$ (2,459,672)**			

Navigator Schools

Statement of Financial Position

August 31, 2026

	CMO	Gilroy Prep School	Hayward Collegiate	Hollister Prep School	Watsonville Prep School	Orange County Prep	407 Main Street LLC	Total
Assets								
Current Assets								
Cash & Cash Equivalents	$ 482,121	$ 607,077	$ 6,135	$ 1,190,802	$ 808	$ 1,514	$ 452,507	$ 2,740,964
Accounts Receivable	11,894	0	0	0	0	0	0	11,894
Public Funding Receivables	0	133,668	160,733	170,383	437,445	0	0	902,229
Due To/From Related Parties	6,307,345	(15,712)	(2,790,245)	(34,568)	(892,835)	(307,943)	(2,266,042)	1
Prepaid Expenses	3,605	0	0	0	0	0	0	3,605
Other Short-term Assets	0	0	0	0	0	0	2,307,929	2,307,928
Total Current Assets	6,804,965	725,033	(2,623,377)	1,326,617	(454,582)	(306,429)	494,394	5,966,621
Long-term Assets								
Property & Equipment, Net	15,943	5,929,838	2,296,037	375,956	1,964,487	0	7,564,913	18,147,174
Right-of-Use Asset, Net	63,632	114,044	3,440,112	128,629	29,152,836	0	8,234,232	41,133,486
Deposits	2,915	1,848	0	0	0	67,524	0	72,287
Total Long-term Assets	82,490	6,045,730	5,736,149	504,585	31,117,323	67,524	15,799,145	59,352,947
Total Assets	**$ 6,887,455**	**$ 6,770,763**	**$ 3,112,772**	**$ 1,831,202**	**$ 30,662,741**	**$ (238,905)**	**$ 16,293,539**	**$ 65,319,568**
Liabilities								
Current Liabilities								
Accounts Payable	$ 50,486	$ 14,570	$ 2,613	$ 13,458	$ 16,999	$ 7,440	$ 0	$ 105,566
Accrued Liabilities	3,710,629	357,981	71,897	125,940	75,840	4,738	0	4,347,025
Deferred Revenue	1,226,037	275,940	87,675	472,904	491,671	0	0	2,554,227
Operating Lease Liability, Current Portion	44,472	30,031	89,045	34,178	328,342	0	161,559	687,626
Notes Payable, Current Portion	5,602,668	0	0	0	0	0	33,119	5,635,786
Total Current Liabilities	10,634,292	678,522	251,230	646,480	912,852	12,178	194,678	13,330,230
Long-term Liabilities								
Operating Lease Liability, Net of Current Por	20,860	86,118	3,506,156	96,910	31,334,559	0	9,843,155	44,887,758
Notes Payable, Net of Current Portion	0	2,340,260	0	0	0	0	8,715,378	11,055,639
Total Long-term Liabilities	20,860	2,426,378	3,506,156	96,910	31,334,559	0	18,558,533	55,943,397
Total Liabilities	**10,655,152**	**3,104,900**	**3,757,386**	**743,390**	**32,247,411**	**12,178**	**18,753,211**	**69,273,627**
Net Asset	**(3,767,697)**	**3,665,864**	**(644,614)**	**1,087,812**	**(1,584,669)**	**(251,083)**	**(2,459,672)**	**(3,954,059)**
Liabilities & Net Assets	**$ 6,887,455**	**$ 6,770,763**	**$ 3,112,772**	**$ 1,831,202**	**$ 30,662,741**	**$ (238,905)**	**$ 16,293,539**	**$ 65,319,568**

Navigator Schools

Statement of Cash Flows

For the period ended August 31, 2026

	CMO	Gilroy Prep School	Hayward Collegiate	Hollister Prep School	Watsonville Prep School	Orange County Prep	407 Main Street LLC	Total
Cash Flows from Operating Activites								
Change in Net Assets	$ (614,130)	$ (209,820)	$ (140,842)	$ (61,578)	$ (218,583)	$ (159,757)	$ (73,410)	$ (1,478,121)
Adjustments								
Depreciation	940	84,047	29,532	2,094	36,955	0	25,740	179,309
(Increase) Decrease in Operating Assets								
Public Funding Receivables	0	43,864	27,665	1,220,026	1,011,792	0	0	2,303,347
Grants, Contributions & Pledges Receivable	200	0	0	0	0	0	0	200
Due from Related Parties	625,372	15,713	94,459	(72,486)	(766,901)	103,843	0	0
Prepaid Expenses	23,105	0	0	0	0	67,045	0	90,149
Increase (Decrease) in Operating Liabilities								
Accounts Payable	(22,935)	(38,882)	(31,489)	(43,530)	(42,267)	(14,355)	0	(193,457)
Accrued Expenses	306,633	(21,723)	(6,653)	(228,018)	(5,536)	4,738	0	49,441
Deferred Revenue	0	42,628	21,909	50,342	(16,269)	0	0	98,609
Total Cash Flows from Operating Activites	**319,185**	**(84,173)**	**(5,420)**	**866,850**	**(809)**	**1,514**	**(47,670)**	**1,049,477**
Cash Flows from Financing Activities								
Proceeds from (Payments on) Long-term Debt	(1,200,000)	0	0	0	0	0	(2,675)	(1,202,675)
Total Cash Flows from Financing Activities	**(1,200,000)**	**0**	**0**	**0**	**0**	**0**	**(2,675)**	**(1,202,675)**
Change in Cash and Cash Equivalents	**(880,815)**	**(84,173)**	**(5,420)**	**866,850**	**(809)**	**1,514**	**(50,345)**	**(153,198)**
Cash & Cash Equivalents, Beginning of Period	**1,362,936**	**691,250**	**11,554**	**323,952**	**1,617**	**0**	**502,853**	**2,894,162**
Cash & Cash Equivalents, End of Period	**$ 482,121**	**$ 607,077**	**$ 6,135**	**$ 1,190,802**	**$ 808**	**$ 1,514**	**$ 452,507**	**$ 2,740,964**

CMO

Accounts Payable Aging

For the period ended August 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Casala Group	15	9/14/2026	$ 5,000	$ -	$ -	$ -	$ -	$ 5,000
Golden State Communications, Inc.	INV3926	9/18/2026	80	-	-	-	-	80
Mariposa Consulting Group	2373	9/16/2026	4,856	-	-	-	-	4,856
Stericycle	8015173844	9/17/2026	12	-	-	-	-	12
FedEx	5-308-06022	9/13/2026	62	-	-	-	-	62
FedEx	9-726-06310	9/17/2026	31	-	-	-	-	31
NRU Consulting LLC	1005	9/7/2026	12,000	-	-	-	-	12,000
Edpursuit	EC22FBC4-0031	9/25/2026	450	-	-	-	-	450
Tessellated Ventures, LLC	08172026	9/16/2026	25,000	-	-	-	-	25,000
Travelers CL Remittance Center	8268H1268	8/1/2026	-	2,995	-	-	-	2,995
Total Outstanding Invoices			**$ 47,491**	**$ 2,995**	**$ -**	**$ -**	**$ -**	**$ 50,486**

Gilroy Prep School

Accounts Payable Aging

For the period ended August 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Array Education	LIT_NAVIGATOR_017	9/11/2026	$ 2,585	$ -	$ -	$ -	$ -	$ 2,585
Array Education	LIT_NAVIGATOR_018	9/11/2026	2,586	-	-	-	-	2,586
Array Education	LIT_NAVIGATOR_019	9/25/2026	2,586	-	-	-	-	2,586
Amazon Capital Services, Inc	1X44-H7PP-3X4N	9/12/2026	121	-	-	-	-	121
Amazon Capital Services, Inc	1HHP-XQ9W-RXYT	9/16/2026	1,057	-	-	-	-	1,057
Amazon Capital Services, Inc	1JKX-QV9M-J439	9/17/2026	2,433	-	-	-	-	2,433
Amazon Capital Services, Inc	1QQW-CMW1-7MHF	9/18/2026	42	-	-	-	-	42
Amazon Capital Services, Inc	1P3H-KG9J-CMKH	9/19/2026	786	-	-	-	-	786
Amazon Capital Services, Inc	1THJ-KK3L-XFP7	9/23/2026	46	-	-	-	-	46
Amazon Capital Services, Inc	1RWH-VQCY-PPFJ	9/23/2026	250	-	-	-	-	250
Amazon Capital Services, Inc	116V-VNF4-34T3	9/23/2026	293	-	-	-	-	293
AT&T	9714379115	9/14/2026	783	-	-	-	-	783
MIND Education	1254035.3	9/15/2026	1,000	-	-	-	-	1,000
K & D Landscaping, Inc.	21900	9/20/2026	725	-	-	-	-	725
K & D Landscaping, Inc.	22100	10/4/2026	2,890	-	-	-	-	2,890
Total Outstanding Invoices			**$ 18,182**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 18,182**

Hayward Collegiate

Accounts Payable Aging

For the period ended August 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Array Education	LIT_NAVIGATOR_017	9/11/2026	$ 1,102	$ -	$ -	$ -	$ -	$ 1,102
Array Education	LIT_NAVIGATOR_018	9/11/2026	1,102	-	-	-	-	1,102
Array Education	LIT_NAVIGATOR_019	9/25/2026	1,102	-	-	-	-	1,102
Amazon Capital Services, Inc	1KN3-MHN4-794J	9/12/2026	155	-	-	-	-	155
Amazon Capital Services, Inc	1KN3-MHN4-7CVW	9/12/2026	54	-	-	-	-	54
Amazon Capital Services, Inc	19VW-KFFG-H4DD	9/14/2026	1,099	-	-	-	-	1,099
Amazon Capital Services, Inc	1CLY-VXDC-RKXD	9/16/2026	109	-	-	-	-	109
Amazon Capital Services, Inc	1K9W-JH7Y-P9X6	9/16/2026	78	-	-	-	-	78
Amazon Capital Services, Inc	13WN-G7VV-HC6R	9/16/2026	104	-	-	-	-	104
Amazon Capital Services, Inc	1H7X-KFMY-319D	9/17/2026	38	-	-	-	-	38
Amazon Capital Services, Inc	16R4-VPPW-H66H	9/17/2026	543	-	-	-	-	543
Amazon Capital Services, Inc	1NY3-RWMX-GR3C	9/17/2026	145	-	-	-	-	145
Amazon Capital Services, Inc	17K6-3GX7-CXR9	9/23/2026	92	-	-	-	-	92
City of Hayward False Alarm Reduction Pr	476956	3/27/2026	5	-	-	-	-	5
MIND Education	1254035.3	9/15/2026	500	-	-	-	-	500
Total Outstanding Invoices			**$ 6,225**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 6,225**

Hollister Prep School

Accounts Payable Aging

For the period ended August 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Array Education	LIT_NAVIGATOR_017	9/11/2026	$ 2,278	$ -	$ -	$ -	$ -	$ 2,278
Array Education	LIT_NAVIGATOR_018	9/11/2026	2,277	-	-	-	-	2,277
Array Education	LIT_NAVIGATOR_019	9/25/2026	2,277	-	-	-	-	2,277
Amazon Capital Services, Inc	1HHP-XQ9W-HVR1	9/16/2026	702	-	-	-	-	702
Amazon Capital Services, Inc	1PWW-4H1T-KTJL	9/23/2026	25	-	-	-	-	25
Amazon Capital Services, Inc	196M-RH9Q-NQJY	9/23/2026	295	-	-	-	-	295
MIND Education	1254035	7/5/2026	-	-	8,000	-	-	8,000
MIND Education	1254035.3	9/15/2026	1,000	-	-	-	-	1,000
The Pied Piper	1185530	9/24/2026	215	-	-	-	-	215
Total Outstanding Invoices			**$ 9,070**	**$ -**	**$ 8,000**	**$ -**	**$ -**	**$ 17,070**

Watsonville Prep School

Accounts Payable Aging

For the period ended August 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Array Education	LIT_NAVIGATOR_017	9/11/2026	$ 2,369	$ -	$ -	$ -	$ -	$ 2,369
Array Education	LIT_NAVIGATOR_018	9/11/2026	2,369	-	-	-	-	2,369
Array Education	LIT_NAVIGATOR_019	9/25/2026	2,369	-	-	-	-	2,369
Amazon Capital Services, Inc	1PV6-1MQ1-Q6QH	8/7/2026	-	519	-	-	-	519
Amazon Capital Services, Inc	1D9G-JN1T-KM9L	9/16/2026	38	-	-	-	-	38
Amazon Capital Services, Inc	1L67-TJFQ-MYGP	9/16/2026	492	-	-	-	-	492
Amazon Capital Services, Inc	17K6-3GX7-G1HM	9/23/2026	300	-	-	-	-	300
First Alarm	975490	9/13/2026	589	-	-	-	-	589
MIND Education	1254035	7/5/2026	-	-	8,000	-	-	8,000
MIND Education	1254035.3	9/15/2026	1,000	-	-	-	-	1,000
Blueprint California	01-4053	7/1/2026	-	-	-	2,567	-	2,567
Total Outstanding Invoices			**$ 9,526**	**$ 519**	**$ 8,000**	**$ 2,567**	**$ -**	**$ 20,612**

Watsonville Prep School

Accounts Payable Aging

For the period ended August 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services, Inc	1VGD-FYKG-LCMK	8/1/2026	$ -	$ 460	$ -	$ -	$ -	$ 460
Teaching Strategies, LLC	INV247977	9/23/2026	6,480	-	-	-	-	6,480
MIND Education	1254035.3	9/15/2026	500	-	-	-	-	500
Total Outstanding Invoices			**$ 6,980**	**$ 460**	**$ -**	**$ -**	**$ -**	**$ 7,440**

CMO

Check Register

For the period ended August 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	EAST000--East West Bank	EWB Loan #6883 Principal Payment	8/3/2026	$ 1,000,000.00
ACH	RMP_471--National Benefit Services	403B Contribution - PPE 07/24/26	8/4/2026	3,386.39
ACH	CALI000--California Department of Tax and Fee Administration	Sales & Use Tax - 2026 Q2	8/4/2026	68.00
ACH	AGDA000--A.G. Davi Ltd.	Rent - 08/26	8/5/2026	4,111.15
ACH	YARD000--Yardi Service	Service Fee - 08/26	8/5/2026	0.95
ACH	ENRO000--Enrollease, Inc	Enrollease - 08/26	8/6/2026	160.50
ACH	RMP_471--National Benefit Services	403B Contribution - PPE 08/07/26	8/10/2026	3,036.39
ACH	FIRS000--First Insurance Funding	Processing Fee	8/18/2026	30,931.75
ACH	EAST000--East West Bank	EWB Loan #6883 Principal Payment	8/18/2026	800,000.00
ACH	EAST000--East West Bank	Loan Interest Payment #6883 - 08/26	8/20/2026	34,585.76
ACH	LAND000--Landmark Healthplan of California	Landmark Health Ins - 08/26	8/20/2026	50.22
ACH	RMP_345--The Hartford	Special Risk Accident - 07/01/26 - 07/01/27	8/3/2026	5,950.80
ACH	RMP_548--Meal Time	Professional Services - Remote Set Up Assistance	8/10/2026	175.00
ACH	RMP_106--Pinnacle Strategy, LLC	Land-Use Consulting Svcs	8/3/2026	3,500.00
ACH	RMP_517--FedEx	Late Fee	8/18/2026	35.79
ACH	RMP_24--Primo Brands	Water Delivery Svcs - 06/19/26 - 07/18/26	8/10/2026	247.67
ACH	RMP_696--NRU Consulting LLC	CFO Services - July 2026	8/18/2026	12,000.00
ACH	RMP_83--Extreme Air	HVAC Preventive Maintenance Svcs	8/3/2026	135.00
ACH	RMP_118--Tomislav Peraic, Esq.	Legal Services - 07/26	8/18/2026	18,943.56
ACH	CHAR000--Charter Impact, LLC	Business Mgmt Svcs - 08/26	8/17/2026	79,895.50
ACH	RMP_94--Green Hasson & Janks LLP	Audit Svcs - 06/30/26	8/18/2026	26,852.80
ACH	RMP_115--Pacific Office Automation Inc. Problem Solved	Arctic Wolf Licenses - 08/01/26 - 09/01/26	8/31/2026	2,775.04
ACH	RMP_697--VCHIEF, LLC	Monthly Contracted Services for the period August 18-31, 2026.	8/31/2026	8,560.00
ACH	RMP_679--Quincy Lucero Long (quincy.long@navigatorschools.org)	Quincy Lucero Long. REF b4ecc225a589. Distance: 146.16 miles. M	8/26/2026	111.08
ACH	RMP_39--East West Administrators	Administration Svcs Fee - 09/01/26 - 09/30/26	8/31/2026	3,605.00
ACH	RMP_692--Docusign	Subscription (50,011) - 07/31/26 - 07/30/27	8/18/2026	7,423.64
ACH	RMP_92--Edpursuit	Recruitment Svcs - 07/26/26 - 08/26/26	8/18/2026	450.00
ACH	RMP_87--IntelePeer Cloud Communications, LLC	Communication Svcs - 07/01/26 - 07/31/26	8/31/2026	277.94
ACH	RMP_80--Carlos Lauchu	Consulting Svcs	8/3/2026	8,000.00
ACH	RMP_1--Philadelphia Insurance Company	Multiple Insurance Policies - 1 of 9 Installment	8/17/2026	20,526.09
ACH	RMP_59--Fatima Flores (fatima.flores@navigatorschools.org)	Fatima Flores. REF 7aed1eeb15fc. Distance: 126.59 miles. Memo: R	8/15/2026	96.21
ACH	PAJA001--Pajaro Valley Chamber of Commerce	Membership Dues-Renewal for Non-Profits & Technology Fund	8/31/2026	158.55
ACH	RMP_237--AFLAC	Supplemental Ins - 07/26	8/18/2026	29.25
ACH	CHAR000--Charter Impact, LLC	Rush Processing Per Check - May 2026 FedEx Fees	8/3/2026	108.56
ACH	RMP_97--First Trust Alarm	Alarm Monitoring Svcs - 07/01/26 - 09/30/26	8/3/2026	148.10
ACH	RMP_517--FedEx	Shipping Svcs	8/31/2026	7.64
ACH	RMP_283--Casala Group	Consulting Svcs - 06/15/26 - 07/15/26	8/3/2026	5,000.00
ACH	RMP_281--Committee for Children	Second Step Program (5) - 08/01/26 - 07/31/27	8/10/2026	2,879.10
ACH	RMP_39--East West Administrators	Administration Svcs Fee - 07/26	8/18/2026	11,845.47
ACH	RMP_517--FedEx	Shipping Svcs	8/31/2026	317.00
ACH	RMP_308--Golden State Communications, Inc.	Two-Way Radios & Chargers	8/31/2026	2,312.08
ACH	RMP_687--Scenario Learning	SLSST Software Volunteer Site (150 users) - 08/10/26 - 08/09/27	8/31/2026	833.72
ACH	RMP_47--David LeBarre (david.lebarre@navigatorschools.org)	David LeBarre. REF 6754d306edc9. Distance: 261.16 miles. Memo:	8/26/2026	198.48
ACH	RMP_261--PAYNE & FEARS LLP	Legal Svcs Y. Espinoza thru 06/30/26	8/17/2026	17,525.50
ACH	RMP_596--Enrique Hernandez Fernandez (enrique.hernandezfernandez@navigatorschools.org)	Enrique Hernandez Fernandez. REF 258fe12a2dc0. Distance: 23.52	8/15/2026	17.88
ACH	RMP_706--Malka Borrego (malka.borrego@navigatorschools.org)	Malka Borrego. REF 8210953cd949. Merchant: Alamo. Memo: Hay	8/29/2026	13.45
ACH	RMP_517--FedEx	FedEx Priority Overnight shipping	8/3/2026	361.56
ACH	RMP_690--Educational Growth Group LLC	Monthly Consulting	8/3/2026	25,000.00
ACH	RMP_39--East West Administrators	Benefits Adjustments - 08/01/26 - 08/31/26	8/3/2026	3,465.00
ACH	RMP_345--The Hartford	Worker's Compensation - 07/01/26 - 07/01/27	8/31/2026	99,001.89
ACH	RMP_686--Kirsten Carr	Renewal & Enrollment Consulting	8/31/2026	11,000.00
ACH	RMP_114--PG & E	Utility Svcs - 06/23/26 - 07/22/26	8/10/2026	233.02
ACH	RMP_114--PG & E	Utility Svcs	8/10/2026	11,174.00
ACH	RMP_47--David LeBarre (david.lebarre@navigatorschools.org)	David LeBarre. REF 3f3c4af1ce32. Distance: 7.49 miles. Memo: Reir	8/25/2026	488.19
ACH	RMP_39--East West Administrators	Kaiser - 06/26	8/3/2026	488.19
ACH	RMP_559--Abacus Education Partners, LLC	Accounting & Financial Consulting Svcs - 07/26	8/31/2026	488.19
ACH	RMP_122--Larson Communications	Public Relations Retainer - 08/26	8/17/2026	488.19
ACH	RMP_517--FedEx	Shipping Svcs	8/18/2026	488.19
ACH	RMP_47--David LeBarre (david.lebarre@navigatorschools.org)	David LeBarre. REF 437472198031. Distance: 0.31 miles. Memo: Re	8/3/2026	488.19
ACH	RMP_596--Enrique Hernandez Fernandez (enrique.hernandezfernandez@navigatorschools.org)	Enrique Hernandez Fernandez. REF b618dd21ce67. Distance: 23.52	8/3/2026	488.19
ACH	RMP_355--Kris Saavedra (kris.saavedra@navigatorschools.org)	Kris Saavedra. REF 77a2c6b2af7e. Distance: 149.80 miles. Memo: R	8/31/2026	16,174.11
ACH	RMP_355--Kris Saavedra (kris.saavedra@navigatorschools.org)	Kris Saavedra. REF 8274e61e076d. Distance: 357.52 miles. Memo: I	8/28/2026	2,250.00
ACH	RMP_706--Malka Borrego (malka.borrego@navigatorschools.org)	Malka Borrego. REF 73141a2fae5c. Merchant: Hampton Inn. Memc	8/17/2026	12,500.00
ACH	RMP_706--Malka Borrego (malka.borrego@navigatorschools.org)	Malka Borrego. REF 3ba9a145078d. Merchant: Uber. Memo: Uber t	8/14/2026	61.93
ACH	RMP_55--Pedro Hernandez (pedro.hernandez@navigatorschools.org)	Pedro Hernandez. REF dffe5949337f. Distance: 36.60 miles. Memo:	8/17/2026	0.24
ACH	RMP_55--Pedro Hernandez (pedro.hernandez@navigatorschools.org)	Pedro Hernandez. REF 22f93e58c0a6. Distance: 36.90 miles. Memo	8/3/2026	412.60
ACH	RMP_55--Pedro Hernandez (pedro.hernandez@navigatorschools.org)	Pedro Hernandez. REF 000e968a9b4d. Distance: 36.90 miles. Mem	8/3/2026	412.60
ACH	CIGN000--Cigna Edge	Cigna - Health Ins - 08/26	8/20/2026	149,451.48
ACH	UNIT000--United	United Grp - Life Insurance - 08/26	8/5/2026	2,992.62
ACH	DELT000--Delta	Dental Services - 08/26	8/4/2026	20,271.70
ACH	KAIS000--Kaiser Group	Health Ins - 08/26	8/4/2026	75,624.30
ACH	VISI000--Vision Service	VSP - Vision Services - 08/26	8/5/2026	2,419.59
ACH	RMP_679--Quincy Lucero Long (quincy.long@navigatorschools.org)	Quincy Lucero Long. REF fd514f4a6655. Distance: 153.00 miles. Me	8/17/2026	412.60
		Total Disbursements		**$ 2,553,923.58**

Gilroy Prep School

Check Register

For the period ended August 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10055	SANT000--Santa Clara County Office of Education	Gilroy STRS 07/2026	8/7/2026	$ 76,472.34
ACH	KAIS000--Kaiser Group	Landmark Health Ins - 08/26	8/20/2026	135.36
ACH	DELT000--Delta	Security Svcs - 09/01/26 - 11/30/26	8/18/2026	210.00
ACH	UNIT000--United	Utility Svcs - 06/30/26 - 07/31/26	8/31/2026	1,143.21
ACH	VISI000--Vision Service	Janitorial Supplies	8/10/2026	74.63
ACH	LAND000--Landmark	License (4) - 07/01/26 - 06/30/27	8/31/2026	9,425.00
ACH	CIGN000--Cigna Edge	Alexandra Padilla. REF 1c3f5f5ee810. Merchant: Young Learning Co	8/26/2026	66.91
ACH	RMP_659--Jose Rosales (jose.rosales@navigatorschools.org)	Jillian Thorbahn. REF 03272b97d9a3. Merchant: Amazon. Memo: Cl	8/15/2026	275.93
ACH	RMP_619--Gabriela Hernandez (gabriela.hernandez@navigatorschools.org)	Sidney Garcia. REF 2e1e6ea6d20b. Merchant: Target. Memo: Classı	8/26/2026	111.70
ACH	RMP_18--Amazon Capital Services, Inc	Claire Genesy. REF 04cddc6e89a3. Merchant: Target. Memo: Classr	8/25/2026	39.77
ACH	RMP_98--Gilroy Unified School District	Communication Svcs - 07/15/26 - 08/14/26	8/10/2026	896.56
ACH	RMP_614--Chris Charfauros	Sidney Garcia. REF 2368427f9403. Merchant: Mayboz. Memo: Man	8/15/2026	127.01
ACH	RMP_336--Charter Communications	ReyLyn Agmata Gascon. REF 4618c7ff3d80. Merchant: Amazon. Me	8/26/2026	250.66
ACH	RMP_18--Amazon Capital Services, Inc	Arctic Wolf Licenses - 08/01/26 - 09/01/26	8/31/2026	1,649.23
ACH	RMP_617--Jeremiah Williams (jeremiah.williams@navigatorschools.org)	Subscription - 06/03/26 - 06/30/27	8/10/2026	1,000.00
ACH	IMPE000--Imperial Dade	Sabrina Duffey. REF cd6b1b7dc2a0. Merchant: Amazon. Memo: Sch	8/26/2026	64.58
ACH	RMP_95--K & D Landscaping, Inc.	License (2278) - 07/01/26 - 06/30/27	8/3/2026	3,668.57
ACH	RMP_112--Therapy Zone 4 Kids	Utility Svcs - 05/31/26 - 06/30/26	8/3/2026	967.33
ACH	RMP_662--Sabrina Duffey (sabrina.duffey@navigatorschools.org)	Playground Safety Inspection & Installation	8/3/2026	903.33
ACH	IMPE000--Imperial Dade	Waste Management Svcs - 07/01/26 - 07/31/26	8/31/2026	751.54
ACH	RMP_157--Jillian Thorbahn (jillian.thorbahn@navigatorschools.org)	Container Rental - 07/09/26 - 08/05/26	8/31/2026	179.96
ACH	RMP_98--Gilroy Unified School District	Communication Svcs - 07/01/26 - 07/31/26	8/31/2026	513.12
ACH	RMP_240--Sentry Alarm Systems	IT Supplies	8/31/2026	244.70
ACH	RMP_195--Melissa Gooding (melissa.gooding@navigatorschools.org)	Claire Genesy. REF 48f3217329fa. Merchant: Windmill Market. Mer	8/25/2026	48.42
ACH	RMP_195--Melissa Gooding (melissa.gooding@navigatorschools.org)	Christopher Kaiser. REF 9263fb228ba5. Merchant: eBay. Memo: Cla	8/15/2026	290.19
ACH	RMP_195--Melissa Gooding (melissa.gooding@navigatorschools.org)	Valicity Hudson. REF c3f2aa548330. Merchant: Amazon. Memo: Pri	8/25/2026	19.41
ACH	RMP_209--Jasmine Rojas (jasmine.rojas@navigatorschools.org)	Vivian Calderon. REF 107f20c5222d. Merchant: Hobby Lobby. Mem	8/29/2026	83.29
ACH	RMP_192--Sidney Garcia (sidney.garcia@navigatorschools.org)	Soccer Official & Field Reservation Fees - 11/13/25 & 02/04/26	8/10/2026	160.00
ACH	RMP_98--Gilroy Unified School District	Supplemental Ins - 07/26	8/18/2026	101.66
ACH	RMP_112--Therapy Zone 4 Kids	Jessie Cornia. REF 1d3b0f5796c2. Merchant: Target. Memo: Classro	8/25/2026	138.31
ACH	RMP_103--Nob Hill Catering Inc.	Security Svcs	8/3/2026	498.49
ACH	RMP_619--Gabriela Hernandez (gabriela.hernandez@navigatorschools.org)	Alexandra Padilla. REF 216fb4301554. Merchant: Amazon. Memo: (	8/15/2026	87.09
ACH	RMP_617--Jeremiah Williams (jeremiah.williams@navigatorschools.org)	Landscaping Svcs - 06/26	8/3/2026	2,890.00
ACH	RMP_18--Amazon Capital Services, Inc	Medical Waste Management Svcs - 05/01/26 - 07/31/26	8/10/2026	198.17
ACH	RMP_98--Gilroy Unified School District	Second Step Program (5) - 08/01/26 - 07/31/27	8/10/2026	2,879.10
ACH	RMP_192--Sidney Garcia (sidney.garcia@navigatorschools.org)	Alexis Sunseri. REF 08d9e0a4dfa3. Distance: 54.46 miles. Memo: Re	8/15/2026	82.78
ACH	RMP_114--PG & E	Document Storage & Shredding Svcs	8/3/2026	65.00
ACH	RMP_98--Gilroy Unified School District	Communication Svcs - 08/01/26 - 08/31/26	8/31/2026	850.69
ACH	RMP_659--Jose Rosales (jose.rosales@navigatorschools.org)	Janitorial Supplies	8/18/2026	1,315.69
ACH	RMP_425--Heather Elias (heather.elias@navigatorschools.org)	K-8 social studies curriculum materials, print and digital.	8/10/2026	3,244.80
ACH	RMP_18--Amazon Capital Services, Inc	Meals - 06/26	8/3/2026	677.92
ACH	RMP_339--Christopher Kaiser (christopher.kaiser@navigatorschools.org)	SLSST Software and Volunteer Site subscriptions for 08/10/26 - 08/(	8/31/2026	1,539.17
ACH	RMP_658--Ally Funk (ally.funk@navigatorschools.org)	Pest Control Svcs - 07/27/26	8/18/2026	255.00
ACH	RMP_437--Vanessa Miller (vanessa.miller@navigatorschools.org)	Medical Waste Management Svcs - 08/01/26 - 10/31/26	8/10/2026	198.17
ACH	RMP_98--Gilroy Unified School District	PO: 27 26-27 ELA Curriculum Student & Teacher 1year License	8/10/2026	7,320.00
ACH	RMP_592--Alexis Sunseri (alexis.sunseri@navigatorschools.org)	Annual Renaissance platform and subscriptions invoice.	8/3/2026	18,054.51
ACH	RMP_18--Amazon Capital Services, Inc	Utility Svcs - 06/07/26 - 07/07/26	8/31/2026	33.40
ACH	RMP_662--Sabrina Duffey (sabrina.duffey@navigatorschools.org)	District-wide and school site licenses for learning resources.	8/17/2026	1,524.40
ACH	IMPE000--Imperial Dade	Equipment Lease - 08/01/26 - 09/01/26	8/31/2026	3,318.39
ACH	RMP_18--Amazon Capital Services, Inc	Landscaping Svcs - 07/26	8/31/2026	2,890.00
ACH	RMP_86--The Pied Piper	Cancellation Charge - 07/08/26	8/31/2026	3,476.94
ACH	RMP_18--Amazon Capital Services, Inc	Water Delivery Svcs - 06/17/26 - 07/16/26	8/3/2026	269.57
ACH	RMP_438--Shauna Schmidt (shauna.schmidt@navigatorschools.org)	Container Rental - 06/11/26 - 07/08/26	8/3/2026	179.96
ACH	RMP_237--AFLAC	Communication Svcs - 07/01/26 - 07/31/26	8/3/2026	755.00
ACH	RMP_98--Gilroy Unified School District	Portable Fire Extinguisher - Annual Service	8/3/2026	607.93
ACH	RMP_18--Amazon Capital Services, Inc	Utility Svcs - 07/08/26 - 08/05/26	8/31/2026	32.85
ACH	HAUL8145--Haulaway Storage Containers, Inc.	Sarah Rule. REF 63972064a26a. Merchant: Amazon. Memo: kinder	8/25/2026	21.82
ACH	RMP_658--Ally Funk (ally.funk@navigatorschools.org)	Janitorial Supplies	8/18/2026	164.81
ACH	RMP_98--Gilroy Unified School District	Consulting Svcs - 07/01/26 - 06/30/27	8/3/2026	2,873.75
ACH	RMP_137--Gladis Avendano (gladis.avendano@navigatorschools.org)	Alexandra Padilla. REF c887e6181416. Merchant: Target. Memo: Cl	8/25/2026	114.34
ACH	RMP_605--ReyLyn Agmata Gascon (reylyn.agmatagascon@navigatorschools.org)	Meals - 07/26	8/3/2026	4,892.86
ACH	RMP_46--Mirna Velasco (mirna.velasco@navigatorschools.org)	Engage Premium 7/1/2026-6/30/2027	8/18/2026	4,297.05
ACH	RMP_18--Amazon Capital Services, Inc	Books	8/31/2026	92.91
ACH	RMP_237--AFLAC	Jose Rosales. REF 9096c5aa5dce. Merchant: Amazon. Memo: Amaz	8/29/2026	341.59
ACH	RMP_18--Amazon Capital Services, Inc	Jacquelin Rojo. REF 9590baa6894a. Merchant: Vcn Sacramento Co I	8/17/2026	102.65
ACH	RMP_348--Alexandra Padilla (alexandra.padilla@navigatorschools.org)	Jose Rosales. REF 13c045ff1b04. Merchant: Michaels. Memo: Suppl	8/3/2026	341.14
		Total Disbursements		**$ 166,500.66**

Hayward Collegiate

Check Register

For the period ended August 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10053	ALAM000--Alameda County Office of Education	Hayward STRS 07/2026	8/7/2026	$ 27,677.93
ACH	RMP_471--National Benefit Services	403B Contribution - PPE 07/24/26	8/4/2026	113.14
ACH	LAND000--Landmark Healthplan of California	Landmark Health Ins - 08/26	8/20/2026	54.64
ACH	PAYL000--Paylocity	Service Fee - 08/26	8/21/2026	914.81
ACH	RMP_111--Bay Alarm Company	Fire Alarm Monitoring Svcs - 09/01/26 - 11/30/26	8/18/2026	829.05
ACH	RMP_114--PG & E	Utility Svcs - 06/17/26 - 07/16/26	8/10/2026	2,922.22
ACH	RMP_43--Peralta Associates and Defense	Security Svcs - 06/29/26 - 06/30/26	8/18/2026	432.00
ACH	RMP_681--Discovery Education, Inc.	DreamBox Reading Plus Site License (4)	8/31/2026	9,425.00
ACH	RMP_266--Arrow Fire Protection Co.	Fire extinguisher inspection and maintenance invoice	8/10/2026	667.00
ACH	HAUL8145--Haulaway Storage Containers, Inc.	Container Rental - 07/09/26 - 08/05/26	8/31/2026	239.96
ACH	RMP_30--EME Enterprise Inc.	Water Delivery Svcs - 07/09/26 - 07/25/26	8/3/2026	99.87
ACH	RMP_18--Amazon Capital Services, Inc	School Supplies	8/31/2026	595.76
ACH	RMP_138--Paul Lauaki (paul.lauaki@navigatorschools.org)	Paul Lauaki. REF f285cff097a7. Merchant: FoodMaxx. Memo: Afte	8/25/2026	87.81
ACH	RMP_115--Pacific Office Automation Inc. Problem Solved	Arctic Wolf Licenses - 08/01/26 - 09/01/26	8/31/2026	1,664.24
ACH	RMP_673--MIND Education	Subscription - 06/03/26 - 06/30/27	8/10/2026	500.00
ACH	RMP_286--Navigate360	License (2278) - 07/01/26 - 06/30/27	8/3/2026	1,656.78
ACH	IMPE000--Imperial Dade	Janitorial Supplies	8/31/2026	13.85
ACH	RMP_279--Safe 2 Play	Playground Safety Inspection & Installation	8/3/2026	903.34
ACH	RMP_680--Capcon Networks LLC	Communication Svcs - 08/01/26 - 08/31/26	8/18/2026	642.60
ACH	RMP_103--Nob Hill Catering Inc.	Meals - 07/26	8/3/2026	6,887.59
ACH	RMP_87--IntelePeer Cloud Communications, LLC	Communication Svcs - 07/01/26 - 07/31/26	8/31/2026	235.18
ACH	RMP_86--The Pied Piper	Pest Control Svcs - 07/07/26	8/3/2026	195.00
ACH	RMP_18--Amazon Capital Services, Inc	Office Supplies	8/31/2026	613.92
ACH	RMP_138--Paul Lauaki (paul.lauaki@navigatorschools.org)	Paul Lauaki. REF 762e3c18edbc. Merchant: Costco. Memo: Paul L	8/29/2026	133.60
ACH	RMP_138--Paul Lauaki (paul.lauaki@navigatorschools.org)	Paul Lauaki. REF 38ecc9373380. Distance: 113.83 miles. Memo: R	8/15/2026	86.51
ACH	RMP_107--Waste Management	Waste Management Svcs - 08/26	8/18/2026	2,416.81
ACH	RMP_19--Sonja Biggs Educational Services, Inc.	SpEd Svcs - 07/01/26 - 07/20/26	8/3/2026	3,822.06
ACH	RMP_114--PG & E	Utility Svcs	8/10/2026	317.00
ACH	RMP_145--Robin Hansen (robin.hansen@navigatorschools.org)	Robin Hansen. REF f70162a1e57e. Merchant: Teachers Pay Teach	8/26/2026	168.81
ACH	RMP_281--Committee for Children	Second Step Program (5) - 08/01/26 - 07/31/27	8/10/2026	2,879.10
ACH	RMP_336--Charter Communications	Communication Svcs - 08/01/26 - 08/31/26	8/31/2026	1,762.20
ACH	RMP_691--Studies Weekly	K-8 social studies curriculum materials, print and digital.	8/10/2026	1,622.40
ACH	RMP_105--School Food Solutions	Meals - 06/26	8/3/2026	544.16
ACH	RMP_687--Scenario Learning	SLSST Software Volunteer Site (150 users) - 08/10/26 - 08/09/27	8/31/2026	705.45
ACH	RMP_86--The Pied Piper	Pest Control Svcs - 07/24/26	8/18/2026	195.00
ACH	RMP_273--Amplify	PO: 27 26-27 ELA Curriculum Student & Teacher 1year License	8/10/2026	1,250.00
ACH	RMP_30--EME Enterprise Inc.	Water Delivery Svcs - 05/28/26 - 06/25/26	8/31/2026	120.84
ACH	RMP_680--Capcon Networks LLC	Communication Svcs - 07/01/26 - 07/31/26	8/31/2026	642.60
ACH	RMP_145--Robin Hansen (robin.hansen@navigatorschools.org)	Robin Hansen. REF 25111e48fde8. Merchant: Amazon. Memo: cl	8/25/2026	27.06
ACH	RMP_111--Bay Alarm Company	Fire Alarm Monitoring Svcs - 03/01/26 - 05/31/26	8/18/2026	829.05
ACH	RMP_278--Renaissance	Annual Renaissance platform and subscriptions invoice.	8/3/2026	13,444.72
ACH	RMP_111--Bay Alarm Company	Fire Alarm Monitoring Svcs - 06/01/26 - 08/31/26	8/18/2026	829.05
ACH	RMP_688--Learning Ally	District-wide and school site licenses for learning resources.	8/17/2026	1,524.40
ACH	RMP_115--Pacific Office Automation Inc. Problem Solved	Service, Insurance & Tax - 08/01/26 - 09/01/26	8/31/2026	1,580.75
ACH	RMP_18--Amazon Capital Services, Inc	Office Supplies	8/31/2026	224.22
ACH	RMP_612--Open-Up Resources	School Supplies	8/18/2026	1,152.13
ACH	RMP_111--Bay Alarm Company	Fire Alarm Monitoring Svcs - 09/01/26 - 11/30/26	8/18/2026	1,274.16
ACH	RMP_683--ADS Advanced Data Services, Inc.	Consulting and E-Rate service invoice with waived setup fee.	8/3/2026	2,873.75
ACH	RMP_277--ParentSquare Inc.	Engage Premium 7/1/2026-6/30/2027	8/18/2026	2,017.61
ACH	RMP_384--Erika Dominguez (erika.dominguez@navigatorschools.org)	Erika Dominguez. REF e68e3f21459e. Distance: 60.68 miles. Mem	8/15/2026	46.12
ACH	RMP_138--Paul Lauaki (paul.lauaki@navigatorschools.org)	Paul Lauaki. REF ddcc2890cae8. Merchant: Tokyo Central. Memo:	8/3/2026	151.19
		Total Disbursements		**$ 100,012.44**

Hollister Prep School

Check Register

For the period ended August 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10054	SANB000--San Benito County Office of Education	Hollister STRS 07/2026	8/7/2026	$ 53,674.39
ACH	LAND000--Landmark Healthplan of California	Landmark Health Ins - 08/26	8/20/2026	108.08
ACH	RMP_230--Kylie Barajas (kylie.barajas@navigatorschools.org)	Kylie Barajas. REF 795fcf2e4a76. Merchant: Amazon. Memo: Reimbursemen	8/26/2026	123.92
ACH	RMP_424--Stericycle	Medical Waste Management Svcs - 10/01/25 - 12/31/25	8/10/2026	188.73
ACH	RMP_18--Amazon Capital Services, Inc	Amazon Echo Show 5 (1)	8/31/2026	107.99
ACH	RMP_681--Discovery Education, Inc.	DreamBox Reading Plus Site License (4)	8/31/2026	9,425.00
ACH	RMP_456--Sarah Meza (sarah.meza@navigatorschools.org)	Sarah Meza. REF e7c198331dd8. Merchant: Target. Memo: School Supplies	8/26/2026	61.06
ACH	RMP_420--Chace Miguel (chace.miguel@navigatorschools.org)	Chace Miguel. REF a6cee174d6e1. Merchant: Amazon. Memo: Folders for st	8/25/2026	10.91
ACH	RMP_249--Joshua Cruz (joshua.cruz@navigatorschools.org)	Joshua Cruz. REF e2f1a5f8eda7. Merchant: Target. Memo: Classroom supplie	8/25/2026	59.49
ACH	RMP_18--Amazon Capital Services, Inc	FPD 40-inch Smart TV	8/31/2026	305.91
ACH	RMP_18--Amazon Capital Services, Inc	IT Supplies	8/31/2026	954.96
ACH	IMPE000--Imperial Dade	Janitorial Supplies	8/10/2026	876.99
ACH	RMP_18--Amazon Capital Services, Inc	IT Supplies	8/31/2026	40.99
ACH	IMPE000--Imperial Dade	Janitorial Supplies	8/10/2026	25.57
ACH	RMP_115--Pacific Office Automation Inc. Problem Solved	Arctic Wolf Licenses - 08/01/26 - 09/01/26	8/31/2026	1,641.72
ACH	RMP_673--MIND Education	Subscription - 06/03/26 - 06/30/27	8/10/2026	1,000.00
ACH	RMP_286--Navigate360	License (2278) - 07/01/26 - 06/30/27	8/3/2026	3,313.55
ACH	RMP_473--San Benito High School District	Transportation Svcs - 06/18/26	8/31/2026	153.33
ACH	RMP_279--Safe 2 Play	Playground Safety Inspection & Installation	8/3/2026	903.33
ACH	RMP_710--Lupita Avalos (maria.avalos@navigatorschools.org)	Lupita Avalos. REF 96891bad9708. Distance: 2.02 miles. Memo: Reimb - Mile	8/29/2026	1.54
ACH	RMP_665--Teri Montelius (teri.montelius@navigatorschools.org)	Teri Montelius. REF 852c50e690d5. Merchant: Amazon. Memo: Classroom s	8/15/2026	91.01
ACH	RMP_87--IntelePeer Cloud Communications, LLC	Communication Svcs - 07/01/26 - 07/31/26	8/31/2026	555.87
ACH	RMP_442--Hollister School District	Utilities & Oversight - April - June 2026 Utilities & 2025/2026 Year end - Over	8/10/2026	220,294.00
ACH	RMP_336--Charter Communications	Communication Svcs - 07/01/26 - 07/31/26	8/31/2026	129.98
ACH	RMP_237--AFLAC	Supplemental Ins - 07/26	8/18/2026	311.19
ACH	SNYD000--Snyder & Shaw LLP	Legal Svcs	8/21/2026	5,599.00
ACH	RMP_91--Law Offices of Young, Minney & Corr, LLP	Legal Svcs - 07/01/26 - 08/04/26	8/31/2026	3,422.50
ACH	UPSX8843--UPS x8843	Past due balance for shipping services for week ending 01/17/26	8/3/2026	54.57
ACH	RMP_204--Dino Quaresma (dino.quaresma@navigatorschools.org)	Dino Quaresma. REF 6654b918ad81. Merchant: Lakeshore Learning Mat. Me	8/29/2026	124.23
ACH	RMP_336--Charter Communications	Communication Svcs - 08/01/26 - 08/31/26	8/31/2026	129.98
ACH	RMP_420--Chace Miguel (chace.miguel@navigatorschools.org)	Chace Miguel. REF 178735f7f937. Merchant: Amazon. Memo: Neon sign for	8/26/2026	36.37
ACH	RMP_709--Liliana Rivera (liliana.rivera@navigatorschools.org)	Liliana Rivera. REF fe0d3a6d32ee. Distance: 36.61 miles. Memo: Reimb - Mil	8/25/2026	27.82
ACH	RMP_281--Committee for Children	Second Step Program (5) - 08/01/26 - 07/31/27	8/10/2026	2,879.10
ACH	RMP_91--Law Offices of Young, Minney & Corr, LLP	Legal Svcs - 07/01/26 - 07/23/26	8/31/2026	4,119.00
ACH	RMP_351--Lisa Achelis	SpEd Svcs - 5/29/26 - 6/10/26	8/3/2026	1,750.00
ACH	RMP_704--Jose Nicado (jose.nicdao@navigatorschools.org)	Jose Nicado. REF 53bda7d7bccc. Merchant: Amazon. Memo: Books for classr	8/26/2026	392.97
ACH	RMP_204--Dino Quaresma (dino.quaresma@navigatorschools.org)	Dino Quaresma. REF e2744f030bce. Merchant: Walmart. Memo: Sharpie Ma	8/25/2026	22.14
ACH	RMP_91--Law Offices of Young, Minney & Corr, LLP	Legal Svcs - 06/08/26 - 06/26/26	8/3/2026	2,872.50
ACH	RMP_336--Charter Communications	Communication Svcs - 08/01/26 - 08/31/26	8/31/2026	755.00
ACH	RMP_86--The Pied Piper	Pest Control Svcs - 07/29/26	8/18/2026	215.00
ACH	RMP_18--Amazon Capital Services, Inc	IT Supplies	8/31/2026	44.23
ACH	RMP_691--Studies Weekly	K-8 social studies curriculum materials, print and digital.	8/10/2026	3,244.80
ACH	RMP_687--Scenario Learning	SLSST Software Volunteer Site (150 users) - 08/10/26 - 08/09/27	8/31/2026	1,667.43
ACH	RMP_273--Amplify	PO: 27 26-27 ELA Curriculum Student & Teacher 1year License	8/10/2026	7,320.00
ACH	RMP_612--Open-Up Resources	School Supplies	8/10/2026	476.43
ACH	RMP_139--Alyssa Carter (alyssa.carter@navigatorschools.org)	Alyssa Carter. REF 7e32561fae60. Merchant: Amazon. Memo: Classroom sup	8/15/2026	304.16
ACH	RMP_420--Chace Miguel (chace.miguel@navigatorschools.org)	Chace Miguel. REF 2124e8d52a3b. Merchant: Amazon. Memo: Classroom su	8/15/2026	144.70
ACH	RMP_278--Renaissance	Annual Renaissance platform and subscriptions invoice.	8/3/2026	18,054.51
ACH	RMP_456--Sarah Meza (sarah.meza@navigatorschools.org)	Sarah Meza. REF 45e76db8f355. Merchant: Amazon. Memo: Classroom mat	8/15/2026	52.03
ACH	RMP_424--Stericycle	Medical Waste Management Svcs - 07/01/26 - 09/30/26	8/10/2026	198.17
ACH	RMP_18--Amazon Capital Services, Inc	Everest Ultra Slim Cat6a Ethernet Patch Cables	8/10/2026	39.57
ACH	RMP_688--Learning Ally	District-wide and school site licenses for learning resources.	8/17/2026	1,524.40
ACH	RMP_115--Pacific Office Automation Inc. Problem Solved	Service, Insurance & Tax - 08/01/26 - 09/01/26	8/31/2026	6,777.22
ACH	RMP_91--Law Offices of Young, Minney & Corr, LLP	Legal Svcs - 04/27/26 - 06/30/26	8/3/2026	3,571.50
ACH	RMP_540--Roland Guerrero (roland.guerrero@navigatorschools.org)	Roland Guerrero. REF 409c8ba02345. Merchant: Five Below. Memo: Metal t	8/15/2026	50.04
ACH	RMP_612--Open-Up Resources	School Supplies	8/3/2026	735.25
ACH	RMP_139--Alyssa Carter (alyssa.carter@navigatorschools.org)	Alyssa Carter. REF 9df2be74e454. Merchant: Amazon. Memo: Classroom sup	8/25/2026	33.46
ACH	RMP_665--Teri Montelius (teri.montelius@navigatorschools.org)	Teri Montelius. REF 5bd22e585270. Merchant: Target. Memo: Classroom Su	8/26/2026	141.15
ACH	RMP_351--Lisa Achelis	SpEd Svcs - 4/23/26 - 6/9/26	8/3/2026	2,362.50
ACH	RMP_22--Stordok Inc.	Document Storage & Shredding Svcs	8/18/2026	90.00
ACH	CHAR001--Charter School of Morgan HIll	Girls Soccer Referee & Field Fees / CoEd Volleyball Referee Fees	8/10/2026	145.00
ACH	RMP_18--Amazon Capital Services, Inc	IT Supplies	8/31/2026	611.00
ACH	RMP_18--Amazon Capital Services, Inc	IT Supplies	8/18/2026	80.10
ACH	RMP_683--ADS Advanced Data Services, Inc.	Consulting Svcs - 07/01/26 - 06/30/27	8/3/2026	2,873.75
ACH	RMP_713--Yudbeth Coronel (yudbeth.coronel@navigatorschools.org)	Yudbeth Coronel. REF afccf3c3c71f. Merchant: Amazon. Memo: Under desk	8/25/2026	53.64
ACH	RMP_277--ParentSquare Inc.	Engage Premium 7/1/2026-6/30/2027	8/18/2026	4,297.05
ACH	RMP_18--Amazon Capital Services, Inc	IT Supplies	8/18/2026	190.99
			Total Disbursements	**$ 371,842.77**

Watsonville Prep School

Check Register

For the period ended August 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	407M000--407 Main Operating	407 Beach Street Rent - 08/26	8/5/2026	$ 31,524.00
ACH	LAND000--Landmark Healthplan of California	Landmark Health Ins - 08/26	8/20/2026	86.61
ACH	RMP_88--Blueprint California	Interest Loan - 08/26	8/31/2026	2,916.67
ACH	RMP_160--Catkin Hoggatt (catkin.hoggatt@navigatorschools.org)	Catkin Hoggatt. REF 0d34819c7975. Merchant: Target. Memo: Clas	8/25/2026	17.38
ACH	RMP_606--Esmeralda Cardona (esmeralda.cardonazepeda@navigatorschools.org)	Esmeralda Cardona. REF 26463482186e. Merchant: Target. Memo:	8/25/2026	26.73
ACH	RMP_606--Esmeralda Cardona (esmeralda.cardonazepeda@navigatorschools.org)	Esmeralda Cardona. REF 70e1dbd32b52. Merchant: Amazon. Mem	8/25/2026	24.13
ACH	RMP_664--Karen Balderas (karen.balderas@navigatorschools.org)	Karen Balderas. REF 149f4b230982. Distance: 24.55 miles. Memo: F	8/15/2026	18.66
ACH	RMP_678--Learning without Tears	School Supplies	8/31/2026	36.78
ACH	RMP_681--Discovery Education, Inc.	DreamBox Reading Plus Site License (4)	8/31/2026	9,425.00
ACH	TAHO000--Tahoe Supply Company	Auto-Scrubber Repair and Maintenance	8/31/2026	1,516.47
ACH	RMP_158--Samantha Chen (samantha.chen@navigatorschools.org)	Samantha Chen. REF 4412519589da. Merchant: Target. Memo: sna	8/15/2026	5.46
ACH	IMPE000--Imperial Dade	Janitorial Supplies	8/31/2026	466.24
ACH	RMP_707--Melissa Maravilla (melissa.maravilla@navigatorschools.org)	Melissa Maravilla. REF e25d8535b78b. Merchant: Amazon. Memo:	8/26/2026	49.76
ACH	RMP_711--Renee De La Torre (renee.delatorre@navigatorschools.org)	Renee De La Torre. REF cda089cc0156. Merchant: Amazon. Memo:	8/26/2026	288.29
ACH	RMP_612--Open-Up Resources	School Supplies	8/18/2026	738.76
ACH	RMP_115--Pacific Office Automation Inc. Problem Solved	Arctic Wolf Licenses - 08/01/26 - 09/01/26	8/31/2026	1,649.23
ACH	RMP_673--MIND Education	Subscription - 06/03/26 - 06/30/27	8/10/2026	1,000.00
ACH	RMP_286--Navigate360	License (2278) - 07/01/26 - 06/30/27	8/3/2026	3,195.21
ACH	RMP_307--Elevator Service Company of Central California, Inc.	Monthly Lube & Inspection Svcs	8/31/2026	225.00
ACH	RMP_158--Samantha Chen (samantha.chen@navigatorschools.org)	Samantha Chen. REF 7b02100e3685. Merchant: Target. Memo: cra	8/26/2026	257.54
ACH	RMP_307--Elevator Service Company of Central California, Inc.	Monthly Lube & Inspection Svcs	8/10/2026	225.00
ACH	RMP_275--PEAC SOLUTIONS	Equipment Lease - 07/12/26 - 08/11/26	8/10/2026	1,073.88
ACH	CITY1307--City of Watsonville Utilities x1307	Utility Svcs	8/10/2026	4,025.90
ACH	SANT002--Santa Cruz County Environmental Health	Food Preparation Permit	8/31/2026	967.00
ACH	RMP_87--IntelePeer Cloud Communications, LLC	Communication Svcs - 07/01/26 - 07/31/26	8/31/2026	555.87
ACH	RMP_18--Amazon Capital Services, Inc	IT Supplies	8/18/2026	129.71
ACH	RMP_695--SchoolMate	Invoice for student agendas for Watsonville Prep School	8/31/2026	206.47
ACH	RMP_86--The Pied Piper	Pest Control Svcs - 08/11/26	8/31/2026	154.00
ACH	RMP_307--Elevator Service Company of Central California, Inc.	Monthly Lube & Inspection Svcs	8/31/2026	225.00
ACH	RMP_348--Alexandra Padilla (alexandra.padilla@navigatorschools.org)	Alexandra Padilla. REF 4aee1bef714c. Distance: 54.49 miles. Memo	8/15/2026	41.41
ACH	RMP_22--Stordok Inc.	Document Storage & Shredding Svcs	8/3/2026	65.00
ACH	RMP_705--Ian Cowan (ian.cowan@navigatorschools.org)	Ian Cowan. REF 1cd127afa682. Merchant: Amazon. Memo: Books f	8/25/2026	133.07
ACH	RMP_103--Nob Hill Catering Inc.	Meals - 07/26	8/3/2026	5,964.80
ACH	RMP_281--Committee for Children	Second Step Program (5) - 08/01/26 - 07/31/27	8/10/2026	2,879.10
ACH	RMP_24--Primo Brands	Water Delivery Svcs - 06/11/26 - 07/10/26	8/3/2026	794.32
ACH	RMP_701--Anne Zolezzi (anne.zolezzi@navigatorschools.org)	Anne Zolezzi. REF 98a5e602f5fc. Merchant: Amazon. Memo: Classr	8/15/2026	124.92
ACH	RMP_612--Open-Up Resources	School Supplies	8/18/2026	460.95
ACH	RMP_24--Primo Brands	Water Delivery Svcs - 06/13/26 - 07/12/26	8/3/2026	197.67
ACH	RMP_670--Alexis Rojas (alexis.rojas@navigatorschools.org)	Alexis Rojas. REF 850e3dc15ad6. Merchant: Hobby Lobby. Memo: E	8/26/2026	103.67
ACH	RMP_708--Mariela Zamora (mariela.zamora@navigatorschools.org)	Mariela Zamora. REF ea1910d18089. Merchant: Tik Tok Shop. Mem	8/25/2026	32.36
ACH	RMP_703--Daisy Flores Meneses (daisy.flores@navigatorschools.org)	Daisy Flores Meneses. REF 597c62f77f14. Merchant: Target. Memo	8/26/2026	43.55
ACH	RMP_691--Studies Weekly	K-8 social studies curriculum materials, print and digital.	8/10/2026	3,244.80
ACH	RMP_105--School Food Solutions	Meals - 06/26	8/3/2026	836.00
ACH	RMP_86--The Pied Piper	Pest Control Svcs - 07/14/26	8/3/2026	125.00
ACH	RMP_687--Scenario Learning	SLSST Software Volunteer Site (150 users) - 08/10/26 - 08/09/27	8/31/2026	1,667.43
ACH	RMP_273--Amplify	PO: 27 26-27 ELA Curriculum Student & Teacher 1year License	8/10/2026	7,320.00
ACH	RMP_700--Ana Goena (ana.goena@navigatorschools.org)	Ana Goena. REF 31525bdcb3f1. Merchant: Amazon. Memo: Back to	8/26/2026	155.20
ACH	RMP_278--Renaissance	Annual Renaissance platform and subscriptions invoice.	8/3/2026	16,985.76
ACH	RMP_88--Blueprint California	Interest Loan - 07/26	8/3/2026	2,916.67
ACH	RMP_333--Katie Draeger (katie.draeger@navigatorschools.org)	Katie Draeger. REF c64ddd98f4a5. Merchant: Amazon. Memo: Plug	8/15/2026	80.81
ACH	RMP_688--Learning Ally	District-wide and school site licenses for learning resources.	8/17/2026	1,524.40
ACH	RMP_115--Pacific Office Automation Inc. Problem Solved	Service, Insurance & Tax - 08/01/26 - 09/01/26	8/31/2026	3,105.25
ACH	RMP_160--Catkin Hoggatt (catkin.hoggatt@navigatorschools.org)	Catkin Hoggatt. REF 1a5bf526670d. Merchant: Amazon. Memo: Cla	8/15/2026	117.33
ACH	RMP_18--Amazon Capital Services, Inc	Kitchen Equipment	8/18/2026	15.26
ACH	RMP_249--Joshua Cruz (joshua.cruz@navigatorschools.org)	Joshua Cruz. REF f105fd21286a. Merchant: Target. Memo: Classroo	8/15/2026	78.15
ACH	RMP_85--Envision Fitness & Nutrition	After School Fitness Svcs - 07/26	8/31/2026	11,050.00
ACH	RMP_86--The Pied Piper	Pest Control Svcs - 08/11/26	8/31/2026	125.00
ACH	CITY1307--City of Watsonville Utilities x1307	Utility Svcs	8/31/2026	4,103.62
ACH	RMP_18--Amazon Capital Services, Inc	IT Supplies	8/31/2026	244.70
ACH	RMP_683--ADS Advanced Data Services, Inc.	Consulting and E-Rate service invoice with waived setup fee.	8/3/2026	2,873.75
ACH	RMP_277--ParentSquare Inc.	Engage Premium 7/1/2026-6/30/2027	8/18/2026	4,466.47
ACH	RMP_214--Ashlind Martinez (ashlind.martinez@navigatorschools.org)	Ashlind Martinez. REF 3ae5019f7912. Merchant: Goodwill. Memo: I	8/25/2026	15.92
ACH	RMP_86--The Pied Piper	Pest Control Svcs - 07/14/26	8/3/2026	154.00
ACH	SANT002--Santa Cruz County Environmental Health	Food Preparation Permit & Penalty	8/31/2026	967.00
ACH	RMP_460--Tina Jimenez (tina.jimenez@navigatorschools.org)	Tina Jimenez. REF 38878d14148d. Distance: 24.48 miles. Memo: Re	8/15/2026	18.60
ACH	RMP_705--Ian Cowan (ian.cowan@navigatorschools.org)	Ian Cowan. REF a0f5c950037f. Merchant: Amazon. Memo: Classroc	8/26/2026	29.76
ACH	RMP_427--Alexis Ponce (alexis.ponce@navigatorschools.org)	Alexis Ponce. REF 93c07ebd801a. Merchant: Amazon. Memo: Color	8/26/2026	126.23
ACH	RMP_173--Sage Barca-Hall (sage.barca-hall@navigatorschools.org)	Sage Barca Hall. REF 283bfb97e560. Merchant: Amazon. Memo: tap	8/17/2026	77.12
ACH	RMP_173--Sage Barca-Hall (sage.barca-hall@navigatorschools.org)	Sage Barca Hall. REF d0d6383db6a5. Merchant: Amazon. Memo: W	8/14/2026	314.54
ACH	RMP_525--Salvador Cervantes (salvador.cervantes@navigatorschools.org)	Salvador Cervantes. REF c8e80932a851. Merchant: The Home Depc	8/17/2026	17.47
ACH	RMP_525--Salvador Cervantes (salvador.cervantes@navigatorschools.org)	Salvador Cervantes. REF 618903dcf186. Distance: 50.28 miles. Men	8/14/2026	38.21
ACH	RMP_712--Sonia Ladron (sonia.ladron@navigatorschools.org)	Sonia Ladron. REF e80c7c09cfbd. Merchant: The Home Depot. Men	8/3/2026	60.08
		Total Disbursements		**$ 134,726.10**

Orange County Prep

Check Register

For the period ended August 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	RMP_18--Amazon Capital Services, Inc	Metal garage storage cabinet with wheels	8/18/2026	$ 859.44
ACH	RMP_61--Jessica Sanchez (jessica.sanchez@navigatorschools.org)	Jessica Sanchez. REF 5e5f9738a45e. Merchant: Orange Coast Clean	8/25/2026	65.00
ACH	RMP_688--Learning Ally	District-wide and school site licenses for learning resources.	8/17/2026	1,524.40
ACH	RMP_352--Mariposa Consulting Group	Marketing & Media Cost - 06/26 - 07/26	8/31/2026	14,135.46
ACH	RMP_352--Mariposa Consulting Group	Marketing & Media Cost - 06/03/26	8/31/2026	1,030.00
ACH	RMP_352--Mariposa Consulting Group	Marketing & Media Cost - 05/26 - 06/26	8/31/2026	12,360.00
ACH	RMP_673--MIND Education	Subscription - 06/03/26 - 06/30/27	8/10/2026	500.00
ACH	RMP_612--Open-Up Resources	School Supplies	8/18/2026	4,195.28
ACH	RMP_612--Open-Up Resources	School Supplies	8/18/2026	1,627.86
ACH	RMP_277--ParentSquare Inc.	Engage Premium 7/1/2026-6/30/2027	8/18/2026	323.43
ACH	RMP_278--Renaissance	Annual Renaissance platform and subscriptions invoice.	8/3/2026	8,245.76
ACH	RMP_691--Studies Weekly	K-8 social studies curriculum materials, print and digital.	8/10/2026	760.50
ACH	RMP_293--Teaching Strategies, LLC	7/17/26-7/16/27 Curriculum and teaching materials subscription in	8/10/2026	4,058.76
ACH	RMP_443--Tech to School	MacBook Air 13-inch M4 (8)	8/31/2026	8,731.26
			Total Disbursements	**$ 58,417.15**

CMO

Check Register

For the period ended August 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	EAST000--East West Bank	EWB Loan #6883 Principal Payment	8/3/2026	$ 1,000,000.00
ACH	RMP_471--National Benefit Services	403B Contribution - PPE 07/24/26	8/4/2026	3,386.39
ACH	CALI000--California Department of Tax and Fee Administration	Sales & Use Tax - 2026 Q2	8/4/2026	68.00
ACH	AGDA000--A.G. Davi Ltd.	Rent - 08/26	8/5/2026	4,111.15
ACH	YARD000--Yardi Service	Service Fee - 08/26	8/5/2026	0.95
ACH	ENRO000--Enrollease, Inc	Enrollease - 08/26	8/6/2026	160.50
ACH	RMP_471--National Benefit Services	403B Contribution - PPE 08/07/26	8/10/2026	3,036.39
ACH	FIRS000--First Insurance Funding	Processing Fee	8/18/2026	30,931.75
ACH	EAST000--East West Bank	EWB Loan #6883 Principal Payment	8/18/2026	800,000.00
ACH	EAST000--East West Bank	Loan Interest Payment #6883 - 08/26	8/20/2026	34,585.76
ACH	LAND000--Landmark Healthplan of California	Landmark Health Ins - 08/26	8/20/2026	50.22
ACH	RMP_345--The Hartford	Special Risk Accident - 07/01/26 - 07/01/27	8/3/2026	5,950.80
ACH	RMP_548--Meal Time	Professional Services - Remote Set Up Assistance	8/10/2026	175.00
ACH	RMP_106--Pinnacle Strategy, LLC	Land-Use Consulting Svcs	8/3/2026	3,500.00
ACH	RMP_517--FedEx	Late Fee	8/18/2026	35.79
ACH	RMP_24--Primo Brands	Water Delivery Svcs - 06/19/26 - 07/18/26	8/10/2026	247.67
ACH	RMP_696--NRU Consulting LLC	CFO Services - July 2026	8/18/2026	12,000.00
ACH	RMP_83--Extreme Air	HVAC Preventive Maintenance Svcs	8/3/2026	135.00
ACH	RMP_118--Tomislav Peraic, Esq.	Legal Services - 07/26	8/18/2026	18,943.56
ACH	CHAR000--Charter Impact, LLC	Business Mgmt Svcs - 08/26	8/17/2026	79,895.50
ACH	RMP_94--Green Hasson & Janks LLP	Audit Svcs - 06/30/26	8/18/2026	26,852.80
ACH	RMP_115--Pacific Office Automation Inc. Problem Solved	Arctic Wolf Licenses - 08/01/26 - 09/01/26	8/31/2026	2,775.04
ACH	RMP_697--VCHIEF, LLC	Monthly Contracted Services for the period August 18-31, 2026.	8/31/2026	8,560.00
ACH	RMP_679--Quincy Lucero Long (quincy.long@navigatorschools.org)	Quincy Lucero Long. REF b4ecc225a589. Distance: 146.16 miles. Me	8/26/2026	111.08
ACH	RMP_39--East West Administrators	Administration Svcs Fee - 09/01/26 - 09/30/26	8/31/2026	3,605.00
ACH	RMP_692--Docusign	Subscription (50,011) - 07/31/26 - 07/30/27	8/18/2026	7,423.64
ACH	RMP_92--Edpursuit	Recruitment Svcs - 07/26/26 - 08/26/26	8/18/2026	450.00
ACH	RMP_87--IntelePeer Cloud Communications, LLC	Communication Svcs - 07/01/26 - 07/31/26	8/31/2026	277.94
ACH	RMP_80--Carlos Lauchu	Consulting Svcs	8/3/2026	8,000.00
ACH	RMP_1--Philadelphia Insurance Company	Multiple Insurance Policies - 1 of 9 Installment	8/17/2026	20,526.09
ACH	RMP_59--Fatima Flores (fatima.flores@navigatorschools.org)	Fatima Flores. REF 7aed1eeb15fc. Distance: 126.59 miles. Memo: R	8/15/2026	96.21
ACH	PAJA001--Pajaro Valley Chamber of Commerce	Membership Dues-Renewal for Non-Profits & Technology Fund	8/31/2026	158.55
ACH	RMP_237--AFLAC	Supplemental Ins - 07/26	8/18/2026	29.25
ACH	CHAR000--Charter Impact, LLC	Rush Processing Per Check - May 2026 FedEx Fees	8/3/2026	108.56
ACH	RMP_97--First Trust Alarm	Alarm Monitoring Svcs - 07/01/26 - 09/30/26	8/3/2026	148.10
ACH	RMP_517--FedEx	Shipping Svcs	8/31/2026	7.64
ACH	RMP_283--Casala Group	Consulting Svcs - 06/15/26 - 07/15/26	8/3/2026	5,000.00
ACH	RMP_281--Committee for Children	Second Step Program (5) - 08/01/26 - 07/31/27	8/10/2026	2,879.10
ACH	RMP_39--East West Administrators	Administration Svcs Fee - 07/26	8/18/2026	11,845.47
ACH	RMP_517--FedEx	Shipping Svcs	8/31/2026	317.00
ACH	RMP_308--Golden State Communications, Inc.	Two-Way Radios & Chargers	8/31/2026	2,312.08
ACH	RMP_687--Scenario Learning	SLSST Software Volunteer Site (150 users) - 08/10/26 - 08/09/27	8/31/2026	833.72
ACH	RMP_47--David LeBarre (david.lebarre@navigatorschools.org)	David LeBarre. REF 6754d306edc9. Distance: 261.16 miles. Memo: I	8/26/2026	198.48
ACH	RMP_261--PAYNE & FEARS LLP	Legal Svcs Y. Espinoza thru 06/30/26	8/17/2026	17,525.50
ACH	RMP_596--Enrique Hernandez Fernandez (enrique.hernandezfernandez@navigatorschools.org)	Enrique Hernandez Fernandez. REF 258fe12a2dc0. Distance: 23.52 I	8/15/2026	17.88
ACH	RMP_706--Malka Borrego (malka.borrego@navigatorschools.org)	Malka Borrego. REF 8210953cd949. Merchant: Alamo. Memo: Hayv	8/29/2026	13.45
ACH	RMP_517--FedEx	FedEx Priority Overnight shipping	8/3/2026	361.56
ACH	RMP_690--Educational Growth Group LLC	Monthly Consulting	8/3/2026	25,000.00
ACH	RMP_39--East West Administrators	Benefits Adjustments - 08/01/26 - 08/31/26	8/3/2026	3,465.00
ACH	RMP_345--The Hartford	Worker's Compensation - 07/01/26 - 07/01/27	8/31/2026	99,001.89
ACH	RMP_686--Kirsten Carr	Renewal & Enrollment Consulting	8/31/2026	11,000.00
ACH	RMP_114--PG & E	Utility Svcs - 06/23/26 - 07/22/26	8/10/2026	233.02
ACH	RMP_114--PG & E	Utility Svcs	8/10/2026	11,174.00
ACH	RMP_47--David LeBarre (david.lebarre@navigatorschools.org)	David LeBarre. REF 3f3c4af1ce32. Distance: 7.49 miles. Memo: Rein	8/25/2026	488.19
ACH	RMP_39--East West Administrators	Kaiser - 06/26	8/3/2026	16,174.11
ACH	RMP_559--Abacus Education Partners, LLC	Accounting & Financial Consulting Svcs - 07/26	8/31/2026	2,250.00
ACH	RMP_122--Larson Communications	Public Relations Retainer - 08/26	8/17/2026	12,500.00
ACH	RMP_517--FedEx	Shipping Svcs	8/18/2026	61.93
ACH	RMP_47--David LeBarre (david.lebarre@navigatorschools.org)	David LeBarre. REF 437472198031. Distance: 0.31 miles. Memo: Rei	8/3/2026	0.24
ACH	RMP_596--Enrique Hernandez Fernandez (enrique.hernandezfernandez@navigatorschools.org)	Enrique Hernandez Fernandez. REF b618dd21ce67. Distance: 23.52	8/3/2026	412.60
ACH	RMP_355--Kris Saavedra (kris.saavedra@navigatorschools.org)	Kris Saavedra. REF 77a2c6b2af7e. Distance: 149.80 miles. Memo: R	8/31/2026	241.62
ACH	RMP_355--Kris Saavedra (kris.saavedra@navigatorschools.org)	Kris Saavedra. REF 8274e61e076d. Distance: 357.52 miles. Memo: F	8/28/2026	511.80
ACH	RMP_706--Malka Borrego (malka.borrego@navigatorschools.org)	Malka Borrego. REF 73141a2fae5c. Merchant: Hampton Inn. Memo	8/17/2026	1,422.89
ACH	RMP_706--Malka Borrego (malka.borrego@navigatorschools.org)	Malka Borrego. REF 3ba9a145078d. Merchant: Uber. Memo: Uber t	8/14/2026	1,503.82
ACH	RMP_55--Pedro Hernandez (pedro.hernandez@navigatorschools.org)	Pedro Hernandez. REF dffe5949337f. Distance: 36.60 miles. Memo:	8/17/2026	166.92
ACH	RMP_55--Pedro Hernandez (pedro.hernandez@navigatorschools.org)	Pedro Hernandez. REF 22f93e58c0a6. Distance: 36.90 miles. Memo	8/3/2026	28.04
ACH	RMP_55--Pedro Hernandez (pedro.hernandez@navigatorschools.org)	Pedro Hernandez. REF 000e968a9b4d. Distance: 36.90 miles. Memc	8/3/2026	137.62
ACH	RMP_679--Quincy Lucero Long (quincy.long@navigatorschools.org)	Quincy Lucero Long. REF fd514f4a6655. Distance: 153.00 miles. Me	8/17/2026	116.28
ACH	CIGN000--Cigna Edge	Cigna - Health Ins - 08/26	8/20/2026	149,451.48
ACH	UNIT000--United	United Grp - Life Insurance - 08/26	8/5/2026	2,992.62
ACH	DELT000--Delta	Dental Services - 08/26	8/4/2026	20,271.70
ACH	KAIS000--Kaiser Group	Health Ins - 08/26	8/4/2026	75,624.30
ACH	VISI000--Vision Service	VSP - Vision Services - 08/26	8/5/2026	2,419.59
ACH	RMP_679--Quincy Lucero Long (quincy.long@navigatorschools.org)	Quincy Lucero Long. REF fd514f4a6655. Distance: 153.00 miles. Me	8/17/2026	412.60
			Total Disbursements	**$ 2,554,710.83**

Coversheet

Consideration of Revised FY 2026-27 Budget

Section: V. Financial Matters
Item: B. Consideration of Revised FY 2026-27 Budget
Purpose: Vote
Submitted by:
Related Material: 2026.10.22 FY26-27 Navigator Forecast Consolidated.pdf
2026.06.28 FY26-27 Initial Budget HPS.pdf
2026.06.28 FY26-27 Initial Budget WPS.pdf
2026.06.28 FY26-27 Initial Budget GPS.pdf
2026.06.28 FY26-27 Initial Budget HCC.pdf
2026.06.25 FY26-27 OCP Budget.pdf
2026.06.28 FY26-27 Initial Budget CMO.pdf

FY26-27 Navigator Schools

Consolidating Forecast

CHARTER IMPACT

		2026-27									
		GPS1	HPS2	WPS3	HCC4	OCP5	SCHOOLS	HOME	FORECAST	Orginal Budget	Favorable / (Unfav.)
Assumptions											
	Revenue Per ADA	*$ 18,720*	*$ 18,280*	*$ 23,726*	*$ 20,391*	*$ 22,396*	***$ 20,284***	***$ 22,981***			
	Expense Per ADA	*$ 15,845*	*$ 16,411*	*$ 21,513*	*$ 18,359*	*$ 54,028*	***$ 18,598***	***$ 22,281***			
	State COLA	*4.31%*	*4.31%*	*4.31%*	*4.31%*	*4.31%*	***4.31%***	*4.31%*	***4.31%***	***4.31%***	
	Other Revenue COLA	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	***n/a***	*n/a*	***n/a***	***n/a***	
	Expense COLA	*3.08%*	*3.08%*	*3.08%*	*3.08%*	*3.08%*	***3.08%***	*3.08%*	***3.08%***	***3.08%***	
	Enrollment	*608.00*	*532.00*	*556.00*	*247.00*	*36.00*	***1,979.00***	*-*	***1,979.00***	***2,094.00***	***(115.00)***
	Average Daily Attendance	*571.52*	*500.08*	*522.64*	*232.18*	*33.84*	***1,860.26***	*-*	***1,860.26***	***1,968.36***	***(108.10)***
Revenues											
State Aid - Revenue Limit											
8011	LCFF State Aid	$ 3,492,923	$ 4,717,167	$ 8,035,208	$ 1,997,864	$ 398,665	**$ 18,641,826**	$ -	**$ 18,641,826**	**$ 19,793,888**	**$ (1,152,062)**
8012	Education Protection Account	1,122,037	100,016	104,528	46,436	6,768	**1,379,785**	-	**1,379,785**	**1,401,405**	**(21,620)**
8019	State Aid - Prior Year	-	-	-	-	-	-	-	**-**	**-**	**-**
8096	In Lieu of Property Taxes	3,031,427	1,810,194	130,790	1,131,506	202,676	**6,306,593**	-	**6,306,593**	**6,702,910**	**(396,317)**
		7,646,386	6,627,377	8,270,526	3,175,806	608,109	**26,328,204**	-	**26,328,204**	**27,898,203**	**(1,569,999)**
Federal Revenue		-	-	-	-	-		-			**-**
8181	Special Education - Entitlement	85,680	78,960	75,180	33,740	-	**273,560**	-	**273,560**	**273,560**	**-**
8182	Special Education - Discretionary	-	-	-	-	-	-	-	**-**	**-**	**-**
8220	Federal Child Nutrition	139,672	-	186,529	57,900	13,713	**397,814**	0	**397,814**	**421,699**	**(23,885)**
8290	Title I, Part A - Basic Low Income	90,891	98,157	157,776	51,024	-	**397,848**	-	**397,848**	**397,848**	**-**
8291	Title II, Part A - Teacher Quality	15,014	15,121	19,342	7,090	-	**56,567**	-	**56,567**	**56,567**	**-**
8293	Title III - Limited English	16,961	17,841	27,980	-	-	**62,782**	-	**62,782**	**62,782**	**-**
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	**-**	**2,377,097**	**(2,377,097)**
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	**-**	**-**	**-**
8296	Other Federal Revenue	10,000	10,000	10,000	10,000	-	**40,000**	-	**40,000**	**471,248**	**(431,248)**
8299	Prior Year Federal Revenue	-	18,909	-	-	-	18,909	-	**18,909**	**-**	**18,909**
		358,218	238,988	476,807	159,754	13,713	**1,247,480**	0	**1,247,480**	**4,060,802**	**(2,813,322)**
Other State Revenue		-	-	-	-	-		-			**-**
8311	State Special Education	778,634	720,692	700,338	311,121	45,346	**2,556,130**	0	**2,556,130**	**2,655,639**	**(99,508)**
8520	Child Nutrition	269,542	-	173,128	160,667	1,298	**604,635**	0	**604,635**	**39,915**	**564,720**
8545	School Facilities (SB740)	-	-	721,557	175,684	46,720	**943,961**	0	**943,961**	**1,143,341**	**(199,380)**
8550	Mandated Cost	16,740	15,728	14,458	4,799	-	**51,726**	-	**51,726**	**51,726**	**-**
8560	State Lottery	155,453	136,022	142,158	63,153	9,204	**505,991**	-	**505,991**	**535,394**	**(29,403)**
8598	Prior Year Revenue	-	-	-	-	-	-	-	**-**	**-**	**-**
8599	Other State Revenue	1,472,675	1,400,301	1,899,457	683,324	33,502	**5,489,258**	-	**5,489,258**	**3,745,383**	**1,743,875**
		2,693,044	2,272,743	3,651,095	1,398,749	136,069	**10,151,700**	0	**10,151,700**	**8,171,398**	**1,980,303**
Other Local Revenue		-	-	-	-	-		-			**-**
8634	Food Service Sales	-	-	-	-	-	-	-	**-**	**-**	**-**
8650	Lease and Rental Income	-	-	-	-	-	-	-	**-**	**-**	**-**
8660	Interest Revenue	-	-	1,803	-	-	1,803	132	**1,935**	**-**	**1,935**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	**-**	**-**	**-**
8690	Other Local Revenue	789	2,512	-	133	-	**3,434**	3,643,381	**3,646,815**	**4,605,748**	**(958,934)**
8698	ASB Fundraising	-	-	-	-	-	-	-	**-**	**-**	**-**
8699	School Fundraising	266	-	-	-	-	266	1,375,000	**1,375,266**	**475,000**	**900,266**
		1,055	2,512	1,803	133	-	**5,503**	5,018,513	**5,024,015**	**5,080,748**	**(56,733)**
		-	-	-	-	-		-			**-**
Total Revenue		**$ 10,698,704**	**$ 9,141,620**	**$ 12,400,231**	**$ 4,734,441**	**$ 757,891**	**$ 37,732,887**	**$ 5,018,513**	**$ 42,751,400**	**$ 45,211,150**	**$ (2,459,751)**
		-	-	-	-	-		-			**-**
Expenses		-	-	-	-	-		-			**-**
Certificated Salaries		-	-	-	-	-		-			**-**
1100	Teachers' Salaries	1,975,001	1,845,622	1,920,341	805,490	243,272	**6,789,726**	-	**6,789,726**	**7,081,960**	**(292,234)**
1170	Teachers' Substitute Hours	-	-	5,415	-	-	5,415	-	**5,415**	**-**	**5,415**
1175	Teachers' Extra Duty/Stipends	68,629	72,888	63,636	33,430	-	238,583	-	**238,583**	**262,442**	**(23,858)**
1200	Pupil Support Salaries	112,541	199,605	219,018	40,502	61,788	**633,455**	19,573	**653,028**	**1,132,985**	**(479,957)**
1300	Administrators' Salaries	367,352	309,180	436,425	158,529	107,885	**1,379,370**	311,483	**1,690,853**	**2,346,719**	**(655,866)**
1900	Other Certificated Salaries	-	-	-	-	-	-	-	**-**	**-**	**-**
		2,523,522	2,427,296	2,644,836	1,037,951	412,945	**9,046,550**	331,056	**9,377,606**	**10,824,106**	**(1,446,500)**
Classified Salaries		-	-	-	-	-		-			**-**
2100	Instructional Salaries	1,262,252	1,394,399	1,053,304	692,909	42,653	**4,445,517**	47,997	**4,493,515**	**4,918,982**	**(425,467)**
2200	Support Salaries	-	-	-	-	17,911	**17,911**	295,417	**313,328**	**513,690**	**(200,362)**
2300	Classified Administrators' Salaries	-	-	6,475	-	-	**6,475**	440,790	**447,266**	**518,409**	**(71,143)**
2400	Clerical and Office Staff Salaries	120,963	169,833	123,931	131,972	44,142	**590,842**	111,063	**701,905**	**912,456**	**(210,551)**
2900	Other Classified Salaries	444,971	386,177	572,216	221,105	11,503	**1,635,972**	398,133	**2,034,105**	**2,837,424**	**(803,319)**
		1,828,186	1,950,409	1,755,927	1,045,986	116,210	**6,696,718**	1,293,401	**7,990,118**	**9,700,961**	**(1,710,843)**
Benefits		-	-	-	-	-		-			**-**
3101	STRS	493,593	483,175	500,703	188,590	87,121	**1,753,181**	68,378	**1,821,559**	**2,067,404**	**(245,845)**
3202	PERS	-	-	-	-	-	-	-	**-**	**-**	**-**
3301	OASDI	123,119	133,465	118,861	65,172	6,959	**447,576**	78,508	**526,084**	**601,460**	**(75,376)**
3311	Medicare	55,738	58,061	53,515	23,745	7,624	**198,684**	13,573	**212,257**	**297,613**	**(85,356)**
3401	Health and Welfare	601,721	755,685	869,977	212,331	54,176	**2,493,890**	190,533	**2,684,424**	**2,622,000**	**62,424**
3501	State Unemployment	42,941	44,885	40,381	20,377	3,861	**152,445**	7,638	**160,083**	**190,196**	**(30,113)**
3601	Workers' Compensation	53,816	56,059	51,670	22,926	7,361	**191,832**	12,107	**203,940**	**287,351**	**(83,411)**
3901	Other Benefits	-	148	-	336	5,258	**5,742**	4,464	**10,206**	**10,223**	**(18)**
		1,370,927	1,531,477	1,635,107	533,477	172,361	**5,243,350**	375,202	**5,618,552**	**6,076,248**	**(457,696)**
Books and Supplies		-	-	-	-	-		-			**-**
4100	Textbooks and Core Curricula	35,000	58,490	59,213	14,673	10,698	178,075	-	**178,075**	**48,969**	**129,106**
4200	Books and Other Materials	5,000	6,245	6,245	3,422	1,661	**22,573**	120	**22,693**	**89,375**	**(66,683)**
4302	School Supplies	47,755	39,486	41,132	36,685	6,867	**171,926**	3,448	**175,375**	**204,626**	**(29,251)**
4305	Software	123,125	211,627	182,277	158,165	59,333	**734,527**	86,150	**820,677**	**828,035**	**(7,359)**
4310	Office Expense	39,190	43,765	26,732	14,063	6,528	**130,278**	18,715	**148,993**	**217,966**	**(68,973)**
4311	Business Meals	925	1,452	833	877	1,411	**5,499**	4,473	**9,972**	**52,169**	**(42,197)**
4312	School Fundraising	9,083	-	-	-	-	9,083	-	**9,083**	**13,300**	**(4,217)**
4400	Noncapitalized Equipment	17,885	16,511	9,620	8,184	21,939	**74,139**	9,859	**83,997**	**481,043**	**(397,045)**
4700	Food Services	376,906	33,636	346,301	206,772	13,646	**977,261**	273	**977,534**	**498,914**	**478,620**
		654,868	411,213	672,354	442,842	122,083	**2,303,361**	123,037	**2,426,398**	**2,434,398**	**(8,000)**
Subagreement Services		-	-	-	-	-		-			**-**
5101	Nursing	417	417	391	417	417	**2,058**	-	**2,058**	**5,369**	**(3,312)**

FY26-27 Navigator Schools

Consolidating Forecast

CHARTER IMPACT

		2026-27									
		GPS1	HPS2	WPS3	HCC4	OCP5	SCHOOLS	HOME	FORECAST	Orginal Budget	Favorable / (Unfav.)
5102	Special Education	272,727	366,334	136,364	140,186	6,407	**922,018**	-	**922,018**	**530,361**	**391,657**
5103	Substitute Teacher	-	-	-	13,636	-	13,636	-	**13,636**	**500**	**13,136**
5104	Transportation	6,018	4,881	7,273	682	4,615	23,468	-	**23,468**	**24,070**	**(602)**
5105	Security	9,118	1,226	7,727	13,511	-	**31,583**	455	**32,037**	**33,300**	**(1,263)**
5106	Other Educational Consultants	27,506	26,332	308,157	30,406	5,000	**397,402**	-	**397,402**	**373,974**	**23,428**
		315,786	399,190	459,912	198,838	16,438	**1,390,165**	455	**1,390,619**	**967,575**	**423,045**
Operations and Housekeeping		-	-	-	-	-		-			**-**
5201	Auto and Travel	4,224	2,799	1,972	3,824	7,038	**19,858**	40,558	**60,415**	**103,538**	**(43,123)**
5300	Dues & Memberships	17,427	15,500	15,500	833	867	**50,128**	15,436	**65,564**	**56,613**	**8,950**
5400	Insurance	16,667	16,667	20,833	7,500	5,192	**66,858**	904,055	**970,913**	**344,431**	**626,482**
5501	Utilities	18,044	65,500	353,963	26,823	5,917	**470,247**	29,115	**499,363**	**427,407**	**71,955**
5502	Janitorial Services	1,198	2,532	-	32,202	1,623	37,555	5,417	**42,971**	**49,162**	**(6,191)**
5516	Miscellaneous Expense	1,000	1,000	1,000	-	1,000	4,000	750,000	**754,000**	**69,530**	**684,470**
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	**-**	**-**	**-**
5900	Communications	12,671	10,923	9,317	16,099	2,582	**51,592**	9,868	**61,461**	**63,762**	**(2,301)**
5901	Postage and Shipping	564	565	500	200	399	**2,228**	5,899	**8,127**	**13,286**	**(5,159)**
		71,796	115,485	403,086	87,480	24,619	**702,466**	1,760,347	**2,462,814**	**1,127,730**	**1,335,084**
Facilities, Repairs and Other Leases		-	-	-	-	-		-			**-**
5601	Rent	-	-	1,658,225	260,273	779,344	**2,697,843**	40,114	**2,737,957**	**3,065,976**	**(328,019)**
5602	Additional Rent	180	-	3,333	2,839	3,333	9,686	3,117	**12,802**	**47,428**	**(34,626)**
5603	Equipment Leases	34,829	73,624	39,170	16,735	14,583	**178,941**	14,083	**193,024**	**130,598**	**62,426**
5604	Other Leases	-	-	-	-	-	-	-	**-**	**839**	**(839)**
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	**-**	**-**	**-**
5610	Repairs and Maintenance	35,397	13,833	36,768	22,794	1,000	**109,792**	9,294	**119,086**	**244,300**	**(125,214)**
		70,406	87,457	1,737,496	302,641	798,261	**2,996,262**	66,608	**3,062,870**	**3,489,140**	**(426,270)**
Professional/Consulting Services		-	-	-	-	-		-			**-**
5801	IT	4,167	4,167	4,167	4,167	4,167	**20,833**	4,167	**25,000**	**666,441**	**(641,441)**
5802	Audit & Taxes	-	-	-	-	-	-	208,190	**208,190**	**175,000**	**33,190**
5803	Legal	8,333	13,141	12,500	833	-	**34,807**	472,069	**506,876**	**187,000**	**319,876**
5804	Professional Development	5,103	5,000	19,726	5,016	1,978	**36,823**	30,404	**67,226**	**149,775**	**(82,548)**
5805	General Consulting	6,874	6,874	6,874	6,874	-	**27,495**	673,742	**701,237**	**585,171**	**116,066**
5806	Special Activities/Field Trips	40,000	40,000	70,000	18,232	4,180	**172,412**	-	**172,412**	**178,668**	**(6,256)**
5807	Bank Charges	-	-	-	-	-	-	8,082	**8,082**	**10,300**	**(2,218)**
5808	Printing	-	-	-	-	-	-	-	**-**	**6,230**	**(6,230)**
5809	Other taxes and fees	16,521	18,486	17,991	21,018	1,317	**75,334**	87,066	**162,400**	**117,454**	**44,947**
5810	Payroll Service Fee	20,524	17,042	18,561	9,280	-	**65,408**	77,345	**142,753**	**76,437**	**66,316**
5811	Management Fee	1,070,494	927,833	1,157,874	444,613	42,568	**3,643,381**	825,607	**4,468,988**	**4,769,773**	**(300,785)**
5812	District Oversight Fee	229,392	198,821	82,705	31,758	6,081	**548,757**	-	**548,757**	**573,474**	**(24,717)**
5813	County Fees	-	-	-	-	-	-	-	**-**	**-**	**-**
5814	SPED Encroachment	25,929	23,990	23,266	10,346	2,494	**86,024**	-	**86,024**	**90,080**	**(4,056)**
5815	Public Relations/Recruitment	3,011	5,030	-	50	102,604	110,695	99,556	**210,251**	**101,675**	**108,576**
		1,430,348	1,260,384	1,413,663	552,187	165,388	**4,821,970**	2,486,228	**7,308,197**	**7,687,477**	**(379,279)**
Depreciation		-	-	-	-	-		-			**-**
6900	Depreciation Expense	562,794	23,939	182,078	61,077	-	**829,888**	7,296	**837,184**	**78,800**	**758,384**
		562,794	23,939	182,078	61,077	-	**829,888**	7,296	**837,184**	**78,800**	**758,384**
Interest		-	-	-	-	-		-			**-**
7438	Interest Expense	227,030	-	339,167	-	-	**566,197**	408,324	**974,521**	**693,796**	**280,725**
		227,030	-	339,167	-	-	**566,197**	408,324	**974,521**	**693,796**	**280,725**
		-	-	-	-	-		-			**-**
Total Expenses		**$ 9,055,665**	**$ 8,206,850**	**$ 11,243,626**	**$ 4,262,479**	**$ 1,828,306**	**$ 34,596,926**	**$ 6,851,954**	**$ 41,448,880**	**$ 43,080,230**	**$ (1,631,350)**
											-
Surplus (Deficit)		**$1,643,039**	**$ 934,770**	**$ 1,156,605**	**$ 471,962**	**($1,070,414)**	**$3,135,961**	**($1,833,442)**	**$1,302,520**	**$2,130,920**	**($828,401)**
Surplus % of Expenses		**18%**	**11%**	**10%**	**11%**	**-59%**	**9%**	**-27%**	**3.14%**	**5%**	**-2%**
	Fund Balance, Beginning of Year	$ 4,237,081	$ 1,602,540	$ (666,223)	$ (184,215)	$ -	**$ 4,989,183**	$ (2,364,445)	**$ 2,624,738**	**$ 4,484,578**	**$ (1,859,840)**
	Fund Balance, End of Year	**$5,880,120**	**$ 2,537,310**	**$ 490,382**	**$ 287,747**	**$ (1,070,414)**	**$ 8,125,144**	**$ (4,197,887)**	**$3,927,258**	**$ 6,615,498**	**$ (2,688,240)**
											0.0%

FY26-27 Hollister Prep School

Monthly Cash Flow/Forecast FY26-27

CHARTER IMPACT

Actuals Through: 8/31/2026

ADA = 500.08

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues												-				ADA =	533.92
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	258,234	253,663	456,593	456,593	456,593	456,593	456,593	385,437	385,437	385,437	385,437	380,558	**4,717,167**	5,038,795	(321,628)
8012	Education Protection Account	-	-	25,004	-	-	25,004	-	-	25,004	-	-	-	25,004	**100,016**	106,784	(6,768)
8096	In Lieu of Property Taxes	-	126,334	-	-	-	817,673	-	-	-	-	821,892	144,364	(100,070)	**1,810,194**	1,932,689	(122,495)
		-	384,568	278,667	456,593	456,593	1,299,270	456,593	456,593	410,441	385,437	1,207,329	529,801	305,492	**6,627,377**	**7,078,268**	**(450,891)**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	78,960	**78,960**	78,960	-
8290	Title I, Part A - Basic Low Income	-	-	24,539	-	-	73,618	-	-	-	-	-	-	-	**98,157**	98,157	-
8291	Title II, Part A - Teacher Quality	-	-	3,780	-	-	11,341	-	-	-	-	-	-	-	**15,121**	15,121	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	17,841	-	**17,841**	17,841	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
8299	Prior Year Federal Revenue	-	18,909	-	-	-	-	-	-	-	-	-	-	-	**18,909**	-	18,909
		-	18,909	28,320	2,500	-	84,959	2,500	-	-	2,500	-	17,841	81,460	**238,988**	**220,079**	**18,909**
Other State Revenue																	
8311	State Special Education	35,611	-	36,035	64,862	64,862	64,862	64,862	64,862	64,947	64,947	64,947	64,947	64,947	**720,692**	720,692	-
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	135,000	(135,000)
8550	Mandated Cost	-	-	-	-	-	15,728	-	-	-	-	-	-	-	**15,728**	15,728	-
8560	State Lottery	-	-	-	-	-	-	36,572	-	-	36,572	-	-	62,877	**136,022**	145,226	(9,204)
8599	Other State Revenue	-	2,289	70,015	126,027	126,027	126,027	126,027	126,027	139,572	139,572	139,572	139,572	139,572	**1,400,301**	893,875	506,426
		35,611	2,289	106,050	190,889	190,889	206,618	227,462	190,889	204,519	241,092	204,519	204,519	267,396	**2,272,743**	**1,910,522**	**362,221**
Other Local Revenue																	
8690	Other Local Revenue	-	2,512	-	-	-	-	-	-	-	-	-	-	-	**2,512**	-	2,512
		-	2,512	-	-	-	-	-	-	-	-	-	-	-	**2,512**	-	**2,512**
Total Revenue		**35,611**	**408,278**	**413,036**	**649,982**	**647,482**	**1,590,847**	**686,555**	**647,482**	**614,960**	**629,028**	**1,411,848**	**752,161**	**654,348**	**9,141,620**	**9,208,869**	**(67,249)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	98,179	114,892	171,848	171,848	171,848	171,848	171,848	171,848	171,848	171,848	171,848	85,924	-	**1,845,622**	1,959,993	114,371
1175	Teachers' Extra Duty/Stipends	-	-	7,289	7,289	7,289	7,289	7,289	7,289	7,289	7,289	7,289	7,289	-	**72,888**	80,177	7,289
1200	Pupil Support Salaries	25,488	17,850	15,627	15,627	15,627	15,627	15,627	15,627	15,627	15,627	15,627	15,627	-	**199,605**	310,121	110,516
1300	Administrators' Salaries	37,252	19,604	25,232	25,232	25,232	25,232	25,232	25,232	25,232	25,232	25,232	25,232	-	**309,180**	341,289	32,109
		160,918	152,346	219,995	219,995	219,995	219,995	219,995	219,995	219,995	219,995	219,995	134,072	-	**2,427,296**	**2,691,580**	**264,284**
Classified Salaries																	
2100	Instructional Salaries	37,007	109,209	131,388	131,388	131,388	131,388	131,388	131,388	131,388	131,388	131,388	65,694	-	**1,394,399**	1,564,058	169,659
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	35,855	35,855
2400	Clerical and Office Staff Salaries	18,492	9,149	14,219	14,219	14,219	14,219	14,219	14,219	14,219	14,219	14,219	14,219	-	**169,833**	210,844	41,011
2900	Other Classified Salaries	29,022	38,447	31,871	31,871	31,871	31,871	31,871	31,871	31,871	31,871	31,871	31,871	-	**386,177**	388,136	1,960
		84,520	156,804	177,478	177,478	177,478	177,478	177,478	177,478	177,478	177,478	177,478	111,784	-	**1,950,409**	**2,198,894**	**248,485**
Benefits																	
3101	STRS	31,211	30,372	43,873	43,873	43,873	43,873	43,873	43,873	43,873	43,873	43,873	26,737	-	**483,175**	514,092	30,917
3301	OASDI	8,627	13,427	11,569	11,569	11,569	11,569	11,569	11,569	11,569	11,569	11,569	7,287	-	**133,465**	136,331	2,866
3311	Medicare	-	-	6,036	6,036	6,036	6,036	6,036	6,036	6,036	6,036	6,036	3,734	-	**58,061**	70,912	12,851
3401	Health and Welfare	58,938	46,747	65,000	65,000	65,000	65,000	65,000	65,000	65,000	65,000	65,000	65,000	-	**755,685**	603,500	(152,185)
3501	State Unemployment	37	853	2,444	2,444	2,444	2,444	12,221	9,777	4,888	2,444	2,444	2,444	-	**44,885**	50,366	5,480
3601	Workers' Compensation	-	-	5,828	5,828	5,828	5,828	5,828	5,828	5,828	5,828	5,828	3,605	-	**56,059**	68,467	12,408
3901	Other Benefits	148	-	-	-	-	-	-	-	-	-	-	-	-	**148**	-	(148)
		98,962	91,399	134,751	134,751	134,751	134,751	144,527	142,083	137,195	134,751	134,751	108,807	-	**1,531,477**	**1,443,667**	**(87,809)**
Books and Supplies																	
4100	Textbooks and Core Curricula	32,240	-	8,750	8,750	8,750	-	-	-	-	-	-	-	-	**58,490**	7,400	(51,090)
4200	Books and Other Materials	-	3,245	1,000	1,000	1,000	-	-	-	-	-	-	-	-	**6,245**	22,400	16,155
4302	School Supplies	1,552	4,601	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	**39,486**	43,900	4,414
4305	Software	79,020	16,671	11,594	11,594	11,594	11,594	11,594	11,594	11,594	11,594	11,594	11,594	-	**211,627**	183,743	(27,885)
4310	Office Expense	6,396	4,036	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	**43,765**	67,300	23,535
4311	Business Meals	-	619	83	83	83	83	83	83	83	83	83	83	-	**1,452**	5,000	3,548
4400	Noncapitalized Equipment	437	4,074	3,000	3,000	3,000	3,000	-	-	-	-	-	-	-	**16,511**	181,330	164,818
4700	Food Services	-	-	3,364	3,364	3,364	3,364	3,364	3,364	3,364	3,364	3,364	3,364	-	**33,636**	37,000	3,364
		119,646	33,246	34,457	34,457	34,457	24,707	21,707	21,707	21,707	21,707	21,707	21,707	-	**411,213**	**548,072**	**136,859**
Subagreement Services																	
5101	Nursing	-	-	42	42	42	42	42	42	42	42	42	42	-	**417**	1,900	1,483
5102	Special Education	-	2,698	36,364	36,364	36,364	36,364	36,364	36,364	36,364	36,364	36,364	36,364	-	**366,334**	251,600	(114,734)
5104	Transportation	-	153	473	473	473	473	473	473	473	473	473	473	-	**4,881**	5,600	719
5105	Security	90	-	114	114	114	114	114	114	114	114	114	114	-	**1,226**	4,250	3,024
5106	Other Educational Consultants	-	6,832	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	**26,332**	13,900	(12,432)
		90	9,684	38,942	38,942	38,942	38,942	38,942	38,942	38,942	38,942	38,942	38,942	-	**399,190**	**277,250**	**(121,940)**

FY26-27 Hollister Prep School

Monthly Cash Flow/Forecast FY26-27

CHARTER IMPACT

Actuals Through: 8/31/2026

ADA = 500.08

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Operations and Housekeeping																	
5201	Auto and Travel	42	29	273	273	273	273	273	273	273	273	273	273	-	**2,799**	4,900	2,101
5300	Dues & Memberships	8,564	(564)	750	750	750	750	750	750	750	750	750	750	-	**15,500**	1,400	(14,100)
5400	Insurance	-	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	**16,667**	49,900	33,233
5501	Utilities	-	-	6,550	6,550	6,550	6,550	6,550	6,550	6,550	6,550	6,550	6,550	-	**65,500**	139,900	74,400
5502	Janitorial Services	-	198	233	233	233	233	233	233	233	233	233	233	-	**2,532**	1,400	(1,132)
5516	Miscellaneous Expense	-	-	100	100	100	100	100	100	100	100	100	100	-	**1,000**	12,000	11,000
5900	Communications	231	2,358	833	833	833	833	833	833	833	833	833	833	-	**10,923**	11,600	677
5901	Postage and Shipping	-	65	50	50	50	50	50	50	50	50	50	50	-	**565**	700	135
		8,838	2,087	10,456	10,456	10,456	10,456	10,456	10,456	10,456	10,456	10,456	10,456	-	**115,485**	**221,800**	**106,315**
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	200,000	200,000
5603	Equipment Leases	6,677	4,447	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	-	**73,624**	50,600	(23,024)
5610	Repairs and Maintenance	1,118	215	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**13,833**	19,800	5,967
		7,795	4,662	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	-	**87,457**	**270,400**	**182,943**
Professional/Consulting Services																	
5801	IT	-	-	417	417	417	417	417	417	417	417	417	417	-	**4,167**	76,472	72,305
5803	Legal	-	13,141	-	-	-	-	-	-	-	-	-	-	-	**13,141**	-	(13,141)
5804	Professional Development	-	-	500	500	500	500	500	500	500	500	500	500	-	**5,000**	37,195	32,195
5805	General Consulting	2,874	-	400	400	400	400	400	400	400	400	400	400	-	**6,874**	7,800	926
5806	Special Activities/Field Trips	-	-	-	-	-	13,333	13,333	13,333	-	-	-	-	-	**40,000**	50,200	10,200
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	800	800
5809	Other taxes and fees	-	2,486	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	-	**18,486**	6,100	(12,386)
5810	Payroll Service Fee	1,803	1,906	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	-	**17,042**	3,600	(13,442)
5811	Management Fee	-	-	-	-	-	-	-	-	-	-	-	-	927,833	**927,833**	990,958	63,125
5812	District Oversight Fee	-	-	8,360	13,698	13,698	38,978	13,698	13,698	12,313	11,563	36,220	15,894	20,702	**198,821**	212,348	13,527
5814	SPED Encroachment	1,191	-	1,081	1,946	1,946	1,946	1,946	1,946	1,948	1,948	1,948	1,948	4,195	**23,990**	23,990	-
5815	Public Relations/Recruitment	30	-	500	500	500	500	500	500	500	500	500	500	-	**5,030**	100	(4,930)
		5,898	17,533	14,191	20,394	20,394	59,007	33,727	33,727	19,012	18,262	42,918	22,592	952,729	**1,260,384**	**1,409,562**	**149,178**
Depreciation																	
6900	Depreciation Expense	2,094	2,094	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	-	**23,939**	25,300	1,361
		2,094	2,094	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	-	**23,939**	**25,300**	**1,361**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**488,761**	**469,856**	**639,745**	**645,947**	**645,947**	**674,811**	**656,308**	**653,863**	**634,260**	**631,065**	**655,722**	**457,835**	**952,729**	**8,206,850**	**9,086,525**	**879,676**
Monthly Surplus (Deficit)		**(453,150)**	**(61,578)**	**(226,709)**	**4,035**	**1,535**	**916,036**	**30,247**	**(6,381)**	**(19,300)**	**(2,037)**	**756,126**	**294,326**	**(298,381)**	**934,770**	**122,344**	**812,426**
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(453,150)	(61,578)	(226,709)	4,035	1,535	916,036	30,247	(6,381)	(19,300)	(2,037)	756,126	294,326	(298,381)	**934,770**	**122,344**	
Cash flows from operating activities																	
	Depreciation/Amortization	2,094	2,094	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	-	**23,938**	**25,300**	
	Public Funding Receivables	477,352	1,220,026	571,518	-	-	67,939	(581,459)	-	-	-	-	-	(654,348)	**1,101,028**	**675,257**	
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	
	Due To/From Related Parties	(323,161)	(72,486)	-	-	-	-	-	-	-	-	-	-	-	**(395,647)**	**-**	
	Prepaid Expenses	23,632	-	-	-	-	-	-	-	-	-	-	-	-	**23,632**	**-**	
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	
	Accounts Payable	(76,093)	(43,530)	-	-	-	-	-	-	-	-	-	-	952,729	**833,106**	**22,616**	
	Accrued Expenses	45,914	(228,018)	-	-	-	-	-	-	-	-	-	-	-	**(182,104)**	**-**	
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	
	Deferred Revenue	-	50,342	-	-	-	-	-	-	-	-	-	-	-	**50,342**	**-**	
Cash flows from investing activities																	
	Purchases of Prop. And Equip.	(3,500)	-	-	-	-	-	-	-	-	-	-	-	-	**(3,500)**	**-**	
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	
Cash flows from financing activities																	
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	
Total Change in Cash		(306,912)	866,850	346,784	6,010	3,510	985,949	(549,237)	(4,406)	(17,325)	(62)	758,101	296,301				
Cash, Beginning of Month		630,864	323,952	1,190,802	1,537,587	1,543,597	1,547,107	2,533,056	1,983,819	1,979,413	1,962,088	1,962,027	2,720,128				
Cash, End of Month		**323,952**	**1,190,802**	**1,537,587**	**1,543,597**	**1,547,107**	**2,533,056**	**1,983,819**	**1,979,413**	**1,962,088**	**1,962,027**	**2,720,128**	**3,016,429**				

FY26-27 Watsonville Prep School

Monthly Cash Flow/Forecast FY26-27

CHARTER IMPACT

Actuals Through: 8/31/2026

ADA = 522.64

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues										-						ADA = 548.96	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	393,358	389,497	701,094	701,094	701,094	701,094	701,094	749,376	749,376	749,376	749,376	749,376	**8,035,208**	8,431,684	(396,476)
8012	Education Protection Account	-	-	26,132	-	-	26,132	-	-	26,132	-	-	-	26,132	**104,528**	109,792	(5,264)
8096	In Lieu of Property Taxes	-	-	-	-	-	53,282	-	-	-	53,541	12,918	12,918	(1,869)	**130,790**	137,376	(6,586)
		-	393,358	415,629	701,094	701,094	780,508	701,094	701,094	775,508	802,917	762,294	762,294	773,639	**8,270,526**	**8,678,852**	**(408,326)**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	75,180	**75,180**	75,180	-
8220	Federal Child Nutrition	-	-	-	9,326	17,720	17,720	17,720	17,720	17,720	17,720	17,720	17,720	35,440	**186,529**	195,922	(9,394)
8290	Title I, Part A - Basic Low Income	-	-	39,444	-	-	118,332	-	-	-	-	-	-	-	**157,776**	157,776	-
8291	Title II, Part A - Teacher Quality	-	-	4,836	-	-	14,507	-	-	-	-	-	-	-	**19,342**	19,342	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	27,980	-	**27,980**	27,980	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
		-	-	44,280	11,826	17,720	150,559	20,220	17,720	17,720	20,220	17,720	45,700	113,120	**476,807**	**486,200**	**(9,394)**
Other State Revenue																	
8311	State Special Education	34,136	-	33,965	61,137	61,137	61,137	61,137	61,137	65,310	65,310	65,310	65,310	65,310	**700,338**	735,606	(35,269)
8520	Child Nutrition	-	-	-	17,655	17,655	17,655	17,655	17,655	17,655	17,655	17,655	17,655	14,229	**173,128**	18,545	154,583
8545	School Facilities (SB740)	-	-	-	-	-	-	360,778	-	-	-	180,389	-	180,389	**721,557**	757,894	(36,337)
8550	Mandated Cost	-	-	-	-	-	14,458	-	-	-	-	-	-	-	**14,458**	14,458	-
8560	State Lottery	-	-	-	-	-	-	34,472	-	-	34,472	-	-	73,214	**142,158**	149,317	(7,159)
8599	Other State Revenue	-	2,194	57,322	103,179	103,179	103,179	103,179	126,063	126,063	126,063	126,063	126,063	796,910	**1,899,457**	1,445,086	454,371
		34,136	2,194	91,287	181,972	181,972	196,429	577,222	204,855	209,029	243,501	389,418	209,029	1,130,053	**3,651,095**	**3,120,906**	**530,189**
Other Local Revenue																	
8660	Interest Revenue	-	1,803	-	-	-	-	-	-	-	-	-	-	-	**1,803**	-	1,803
		-	1,803	-	-	-	-	-	-	-	-	-	-	-	**1,803**	-	**1,803**
Total Revenue		**34,136**	**397,355**	**551,195**	**894,892**	**900,786**	**1,127,496**	**1,298,536**	**923,670**	**1,002,257**	**1,066,638**	**1,169,432**	**1,017,023**	**2,016,813**	**12,400,231**	**12,285,958**	**114,272**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	158,291	147,439	169,959	169,959	169,959	169,959	169,959	169,959	169,959	169,959	169,959	84,980	-	**1,920,341**	2,015,173	94,832
1170	Teachers' Substitute Hours	-	5,415	-	-	-	-	-	-	-	-	-	-	-	**5,415**	-	(5,415)
1175	Teachers' Extra Duty/Stipends	-	-	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	-	**63,636**	70,000	6,364
1200	Pupil Support Salaries	20,244	24,100	18,387	18,387	18,387	18,387	18,387	18,387	18,387	18,387	18,387	9,193	-	**219,018**	277,664	58,646
1300	Administrators' Salaries	46,431	27,007	38,209	38,209	38,209	38,209	38,209	38,209	38,209	38,209	38,209	19,105	-	**436,425**	397,678	(38,747)
		224,965	203,962	232,919	232,919	232,919	232,919	232,919	232,919	232,919	232,919	232,919	119,641	-	**2,644,836**	**2,760,516**	**115,680**
Classified Salaries																	
2100	Instructional Salaries	29,327	86,098	98,724	98,724	98,724	98,724	98,724	98,724	98,724	98,724	98,724	49,362	-	**1,053,304**	1,193,476	140,171
2300	Classified Administrators' Salaries	6,475	-	-	-	-	-	-	-	-	-	-	-	-	**6,475**	-	(6,475)
2400	Clerical and Office Staff Salaries	16,594	14,958	9,238	9,238	9,238	9,238	9,238	9,238	9,238	9,238	9,238	9,238	-	**123,931**	164,489	40,558
2900	Other Classified Salaries	54,819	58,284	48,328	48,328	48,328	48,328	48,328	48,328	48,328	48,328	48,328	24,164	-	**572,216**	777,319	205,103
		107,215	159,339	156,290	156,290	156,290	156,290	156,290	156,290	156,290	156,290	156,290	82,764	-	**1,755,927**	**2,135,284**	**379,357**
Benefits																	
3101	STRS	43,307	38,803	43,999	43,999	43,999	43,999	43,999	43,999	43,999	43,999	43,999	22,601	-	**500,703**	527,259	26,556
3301	OASDI	11,153	14,750	9,755	9,755	9,755	9,755	9,755	9,755	9,755	9,755	9,755	5,166	-	**118,861**	132,388	13,527
3311	Medicare	-	-	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	2,923	-	**53,515**	70,989	17,474
3401	Health and Welfare	62,544	58,267	74,917	74,917	74,917	74,917	74,917	74,917	74,917	74,917	74,917	74,917	-	**869,977**	705,500	(164,477)
3501	State Unemployment	7	93	2,238	2,238	2,238	2,238	11,189	8,951	4,476	2,238	2,238	2,238	-	**40,381**	48,677	8,296
3601	Workers' Compensation	-	-	5,427	5,427	5,427	5,427	5,427	5,427	5,427	5,427	5,427	2,823	-	**51,670**	68,541	16,871
		117,010	111,913	141,957	141,957	141,957	141,957	150,909	148,671	144,195	141,957	141,957	110,667	-	**1,635,107**	**1,553,353**	**(81,754)**
Books and Supplies																	
4100	Textbooks and Core Curricula	32,963	-	8,750	8,750	8,750	-	-	-	-	-	-	-	-	**59,213**	9,130	(50,083)
4200	Books and Other Materials	-	3,245	1,000	1,000	1,000	-	-	-	-	-	-	-	-	**6,245**	20,000	13,755
4302	School Supplies	(380)	4,013	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	**41,132**	20,000	(21,132)
4305	Software	73,468	16,659	9,215	9,215	9,215	9,215	9,215	9,215	9,215	9,215	9,215	9,215	-	**182,277**	161,379	(20,897)
4310	Office Expense	979	753	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	**26,732**	34,800	8,068
4311	Business Meals	-	-	83	83	83	83	83	83	83	83	83	83	-	**833**	5,800	4,967
4400	Noncapitalized Equipment	999	622	2,000	2,000	2,000	2,000	-	-	-	-	-	-	-	**9,620**	81,833	72,213
4700	Food Services	5,965	3,415	33,692	33,692	33,692	33,692	33,692	33,692	33,692	33,692	33,692	33,692	-	**346,301**	214,467	(131,834)
		113,993	28,706	60,990	60,990	60,990	51,240	49,240	49,240	49,240	49,240	49,240	49,240	-	**672,354**	**547,409**	**(124,944)**
Subagreement Services																	
5101	Nursing	-	-	39	39	39	39	39	39	39	39	39	39	-	**391**	469	78
5102	Special Education	-	-	13,636	13,636	13,636	13,636	13,636	13,636	13,636	13,636	13,636	13,636	-	**136,364**	114,000	(22,364)
5104	Transportation	-	-	727	727	727	727	727	727	727	727	727	727	-	**7,273**	8,200	927
5105	Security	-	-	773	773	773	773	773	773	773	773	773	773	-	**7,727**	8,200	473
5106	Other Educational Consultants	-	18,157	29,000	29,000	29,000	29,000	29,000	29,000	29,000	29,000	29,000	29,000	-	**308,157**	252,800	(55,357)
		-	18,157	44,175	44,175	44,175	44,175	44,175	44,175	44,175	44,175	44,175	44,175	-	**459,912**	**383,669**	**(76,243)**
Operations and Housekeeping																	
5201	Auto and Travel	37	117	182	182	182	182	182	182	182	182	182	182	-	**1,972**	11,900	9,928
5300	Dues & Memberships	8,537	(537)	750	750	750	750	750	750	750	750	750	750	-	**15,500**	100	(15,400)
5400	Insurance	-	-	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	**20,833**	49,300	28,467

FY26-27 Watsonville Prep School

Monthly Cash Flow/Forecast FY26-27

CHARTER IMPACT

Actuals Through: 8/31/2026

ADA = 522.64

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5501	Utilities	-	8,130	34,583	34,583	34,583	34,583	34,583	34,583	34,583	34,583	34,583	34,583	-	**353,963**	222,100	(131,863)
5516	Miscellaneous Expense	-	-	100	100	100	100	100	100	100	100	100	100	-	**1,000**	15,700	14,700
5900	Communications	243	741	833	833	833	833	833	833	833	833	833	833	-	**9,317**	16,500	7,183
5901	Postage and Shipping	-	-	50	50	50	50	50	50	50	50	50	50	-	**500**	1,200	700
		8,817	8,450	38,582	38,582	38,582	38,582	38,582	38,582	38,582	38,582	38,582	38,582	-	**403,086**	**316,800**	**(86,286)**
Facilities, Repairs and Other Leases																	
5601	Rent	112,577	31,524	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	-	**1,658,225**	1,816,950	158,724
5602	Additional Rent	-	-	333	333	333	333	333	333	333	333	333	333	-	**3,333**	9,900	6,567
5603	Equipment Leases	2,877	2,959	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	**39,170**	24,500	(14,670)
5610	Repairs and Maintenance	155	3,279	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	**36,768**	60,400	23,632
		115,609	37,763	158,412	158,412	158,412	158,412	158,412	158,412	158,412	158,412	158,412	158,412	-	**1,737,496**	**1,911,750**	**174,253**
Professional/Consulting Services																	
5801	IT	-	-	417	417	417	417	417	417	417	417	417	417	-	**4,167**	113,205	109,038
5803	Legal	-	-	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**12,500**	6,300	(6,200)
5804	Professional Development	-	4,726	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	**19,726**	43,800	24,074
5805	General Consulting	2,874	-	400	400	400	400	400	400	400	400	400	400	-	**6,874**	21,000	14,126
5806	Special Activities/Field Trips	-	-	-	-	-	23,333	23,333	23,333	-	-	-	-	-	**70,000**	51,040	(18,960)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	300	300
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	1,700	1,700
5809	Other taxes and fees	772	1,220	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	-	**17,991**	11,700	(6,291)
5810	Payroll Service Fee	1,731	1,830	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	**18,561**	3,800	(14,761)
5811	Management Fee	-	-	-	-	-	-	-	-	-	-	-	-	1,157,874	**1,157,874**	1,215,039	57,166
5812	District Oversight Fee	-	-	4,156	7,011	7,011	7,805	7,011	7,011	7,755	8,029	7,623	7,623	11,670	**82,705**	86,789	4,083
5814	SPED Encroachment	1,141	-	1,019	1,834	1,834	1,834	1,834	1,834	1,959	1,959	1,959	1,959	4,098	**23,266**	24,324	1,058
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	800	800
		6,517	7,776	11,842	15,512	15,512	39,639	38,845	38,845	16,381	16,655	16,249	16,249	1,173,641	**1,413,663**	**1,579,796**	**166,134**
Depreciation																	
6900	Depreciation Expense	36,956	36,956	10,817	10,817	10,817	10,817	10,817	10,817	10,817	10,817	10,817	10,817	-	**182,078**	10,300	(171,778)
		36,956	36,956	10,817	10,817	10,817	10,817	10,817	10,817	10,817	10,817	10,817	10,817	-	**182,078**	**10,300**	**(171,778)**
Interest																	
7438	Interest Expense	2,917	2,917	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	-	**339,167**	105,000	(234,167)
		2,917	2,917	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	-	**339,167**	**105,000**	**(234,167)**
Total Expenses		**733,999**	**615,939**	**889,318**	**892,988**	**892,988**	**907,365**	**913,522**	**911,285**	**884,345**	**882,381**	**881,975**	**663,881**	**1,173,641**	**11,243,626**	**11,303,877**	**60,252**
Monthly Surplus (Deficit)		**(699,863)**	**(218,583)**	**(338,123)**	**1,905**	**7,798**	**220,131**	**385,014**	**12,385**	**117,912**	**184,257**	**287,458**	**353,142**	**843,171**	**1,156,605**	**982,081**	**174,524**
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(699,863)	(218,583)	(338,123)	1,905	7,798	220,131	385,014	12,385	117,912	184,257	287,458	353,142	843,171	**1,156,605**		
Cash flows from operating activities																	
	Depreciation/Amortization	36,956	36,955	10,817	10,817	10,817	10,817	10,817	10,817	10,817	10,817	10,817	10,817	-	**182,078**		
	Public Funding Receivables	134,097	1,011,792	859,913	-	137,214	70,082	(14,887)	-	-	-	-	-	(2,016,813)	**181,399**		
	Grants and Contributions Rec.	575	-	-	-	-	-	-	-	-	-	-	-	-	**575**		
	Due To/From Related Parties	682,955	(766,901)	-	-	-	-	-	-	-	-	-	-	-	**(83,946)**		
	Prepaid Expenses	22,437	-	-	-	-	-	-	-	-	-	-	-	-	**22,437**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Accounts Payable	(182,021)	(42,267)	-	-	-	-	-	-	-	-	-	-	1,173,641	**949,353**		
	Accrued Expenses	3,247	(5,536)	-	-	-	-	-	-	-	-	-	-	-	**(2,289)**		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Deferred Revenue	-	(16,269)	-	-	-	-	-	-	-	-	-	-	-	**(16,269)**		
Cash flows from investing activities																	
	Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																	
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash		(1,617)	(809)	532,607	12,721	155,829	301,029	380,944	23,202	128,729	195,074	298,274	363,959				
Cash, Beginning of Month		3,234	1,617	808	533,415	546,136	701,965	1,002,994	1,383,938	1,407,140	1,535,869	1,730,943	2,029,217				
Cash, End of Month		**1,617**	**808**	**533,415**	**546,136**	**701,965**	**1,002,994**	**1,383,938**	**1,407,140**	**1,535,869**	**1,730,943**	**2,029,217**	**2,393,176**				

FY26-27 Gilroy Prep School

Monthly Cash Flow/Forecast FY26-27

CHARTER IMPACT

Actuals Through: 8/31/2026

ADA = 571.52

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 571.52	
State Aid - Revenue Limit																	
8011	LCFF State Aid	177,621	177,621	177,561	319,611	319,611	319,611	319,611	319,611	272,413	272,413	272,413	272,413	272,413	**3,492,923**	3,492,863	60
8012	Education Protection Account	-	-	280,509	-	-	280,509	-	-	280,509	-	-	-	280,509	**1,122,037**	1,122,037	-
8096	In Lieu of Property Taxes	-	185,350	369,850	246,567	246,567	246,567	246,567	246,567	414,465	207,232	207,232	207,232	207,232	**3,031,427**	3,031,427	-
		177,621	362,971	827,920	566,177	566,177	846,686	566,177	566,177	967,387	479,646	479,646	479,646	760,155	**7,646,386**	**7,646,327**	**60**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	85,680	**85,680**	85,680	-
8220	Federal Child Nutrition	-	-	-	6,984	13,269	13,269	13,269	13,269	13,269	13,269	13,269	13,269	26,538	**139,672**	139,672	-
8290	Title I, Part A - Basic Low Income	-	-	22,723	-	-	68,168	-	-	-	-	-	-	-	**90,891**	90,891	-
8291	Title II, Part A - Teacher Quality	-	-	3,754	-	-	11,261	-	-	-	-	-	-	-	**15,014**	15,014	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	16,961	-	**16,961**	16,961	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
		-	-	26,476	9,484	13,269	92,698	15,769	13,269	13,269	15,769	13,269	30,230	114,718	**358,218**	**358,218**	**-**
Other State Revenue																	
8311	State Special Education	38,688	-	38,932	70,077	70,077	70,077	70,077	70,077	70,126	70,126	70,126	70,126	70,126	**778,634**	778,634	-
8520	Child Nutrition	-	-	-	13,220	13,220	13,220	13,220	13,220	13,220	13,220	13,220	13,220	150,559	**269,542**	13,220	256,322
8550	Mandated Cost	-	-	-	-	-	16,740	-	-	-	-	-	-	-	**16,740**	16,740	-
8560	State Lottery	-	-	-	-	-	-	39,513	-	-	39,513	-	-	76,428	**155,453**	155,453	-
8599	Other State Revenue	2,487	2,487	73,634	132,541	132,541	132,541	132,541	173,278	173,278	173,278	173,278	173,278	(2,487)	**1,472,675**	944,661	528,014
		41,175	2,487	112,565	215,838	215,838	232,578	255,351	256,576	256,624	296,137	256,624	256,624	294,625	**2,693,044**	**1,908,709**	**784,335**
Other Local Revenue																	
8690	Other Local Revenue	-	789	-	-	-	-	-	-	-	-	-	-	-	**789**	-	789
8699	School Fundraising	-	266	-	-	-	-	-	-	-	-	-	-	-	**266**	-	266
		-	1,055	-	-	-	-	-	-	-	-	-	-	-	**1,055**	-	**1,055**
Total Revenue		**218,796**	**366,513**	**966,962**	**791,499**	**795,284**	**1,171,962**	**837,297**	**836,022**	**1,237,280**	**791,552**	**749,539**	**766,500**	**1,169,498**	**10,698,704**	**9,913,254**	**785,450**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	128,002	148,419	178,798	178,798	178,798	178,798	178,798	178,798	178,798	178,798	178,798	89,399	-	**1,975,001**	2,018,458	43,457
1175	Teachers' Extra Duty/Stipends	-	-	6,863	6,863	6,863	6,863	6,863	6,863	6,863	6,863	6,863	6,863	-	**68,629**	75,492	6,863
1200	Pupil Support Salaries	5,545	12,417	9,458	9,458	9,458	9,458	9,458	9,458	9,458	9,458	9,458	9,458	-	**112,541**	203,423	90,882
1300	Administrators' Salaries	39,652	23,827	31,987	31,987	31,987	31,987	31,987	31,987	31,987	31,987	31,987	15,993	-	**367,352**	533,848	166,496
		173,199	184,664	227,105	227,105	227,105	227,105	227,105	227,105	227,105	227,105	227,105	121,713	-	**2,523,522**	**2,831,220**	**307,697**
Classified Salaries																	
2100	Instructional Salaries	33,365	98,473	118,991	118,991	118,991	118,991	118,991	118,991	118,991	118,991	118,991	59,495	-	**1,262,252**	1,391,190	128,937
2400	Clerical and Office Staff Salaries	13,845	9,990	10,224	10,224	10,224	10,224	10,224	10,224	10,224	10,224	10,224	5,112	-	**120,963**	194,507	73,544
2900	Other Classified Salaries	36,459	48,740	37,871	37,871	37,871	37,871	37,871	37,871	37,871	37,871	37,871	18,935	-	**444,971**	497,834	52,863
		83,669	157,203	167,086	167,086	167,086	167,086	167,086	167,086	167,086	167,086	167,086	83,543	-	**1,828,186**	**2,083,530**	**255,345**
Benefits																	
3101	STRS	31,740	35,688	44,690	44,690	44,690	44,690	44,690	44,690	44,690	44,690	44,690	23,951	-	**493,593**	540,763	47,170
3301	OASDI	8,709	14,428	10,524	10,524	10,524	10,524	10,524	10,524	10,524	10,524	10,524	5,262	-	**123,119**	129,179	6,060
3311	Medicare	-	-	5,854	5,854	5,854	5,854	5,854	5,854	5,854	5,854	5,854	3,048	-	**55,738**	71,264	15,526
3401	Health and Welfare	53,092	41,963	50,667	50,667	50,667	50,667	50,667	50,667	50,667	50,667	50,667	50,667	-	**601,721**	756,500	154,779
3501	State Unemployment	9	596	2,352	2,352	2,352	2,352	11,760	9,408	4,704	2,352	2,352	2,352	-	**42,941**	50,960	8,019
3601	Workers' Compensation	-	-	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	2,943	-	**53,816**	68,806	14,991
		93,549	92,675	119,740	119,740	119,740	119,740	129,148	126,796	122,092	119,740	119,740	88,224	-	**1,370,927**	**1,617,472**	**246,545**
Books and Supplies																	
4100	Textbooks and Core Curricula	31,763	93	-	-	-	-	-	-	-	-	-	3,144	-	**35,000**	10,230	(24,770)
4200	Books and Other Materials	-	3,247	-	-	-	-	-	-	-	-	-	1,753	-	**5,000**	23,700	18,700
4302	School Supplies	1,948	4,140	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	**47,755**	52,900	5,145
4305	Software	80,170	16,610	10,260	10,260	5,823	-	-	-	-	-	-	-	-	**123,125**	251,796	128,671
4310	Office Expense	1,681	4,842	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	-	**39,190**	39,200	10
4311	Business Meals	-	92	83	83	83	83	83	83	83	83	83	83	-	**925**	8,200	7,275
4312	School Fundraising	-	-	908	908	908	908	908	908	908	908	908	908	-	**9,083**	10,900	1,817
4400	Noncapitalized Equipment	-	1,885	4,000	4,000	4,000	4,000	-	-	-	-	-	-	-	**17,885**	181,651	163,766
4700	Food Services	4,893	-	37,201	37,201	37,201	37,201	37,201	37,201	37,201	37,201	37,201	37,201	-	**376,906**	152,893	(224,013)
		120,456	30,909	59,887	59,887	55,450	49,626	45,626	45,626	45,626	45,626	45,626	50,523	-	**654,868**	**731,469**	**76,601**
Subagreement Services																	
5101	Nursing	-	-	42	42	42	42	42	42	42	42	42	42	-	**417**	1,150	733
5102	Special Education	-	-	27,273	27,273	27,273	27,273	27,273	27,273	27,273	27,273	27,273	27,273	-	**272,727**	152,500	(120,227)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	500	500
5104	Transportation	-	-	602	602	602	602	602	602	602	602	602	602	-	**6,018**	400	(5,618)
5105	Security	498	210	841	841	841	841	841	841	841	841	841	841	-	**9,118**	7,750	(1,368)
5106	Other Educational Consultants	-	7,756	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	-	**27,506**	15,300	(12,206)
		498	7,966	30,732	30,732	30,732	30,732	30,732	30,732	30,732	30,732	30,732	30,732	-	**315,786**	**177,600**	**(138,186)**
Operations and Housekeeping																	
5201	Auto and Travel	42	183	400	400	400	400	400	400	400	400	400	400	-	**4,224**	4,400	176
5300	Dues & Memberships	8,612	482	833	833	833	833	833	833	833	833	833	833	-	**17,427**	-	(17,427)
5400	Insurance	-	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	**16,667**	55,200	38,533

FY26-27 Gilroy Prep School

Monthly Cash Flow/Forecast FY26-27

CHARTER IMPACT

Actuals Through: 8/31/2026

ADA = 571.52

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5501	Utilities	-	1,961	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	-	**18,044**	17,100	(944)
5502	Janitorial Services	-	198	100	100	100	100	100	100	100	100	100	100	-	**1,198**	-	(1,198)
5516	Miscellaneous Expense	-	-	100	100	100	100	100	100	100	100	100	100	-	**1,000**	24,980	23,980
5900	Communications	1,035	3,303	833	833	833	833	833	833	833	833	833	833	-	**12,671**	13,000	329
5901	Postage and Shipping	-	64	50	50	50	50	50	50	50	50	50	50	-	**564**	500	(64)
		9,688	6,191	5,592	5,592	5,592	5,592	5,592	5,592	5,592	5,592	5,592	5,592	-	**71,796**	**115,180**	**43,384**
Facilities, Repairs and Other Leases																	
5602	Additional Rent	-	180	-	-	-	-	-	-	-	-	-	-	-	**180**	-	(180)
5603	Equipment Leases	3,318	2,344	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	-	**34,829**	19,200	(15,629)
5610	Repairs and Maintenance	5,183	3,548	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	-	**35,397**	98,700	63,303
		8,501	6,072	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	-	**70,406**	**117,900**	**47,494**
Professional/Consulting Services																	
5801	IT	-	-	417	417	417	417	417	417	417	417	417	417	-	**4,167**	109,300	105,133
5803	Legal	-	-	833	833	833	833	833	833	833	833	833	833	-	**8,333**	3,100	(5,233)
5804	Professional Development	-	103	500	500	500	500	500	500	500	500	500	500	-	**5,103**	17,300	12,197
5805	General Consulting	2,874	-	400	400	400	400	400	400	400	400	400	400	-	**6,874**	7,100	226
5806	Special Activities/Field Trips	-	-	-	-	-	13,333	13,333	13,333	-	-	-	-	-	**40,000**	50,300	10,300
5807	Bank Charges	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	2,000	2,000
5809	Other taxes and fees	-	4,521	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	-	**16,521**	4,700	(11,821)
5810	Payroll Service Fee	1,875	1,982	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	**20,524**	3,900	(16,624)
5811	Management Fee	-	-	-	-	-	-	-	-	-	-	-	-	1,070,494	**1,070,494**	1,070,486	(8)
5812	District Oversight Fee	-	-	24,838	16,985	16,985	25,401	16,985	16,985	29,022	14,389	14,389	14,389	39,022	**229,392**	229,390	(2)
5814	SPED Encroachment	1,294	-	1,168	2,102	2,102	2,102	2,102	2,102	2,104	2,104	2,104	2,104	4,541	**25,929**	25,929	-
5815	Public Relations/Recruitment	11	-	300	300	300	300	300	300	300	300	300	300	-	**3,011**	300	(2,711)
		6,054	6,606	31,322	24,404	24,404	46,153	37,738	37,738	36,442	21,810	21,810	21,810	1,114,057	**1,430,348**	**1,523,805**	**93,457**
Depreciation																	
6900	Depreciation Expense	84,581	84,047	39,417	39,417	39,417	39,417	39,417	39,417	39,417	39,417	39,417	39,417	-	**562,794**	34,400	(528,394)
		84,581	84,047	39,417	39,417	39,417	39,417	39,417	39,417	39,417	39,417	39,417	39,417	-	**562,794**	**34,400**	**(528,394)**
Interest																	
7438	Interest Expense	-	-	22,703	22,703	22,703	22,703	22,703	22,703	22,703	22,703	22,703	22,703	-	**227,030**	100,000	(127,030)
		-	-	22,703	22,703	22,703	22,703	22,703	22,703	22,703	22,703	22,703	22,703	-	**227,030**	**100,000**	**(127,030)**
Total Expenses		**580,197**	**576,333**	**709,167**	**702,249**	**697,812**	**713,737**	**710,730**	**708,378**	**702,378**	**685,394**	**685,394**	**469,839**	**1,114,057**	**9,055,665**	**9,332,577**	**276,911**
Monthly Surplus (Deficit)		**(361,401)**	**(209,820)**	**257,795**	**89,250**	**97,472**	**458,225**	**126,567**	**127,644**	**534,902**	**106,158**	**64,145**	**296,661**	**55,441**	**1,643,039**	**580,678**	**1,062,361**
															18.14%	0	
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(361,401)	(209,820)	257,795	89,250	97,472	458,225	126,567	127,644	534,902	106,158	64,145	296,661	55,441	**1,643,039**	**580,678**	
Cash flows from operating activities																	
Depreciation/Amortization		84,582	84,047	39,417	39,417	39,417	39,417	39,417	39,417	39,417	39,417	39,417	39,417	-	**562,796**	**34,400**	
Public Funding Receivables		1,055,448	43,864	409,571	-	-	25,646	(516,371)	-	-	-	-	-	(1,169,498)	**(151,341)**	**(271,549)**	
Grants and Contributions Rec.		899	-	-	-	-	-	-	-	-	-	-	-	-	**899**	-	
Due To/From Related Parties		(344,926)	15,713	-	-	-	-	-	-	-	-	-	-	-	**(329,213)**	-	
Prepaid Expenses		18,269	-	-	-	-	-	-	-	-	-	-	-	-	**18,269**	-	
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	
Accounts Payable		(15,595)	(38,882)	-	-	-	-	-	-	-	-	-	-	1,114,057	**1,059,580**	**28,545**	
Accrued Expenses		(47,983)	(21,723)	-	-	-	-	-	-	-	-	-	-	-	**(69,706)**	-	
Other Liabilities		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	
Deferred Revenue		49,737	42,628	-	-	-	-	-	-	-	-	-	-	-	**92,365**	-	
Cash flows from investing activities																	
Purchases of Prop. And Equip.		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	
Notes Receivable		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	
Cash flows from financing activities																	
Proceeds from Factoring		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	
Payments on Factoring		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	
Proceeds(Payments) on Debt		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	
Total Change in Cash		439,030	(84,173)	706,782	128,667	136,889	523,287	(350,388)	167,060	574,319	145,574	103,561	336,078				
Cash, Beginning of Month		252,220	691,250	607,078	1,313,860	1,442,527	1,579,416	2,102,703	1,752,315	1,919,376	2,493,694	2,639,269	2,742,830				
Cash, End of Month		**691,250**	**607,078**	**1,313,860**	**1,442,527**	**1,579,416**	**2,102,703**	**1,752,315**	**1,919,376**	**2,493,694**	**2,639,269**	**2,742,830**	**3,078,908**				

FY26-27 Hayward Collegiate

Monthly Cash Flow/Forecast FY26-27

Revised 4/30/26

Actuals Through:

ADA = 232.18

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 248.16	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	104,643	98,280	176,904	176,904	176,904	176,904	176,904	203,013	203,013	203,013	203,013	98,370	**1,997,864**	2,082,175	(84,311)
8012	Education Protection Account	-	-	11,609	-	-	11,609	-	-	11,609	-	-	-	11,609	**46,436**	49,632	(3,196)
8096	In Lieu of Property Taxes	-	-	-	-	-	466,913	-	-	-	470,065	110,765	110,765	(27,004)	**1,131,506**	1,207,326	(75,820)
		-	104,643	109,889	176,904	176,904	655,426	176,904	176,904	214,622	673,079	313,779	313,779	82,975	**3,175,806**	**3,339,133**	**(163,327)**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	33,740	**33,740**	33,740	-
8220	Federal Child Nutrition	-	-	-	2,895	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	11,001	**57,900**	59,440	(1,541)
8290	Title I, Part A - Basic Low Income	-	-	12,756	-	-	38,268	-	-	-	-	-	-	-	**51,024**	51,024	-
8291	Title II, Part A - Teacher Quality	-	-	1,773	-	-	5,318	-	-	-	-	-	-	-	**7,090**	7,090	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
		-	-	14,529	5,395	5,500	49,086	8,000	5,500	5,500	8,000	5,500	5,500	47,241	**159,754**	**161,294**	**(1,541)**
Other State Revenue																	
8311	State Special Education	15,186	-	15,305	27,549	27,549	27,549	27,549	27,549	28,577	28,577	28,577	28,577	28,577	**311,121**	332,534	(21,413)
8520	Child Nutrition	-	-	-	5,480	5,480	5,480	5,480	5,480	5,480	5,480	5,480	5,480	111,344	**160,667**	5,626	155,041
8545	School Facilities (SB740)	-	-	-	-	-	-	87,842	-	-	-	43,921	-	43,921	**175,684**	159,603	16,081
8550	Mandated Cost	-	-	-	-	-	4,799	-	-	-	-	-	-	-	**4,799**	4,799	-
8560	State Lottery	-	-	-	-	-	-	15,533	-	-	15,533	-	-	32,086	**63,153**	67,500	(4,347)
8599	Other State Revenue	-	33,344	34,166	61,499	61,499	61,499	61,499	61,499	61,664	61,664	61,664	61,664	61,664	**683,324**	457,484	225,840
		15,186	33,344	49,471	94,528	94,528	99,327	197,904	94,528	95,721	111,255	139,642	95,721	277,592	**1,398,749**	**1,027,546**	**371,202**
Other Local Revenue																	
8690	Other Local Revenue	-	133	-	-	-	-	-	-	-	-	-	-	-	**133**	-	133
		-	133	-	-	-	-	-	-	-	-	-	-	-	**133**	-	**133**
Total Revenue		**15,186**	**138,120**	**173,888**	**276,827**	**276,932**	**803,840**	**382,808**	**276,932**	**315,844**	**792,334**	**458,922**	**415,000**	**407,809**	**4,734,441**	**4,527,974**	**206,468**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	45,741	53,543	70,621	70,621	70,621	70,621	70,621	70,621	70,621	70,621	70,621	70,621	-	**805,490**	876,930	71,440
1175	Teachers' Extra Duty/Stipends	-	-	3,343	3,343	3,343	3,343	3,343	3,343	3,343	3,343	3,343	3,343	-	**33,430**	36,773	3,343
1200	Pupil Support Salaries	5,275	4,747	3,048	3,048	3,048	3,048	3,048	3,048	3,048	3,048	3,048	3,048	-	**40,502**	48,287	7,784
1300	Administrators' Salaries	26,983	17,732	11,381	11,381	11,381	11,381	11,381	11,381	11,381	11,381	11,381	11,381	-	**158,529**	140,912	(17,616)
		77,999	76,022	88,393	88,393	88,393	88,393	88,393	88,393	88,393	88,393	88,393	88,393	-	**1,037,951**	**1,102,902**	**64,951**
Classified Salaries																	
2100	Instructional Salaries	34,895	57,918	60,010	60,010	60,010	60,010	60,010	60,010	60,010	60,010	60,010	60,010	-	**692,909**	687,944	(4,964)
2400	Clerical and Office Staff Salaries	7,898	12,029	11,204	11,204	11,204	11,204	11,204	11,204	11,204	11,204	11,204	11,204	-	**131,972**	127,162	(4,810)
2900	Other Classified Salaries	32,000	28,974	16,013	16,013	16,013	16,013	16,013	16,013	16,013	16,013	16,013	16,013	-	**221,105**	370,209	149,104
		74,794	98,921	87,227	87,227	87,227	87,227	87,227	87,227	87,227	87,227	87,227	87,227	-	**1,045,986**	**1,185,316**	**139,329**
Benefits																	
3101	STRS	14,860	13,723	16,001	16,001	16,001	16,001	16,001	16,001	16,001	16,001	16,001	16,001	-	**188,590**	210,654	22,064
3301	OASDI	6,733	8,830	4,961	4,961	4,961	4,961	4,961	4,961	4,961	4,961	4,961	4,961	-	**65,172**	73,490	8,318
3311	Medicare	-	-	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	-	**23,745**	33,179	9,434
3401	Health and Welfare	18,367	9,798	18,417	18,417	18,417	18,417	18,417	18,417	18,417	18,417	18,417	18,417	-	**212,331**	297,500	85,169
3501	State Unemployment	-	221	1,120	1,120	1,120	1,120	5,599	4,479	2,240	1,120	1,120	1,120	-	**20,377**	26,315	5,939
3601	Workers' Compensation	-	-	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	-	**22,926**	32,035	9,109
3901	Other Benefits	223	113	-	-	-	-	-	-	-	-	-	-	-	**336**	-	(336)
		40,182	32,685	45,165	45,165	45,165	45,165	49,644	48,525	46,285	45,165	45,165	45,165	-	**533,477**	**673,173**	**139,696**
Books and Supplies																	
4100	Textbooks and Core Curricula	7,173	-	2,500	2,500	2,500	-	-	-	-	-	-	-	-	**14,673**	10,330	(4,343)
4200	Books and Other Materials	-	1,622	600	600	600	-	-	-	-	-	-	-	-	**3,422**	22,900	19,478
4302	School Supplies	-	3,352	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	**36,685**	52,800	16,115
4305	Software	61,081	15,189	8,190	8,190	8,190	8,190	8,190	8,190	8,190	8,190	8,190	8,190	-	**158,165**	167,293	9,128
4310	Office Expense	100	1,464	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**14,063**	41,900	27,837
4311	Business Meals	-	44	83	83	83	83	83	83	83	83	83	83	-	**877**	5,000	4,123
4400	Noncapitalized Equipment	-	184	2,000	2,000	2,000	2,000	-	-	-	-	-	-	-	**8,184**	3,488	(4,696)
4700	Food Services	6,888	-	19,988	19,988	19,988	19,988	19,988	19,988	19,988	19,988	19,988	19,988	-	**206,772**	65,067	(141,705)
		75,242	21,854	37,945	37,945	37,945	34,845	32,845	32,845	32,845	32,845	32,845	32,845	-	**442,842**	**368,777**	**(74,065)**
Subagreement Services																	
5101	Nursing	-	-	42	42	42	42	42	42	42	42	42	42	-	**417**	500	83
5102	Special Education	3,822	-	13,636	13,636	13,636	13,636	13,636	13,636	13,636	13,636	13,636	13,636	-	**140,186**	7,500	(132,686)
5103	Substitute Teacher	-	-	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	-	**13,636**	-	(13,636)
5104	Transportation	-	-	68	68	68	68	68	68	68	68	68	68	-	**682**	-	(682)
5105	Security	-	4,193	932	932	932	932	932	932	932	932	932	932	-	**13,511**	12,600	(911)
5106	Other Educational Consultants	-	3,306	2,710	2,710	2,710	2,710	2,710	2,710	2,710	2,710	2,710	2,710	-	**30,406**	27,600	(2,806)
		3,822	7,499	18,752	18,752	18,752	18,752	18,752	18,752	18,752	18,752	18,752	18,752	-	**198,838**	**48,200**	**(150,638)**
Operations and Housekeeping																	
5201	Auto and Travel	380	717	273	273	273	273	273	273	273	273	273	273	-	**3,824**	10,000	6,176
5300	Dues & Memberships	241	(241)	83	83	83	83	83	83	83	83	83	83	-	**833**	-	(833)

FY26-27 Hayward Collegiate

Monthly Cash Flow/Forecast FY26-27

Revised 4/30/26

Actuals Through:

ADA = 232.18

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5400	Insurance	-	-	750	750	750	750	750	750	750	750	750	750	-	7,500	21,200	13,700
5501	Utilities	-	3,239	2,358	2,358	2,358	2,358	2,358	2,358	2,358	2,358	2,358	2,358	-	26,823	28,800	1,977
5502	Janitorial Services	4,785	2,417	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	32,202	7,900	(24,302)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11,450	11,450
5900	Communications	844	2,755	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	16,099	14,900	(1,199)
5901	Postage and Shipping	-	-	20	20	20	20	20	20	20	20	20	20	-	200	300	100
		6,249	8,887	7,234	7,234	7,234	7,234	7,234	7,234	7,234	7,234	7,234	7,234	-	87,480	94,550	7,070
Facilities, Repairs and Other Leases																	
5601	Rent	19,704	-	24,057	24,057	24,057	24,057	24,057	24,057	24,057	24,057	24,057	24,057	-	260,273	236,449	(23,824)
5602	Additional Rent	-	240	260	260	260	260	260	260	260	260	260	260	-	2,839	800	(2,039)
5603	Equipment Leases	1,581	571	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	-	16,735	13,000	(3,735)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	300	300
5610	Repairs and Maintenance	1,293	667	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	22,794	40,200	17,406
		22,578	1,478	27,858	27,858	27,858	27,858	27,858	27,858	27,858	27,858	27,858	27,858	-	302,641	290,749	(11,892)
Professional/Consulting Services																	
5801	IT	-	-	417	417	417	417	417	417	417	417	417	417	-	4,167	63,087	58,920
5803	Legal	-	-	83	83	83	83	83	83	83	83	83	83	-	833	1,000	167
5804	Professional Development	16	-	500	500	500	500	500	500	500	500	500	500	-	5,016	11,700	6,684
5805	General Consulting	2,874	-	400	400	400	400	400	400	400	400	400	400	-	6,874	5,400	(1,474)
5806	Special Activities/Field Trips	81	151	-	-	-	6,000	6,000	6,000	-	-	-	-	-	18,232	19,000	768
5809	Other taxes and fees	-	1,018	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	21,018	8,100	(12,918)
5810	Payroll Service Fee	866	915	750	750	750	750	750	750	750	750	750	750	-	9,280	1,900	(7,380)
5811	Management Fee	-	-	-	-	-	-	-	40,000	40,000	40,000	40,000	284,613		444,613	467,479	22,866
5812	District Oversight Fee	-	-	1,099	1,769	1,769	6,554	1,769	1,769	2,146	6,731	3,138	3,138	1,876	31,758	33,391	1,633
5814	SPED Encroachment	508	-	459	826	826	826	826	826	857	857	857	857	1,817	10,346	10,988	642
5815	Public Relations/Recruitment	-	-	5	5	5	5	5	5	5	5	5	5	-	50	200	150
		4,344	2,084	5,713	6,750	6,750	17,536	12,750	52,750	47,159	51,743	48,150	292,763	3,693	552,187	622,245	70,058
Depreciation																	
6900	Depreciation Expense	29,532	29,532	201	201	201	201	201	201	201	201	201	201	-	61,077	2,300	(58,777)
		29,532	29,532	201	201	201	201	201	201	201	201	201	201	-	61,077	2,300	(58,777)
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**334,742**	**278,962**	**318,489**	**319,526**	**319,526**	**327,212**	**324,905**	**363,786**	**355,954**	**359,419**	**355,826**	**600,439**	**3,693**	**4,262,479**	**4,388,212**	**125,732**
Monthly Surplus (Deficit)		**(319,556)**	**(140,842)**	**(144,601)**	**(42,700)**	**(42,594)**	**476,628**	**57,902**	**(86,853)**	**(40,110)**	**432,915**	**103,096**	**(185,438)**	**404,115**	**471,962**	**139,762**	**332,200**
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(319,556)	(140,842)	(144,601)	(42,700)	(42,594)	476,628	57,902	(86,853)	(40,110)	432,915	103,096	(185,438)	404,115	471,962	139,762	
Cash flows from operating activities																	
	Depreciation/Amortization	29,532	29,532	201	201	201	201	201	201	201	201	201	201	-	61,077	2,300	
	Public Funding Receivables	480,324	27,665	-	-	-	-	-	-	-	-	-	-	(434,814)	73,175	331,391	
	Grants and Contributions Rec.	2,906	-	-	-	-	-	-	-	-	-	-	-	-	2,906	-	
	Due To/From Related Parties	(184,178)	94,459	150,000	50,000	35,000	(125,000)	-	-	-	-	-	-	-	20,281	-	
	Prepaid Expenses	11,528	-	-	-	-	-	-	-	-	-	-	-	-	11,528	-	
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	
	Accounts Payable	(50,993)	(31,489)	-		-	-	-	-	-	-	-	-	3,963	(78,519)	5,115	
	Accrued Expenses	16,041	(6,653)	-	-	-	-	-	-	-	-	-	-	-	9,388	-	
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Deferred Revenue	3,557	21,909	-	-	-	-	-	-	-	-	-	(25,466)	-	-	-	
Cash flows from investing activities																	
	Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Cash flows from financing activities																	
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Change in Cash		(10,839)	(5,419)	5,601	7,502	(7,393)	351,829	58,104	(86,652)	(39,909)	433,116	103,297	(210,703)				
Cash, Beginning of Month		22,393	11,554	6,135	11,735	19,237	11,844	363,674	421,777	335,125	295,216	728,332	831,629				
Cash, End of Month		**11,554**	**6,135**	**11,735**	**19,237**	**11,844**	**363,674**	**421,777**	**335,125**	**295,216**	**728,332**	**831,629**	**620,926**				

FY26-27 Orange County Prep Petition Budget

Monthly Cash Flow/Forecast FY26-27

CHARTER IMPACT

Actuals Through: 8/31/2026

ADA = 33.84

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 65.80	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	-	-	147,506	-	-	71,760	-	35,880	35,880	35,880	35,880	35,881	**398,665**	748,371	(349,706)
8012	Education Protection Account	-	-	1,692	-	-	1,692	-	-	1,692	-	-	-	1,692	**6,768**	13,160	(6,392)
8096	In Lieu of Property Taxes	-	-	-	52,696	16,214	16,214	16,214	16,214	28,375	14,187	14,187	14,187	14,187	**202,676**	394,092	(191,416)
		-	-	1,692	200,201	16,214	17,906	87,974	16,214	65,946	50,067	50,067	50,067	51,760	**608,109**	**1,155,623**	**(547,514)**
Federal Revenue																	
8220	Federal Child Nutrition	-	-	-	686	1,303	1,303	1,303	1,303	1,303	1,303	1,303	1,303	2,605	**13,713**	26,664	(12,951)
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	431,248	(431,248)
		-	-	-	686	1,303	1,303	1,303	1,303	1,303	1,303	1,303	1,303	2,605	**13,713**	**457,912**	**(444,199)**
Other State Revenue																	
8311	State Special Education	-	-	-	-	-	-	-	-	9,069	9,069	9,069	9,069	9,069	**45,346**	88,172	(42,826)
8520	Child Nutrition	-	-	-	65	123	123	123	123	123	123	123	123	247	**1,298**	2,524	(1,226)
8545	School Facilities (SB740)	-	-	-	-	-	-	23,360	-	-	-	11,680	-	11,680	**46,720**	90,843	(44,124)
8560	State Lottery	-	-	-	-	-	-	-	-	-	-	-	-	9,204	**9,204**	17,898	(8,693)
8599	Other State Revenue	-	-	110	8,023	198	198	8,023	198	198	8,023	198	198	8,133	**33,502**	4,277	29,225
		-	-	110	8,088	321	321	31,507	321	9,390	17,216	21,070	9,390	38,334	**136,069**	**203,714**	**(67,645)**
Other Local Revenue																	
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	700,000	(700,000)
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**700,000**	**(700,000)**
Total Revenue		**-**	**-**	**1,802**	**208,975**	**17,838**	**19,530**	**120,783**	**17,838**	**76,640**	**68,586**	**72,440**	**60,760**	**92,699**	**757,891**	**2,517,249**	**(1,759,358)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	9,058	23,421	23,421	23,421	23,421	23,421	23,421	23,421	23,421	23,421	23,421	-	**243,272**	211,406	(31,866)
1200	Pupil Support Salaries	-	-	6,179	6,179	6,179	6,179	6,179	6,179	6,179	6,179	6,179	6,179	-	**61,788**	175,823	114,035
1300	Administrators' Salaries	-	4,904	10,298	10,298	10,298	10,298	10,298	10,298	10,298	10,298	10,298	10,298	-	**107,885**	268,190	160,305
		-	13,962	39,898	39,898	39,898	39,898	39,898	39,898	39,898	39,898	39,898	39,898	-	**412,945**	**655,420**	**242,475**
Classified Salaries																	
2100	Instructional Salaries	-	6,389	3,626	3,626	3,626	3,626	3,626	3,626	3,626	3,626	3,626	3,626	-	**42,653**	82,314	39,661
2200	Support Salaries	-	-	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	-	**17,911**	155,648	137,737
2400	Clerical and Office Staff Salaries	-	3,609	4,053	4,053	4,053	4,053	4,053	4,053	4,053	4,053	4,053	4,053	-	**44,142**	120,584	76,442
2900	Other Classified Salaries	-	11,503	-	-	-	-	-	-	-	-	-	-	-	**11,503**	8,362	(3,142)
		-	21,501	9,471	9,471	9,471	9,471	9,471	9,471	9,471	9,471	9,471	9,471	-	**116,210**	**366,908**	**250,698**
Benefits																	
3101	STRS	-	3,088	8,403	8,403	8,403	8,403	8,403	8,403	8,403	8,403	8,403	8,403	-	**87,121**	125,185	38,064
3301	OASDI	-	1,490	547	547	547	547	547	547	547	547	547	547	-	**6,959**	22,748	15,789
3311	Medicare	-	-	762	762	762	762	762	762	762	762	762	762	-	**7,624**	14,824	7,199
3401	Health and Welfare	-	4,176	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	**54,176**	97,500	43,324
3501	State Unemployment	-	333	196	196	196	196	980	784	392	196	196	196	-	**3,861**	8,235	4,373
3601	Workers' Compensation	-	-	736	736	736	736	736	736	736	736	736	736	-	**7,361**	14,313	6,951
3901	Other Benefits	-	-	526	526	526	526	526	526	526	526	526	526	-	**5,258**	10,223	4,965
		-	9,087	16,171	16,171	16,171	16,171	16,955	16,759	16,367	16,171	16,171	16,171	-	**172,361**	**293,028**	**120,667**
Books and Supplies																	
4100	Textbooks and Core Curricula	5,823	-	1,625	1,625	1,625	-	-	-	-	-	-	-	-	**10,698**	11,879	1,181
4200	Books and Other Materials	-	761	300	300	300	-	-	-	-	-	-	-	-	**1,661**	175	(1,485)
4302	School Supplies	115	(78)	683	683	683	683	683	683	683	683	683	683	-	**6,867**	19,126	12,259
4305	Software	14,833	7,000	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	**59,333**	-	(59,333)
4310	Office Expense	1,916	909	370	370	370	370	370	370	370	370	370	370	-	**6,528**	10,366	3,838
4311	Business Meals	-	310	110	110	110	110	110	110	110	110	110	110	-	**1,411**	2,569	1,158
4400	Noncapitalized Equipment	1,207	8,731	3,000	3,000	3,000	3,000	-	-	-	-	-	-	-	**21,939**	25,000	3,061
4700	Food Services	-	-	1,365	1,365	1,365	1,365	1,365	1,365	1,365	1,365	1,365	1,365	-	**13,646**	29,188	15,542
		23,895	17,633	11,203	11,203	11,203	9,278	6,278	6,278	6,278	6,278	6,278	6,278	-	**122,083**	**98,303**	**(23,780)**
Subagreement Services																	
5101	Nursing	-	-	42	42	42	42	42	42	42	42	42	42	-	**417**	1,350	933
5102	Special Education	-	-	641	641	641	641	641	641	641	641	641	641	-	**6,407**	4,761	(1,646)
5104	Transportation	-	-	461	461	461	461	461	461	461	461	461	461	-	**4,615**	9,870	5,255
5106	Other Educational Consultants	-	-	500	500	500	500	500	500	500	500	500	500	-	**5,000**	14,374	9,374
		-	-	1,644	1,644	1,644	1,644	1,644	1,644	1,644	1,644	1,644	1,644	-	**16,438**	**30,355**	**13,917**
Operations and Housekeeping																	
5201	Auto and Travel	23	2,469	455	455	455	455	455	455	455	455	455	455	-	**7,038**	3,138	(3,900)
5300	Dues & Memberships	-	-	87	87	87	87	87	87	87	87	87	87	-	**867**	2,023	1,156
5400	Insurance	-	-	519	519	519	519	519	519	519	519	519	519	-	**5,192**	12,114	6,922
5501	Utilities	-	-	592	592	592	592	592	592	592	592	592	592	-	**5,917**	13,807	7,890
5502	Janitorial Services	-	-	162	162	162	162	162	162	162	162	162	162	-	**1,623**	3,787	2,164
5516	Miscellaneous Expense	-	-	100	100	100	100	100	100	100	100	100	100	-	**1,000**	5,000	4,000

FY26-27 Orange County Prep Petition Budget

Monthly Cash Flow/Forecast FY26-27

CHARTER IMPACT

Actuals Through: 8/31/2026

ADA = 33.84

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5900	Communications	-	284	230	230	230	230	230	230	230	230	230	230	-	**2,582**	5,364	2,782
5901	Postage and Shipping	-	125	27	27	27	27	27	27	27	27	27	27	-	**399**	533	134
		23	2,878	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	-	**24,619**	**45,767**	**21,148**
Facilities, Repairs and Other Leases																	
5601	Rent	67,045	67,045	64,526	64,526	64,526	64,526	64,526	64,526	64,526	64,526	64,526	64,526	-	**779,344**	774,306	(5,038)
5602	Additional Rent	-	-	333	333	333	333	333	333	333	333	333	333	-	**3,333**	33,228	29,895
5603	Equipment Leases	-	-	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	-	**14,583**	6,398	(8,186)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	539	539
5610	Repairs and Maintenance	-	-	100	100	100	100	100	100	100	100	100	100	-	**1,000**	1,200	200
		67,045	67,045	66,417	66,417	66,417	66,417	66,417	66,417	66,417	66,417	66,417	66,417	-	**798,261**	**815,671**	**17,410**
Professional/Consulting Services																	
5801	IT	-	-	417	417	417	417	417	417	417	417	417	417	-	**4,167**	249,462	245,296
5804	Professional Development	-	48	193	193	193	193	193	193	193	193	193	193	-	**1,978**	3,753	1,775
5806	Special Activities/Field Trips	-	-	-	-	-	1,393	1,393	1,393	-	-	-	-	-	**4,180**	8,128	3,948
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,598	2,598
5809	Other taxes and fees	364	-	95	95	95	95	95	95	95	95	95	95	-	**1,317**	1,854	537
5811	Management Fee	-	-	-	-	-	-	-	-	-	-	-	-	42,568	**42,568**	161,787	119,220
5812	District Oversight Fee	-	-	17	2,002	162	179	880	162	659	501	501	501	518	**6,081**	11,556	5,475
5814	SPED Encroachment	-	-	-	-	-	-	-	-	499	499	499	499	499	**2,494**	4,849	2,355
5815	Public Relations/Recruitment	-	27,604	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	-	**102,604**	-	(102,604)
		364	27,652	8,222	10,207	8,367	9,777	10,478	9,760	9,363	9,204	9,204	9,204	43,584	**165,388**	**443,987**	**278,599**
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**91,326**	**159,757**	**155,198**	**157,183**	**155,343**	**154,828**	**153,313**	**152,399**	**151,610**	**151,255**	**151,255**	**151,255**	**43,584**	**1,828,306**	**2,749,439**	**921,133**
Monthly Surplus (Deficit)		**(91,326)**	**(159,757)**	**(153,396)**	**51,793**	**(137,505)**	**(135,298)**	**(32,530)**	**(134,561)**	**(74,970)**	**(82,669)**	**(78,815)**	**(90,495)**	**49,115**	**(1,070,414)**	**(232,190)**	**(838,225)**
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(91,326)	(159,757)	(153,396)	51,793	(137,505)	(135,298)	(32,530)	(134,561)	(74,970)	(82,669)	(78,815)	(90,495)	49,115	**(1,070,414)**	**(232,190)**	
Cash flows from operating activities																	
	Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(92,699)	**(92,699)**	**(270,216)**	
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Due To/From Related Parties	201,143	103,843	-	-	-	-	-	-	-	-	-	-	-	**304,986**	-	
	Prepaid Expenses	(67,044)	67,045	-	-	-	-	-	-	-	-	-	-	-	**1**	-	
	Other Assets	(64,526)	-	-	-	-	-	-	-	-	-	-	-	-	**(64,526)**	-	
	Accounts Payable	21,753	(14,355)	-	-	-	-	-	-	-	-	-	-	43,584	**50,982**	**1,952**	
	Accrued Expenses	-	4,738	-	-	-	-	-	-	-	-	-	-	-	**4,738**	-	
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Cash flows from investing activities																	
	Purchases of Prop. And Equip.	-	-	(25,000)	(25,000)	(25,000)	(25,000)	-	-	-	-	-	-	-	**(100,000)**	**(150,000)**	
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Cash flows from financing activities																	
	Proceeds from Line of Credit	-	-	550,000	-	500,000	-	-	350,000	100,000	-	-	-	-	**1,500,000**	**2,400,000**	
	Payments on Line of Credit	-	-	-	(900,000)	-	-	(1,050,000)	-	-	(100,000)	-	-	-	**(2,050,000)**	**(2,050,000)**	
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Change in Cash		(0)	1,514	371,604	(873,207)	337,495	(160,298)	(1,082,530)	215,439	25,030	(182,669)	(78,815)	(90,495)				
Cash, Beginning of Month		-	(0)	1,514	373,118	(500,089)	(162,594)	(322,892)	(1,405,422)	(1,189,983)	(1,164,953)	(1,347,622)	(1,426,438)				
Cash, End of Month		**(0)**	**1,514**	**373,118**	**(500,089)**	**(162,594)**	**(322,892)**	**(1,405,422)**	**(1,189,983)**	**(1,164,953)**	**(1,347,622)**	**(1,426,438)**	**(1,516,932)**				

FY26-27 Budget: Navigator - Support Office

Monthly Cash Flow/Forecast FY26-27

CHARTER IMPACT

Actuals Through: 8/31/2026

ADA = 0.00

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Annual Budget	Favorable / (Unfav.)
Revenues																	0.00
State Aid - Revenue Limit																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue																	
8220	Federal Child Nutrition	-	-	-	0	0	0	0	0	0	0	0	0	0	**0**	0	-
8294	Title V, Part B - PCSG	-	-	-			-			-			-	-	-	2,377,097	(2,377,097)
		-	-	-	0	0	0	0	0	0	0	0	0	0	**0**	**2,377,097**	**(2,377,097)**
Other State Revenue																	
8311	State Special Education	-	-	0	0	0	0	0	0	0	0	0	0	0	**0**	0	-
8520	Child Nutrition	-	-	-	0	0	0	0	0	0	0	0	0	0	**0**	0	-
8545	School Facilities (SB740)	-	-	-	-	-	-	0	-	-	-	0	-	0	**0**	0	-
		-	-	0	0	0	0	0	0	0	0	0	0	(0)	**0**	**0**	-
Other Local Revenue																	
8660	Interest Revenue	66	66	-	-	-	-	-	-	-	-	-	-	-	**132**	-	132
8690	Other Local Revenue	100,000	175,750	-	-	-	-	-	-	-	-	-	-	3,367,631	**3,643,381**	3,905,748	(262,367)
8699	School Fundraising	-	-	1,000,000	-	250,000	-	75,000	-	-	-	-	-	50,000	**1,375,000**	475,000	900,000
		100,066	175,816	1,000,000	-	250,000	-	75,000	-	-	-	-	-	3,417,631	**5,018,513**	**4,380,748**	**637,764**
Total Revenue		**100,066**	**175,816**	**1,000,000**	**0**	**250,000**	**0**	**75,000**	**0**	**0**	**0**	**0**	**0**	**3,417,631**	**5,018,513**	**6,757,846**	**(1,739,333)**
Expenses																	
Certificated Salaries																	
1200	Pupil Support Salaries	10,521	9,051	-	-	-	-	-	-	-	-	-	-	-	**19,573**	117,667	98,095
1300	Administrators' Salaries	79,938	74,214	15,733	15,733	15,733	15,733	15,733	15,733	15,733	15,733	15,733	15,733	-	**311,483**	664,802	353,319
		90,459	83,265	15,733	15,733	15,733	15,733	15,733	15,733	15,733	15,733	15,733	15,733	-	**331,056**	**782,469**	**451,413**
Classified Salaries																	
2100	Instructional Salaries	-	284	4,771	4,771	4,771	4,771	4,771	4,771	4,771	4,771	4,771	4,771	-	**47,997**	-	(47,997)
2200	Support Salaries	44,204	36,699	21,451	21,451	21,451	21,451	21,451	21,451	21,451	21,451	21,451	21,451	-	**295,417**	322,187	26,770
2300	Classified Administrators' Salaries	101,111	24,615	31,506	31,506	31,506	31,506	31,506	31,506	31,506	31,506	31,506	31,506	-	**440,790**	518,409	77,619
2400	Clerical and Office Staff Salaries	11,787	15,685	8,359	8,359	8,359	8,359	8,359	8,359	8,359	8,359	8,359	8,359	-	**111,063**	94,869	(16,194)
2900	Other Classified Salaries	115,725	65,484	21,692	21,692	21,692	21,692	21,692	21,692	21,692	21,692	21,692	21,692	-	**398,133**	795,565	397,432
		272,826	142,768	87,781	87,781	87,781	87,781	87,781	87,781	87,781	87,781	87,781	87,781	-	**1,293,401**	**1,731,030**	**437,630**
Benefits																	
3101	STRS	24,145	16,203	2,803	2,803	2,803	2,803	2,803	2,803	2,803	2,803	2,803	2,803	-	**68,378**	149,452	81,074
3301	OASDI	20,205	9,483	4,882	4,882	4,882	4,882	4,882	4,882	4,882	4,882	4,882	4,882	-	**78,508**	107,324	28,816
3311	Medicare	-	-	1,357	1,357	1,357	1,357	1,357	1,357	1,357	1,357	1,357	1,357	-	**13,573**	36,446	22,872
3401	Health and Welfare	72,264	62,019	(90,000)	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	-	**190,533**	161,500	(29,033)
3501	State Unemployment	465	117	392	392	392	392	1,960	1,568	784	392	392	392	-	**7,638**	5,644	(1,995)
3601	Workers' Compensation	-	99,002	(98,689)	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	-	**12,107**	35,189	23,082
3901	Other Benefits	3,197	1,267	-	-	-	-	-	-	-	-	-	-	-	**4,464**	-	(4,464)
		120,275	188,091	(179,255)	26,995	26,995	26,995	28,563	28,171	27,387	26,995	26,995	26,995	-	**375,202**	**495,554**	**120,352**
Books and Supplies																	
4200	Books and Other Materials	-	-	40	40	40	-	-	-	-	-	-	-	-	**120**	200	80
4302	School Supplies	660	1,122	167	167	167	167	167	167	167	167	167	167	-	**3,448**	15,900	12,452
4305	Software	56,695	39,406	7,179	7,179	7,179	7,179	7,179	7,179	7,179	7,179	7,179	7,179	(81,742)	**86,150**	63,825	(22,325)
4310	Office Expense	3,562	2,653	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**18,715**	24,400	5,685
4311	Business Meals	53	253	417	417	417	417	417	417	417	417	417	417	-	**4,473**	25,600	21,127
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	2,400	2,400
4400	Noncapitalized Equipment	3,402	264	1,548	1,548	1,548	1,548	-	-	-	-	-	-	-	**9,859**	7,742	(2,117)
4700	Food Services	-	-	27	27	27	27	27	27	27	27	27	27	-	**273**	300	27
		64,372	43,696	10,628	10,628	10,628	10,588	9,040	9,040	9,040	9,040	9,040	9,040	(81,742)	**123,037**	**140,367**	**17,330**
Subagreement Services																	
5105	Security	-	-	45	45	45	45	45	45	45	45	45	45	-	**455**	500	45
5106	Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	50,000	50,000
		-	-	45	45	45	45	45	45	45	45	45	45	-	**455**	**50,500**	**50,045**
Operations and Housekeeping																	
5201	Auto and Travel	4,631	6,290	2,964	2,964	2,964	2,964	2,964	2,964	2,964	2,964	2,964	2,964	-	**40,558**	69,200	28,642
5300	Dues & Memberships	6,944	159	833	833	833	833	833	833	833	833	833	833	-	**15,436**	53,090	37,654
5400	Insurance	123,714	53,674	72,667	72,667	72,667	72,667	72,667	72,667	72,667	72,667	72,667	72,667	-	**904,055**	156,717	(747,338)
5501	Utilities	-	11,407	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	-	**29,115**	5,700	(23,415)
5502	Janitorial Services	-	-	542	542	542	542	542	542	542	542	542	542	-	**5,417**	36,075	30,658
5516	Miscellaneous Expense	-	-	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	-	**750,000**	400	(749,600)
5900	Communications	1,321	1,464	708	708	708	708	708	708	708	708	708	708	-	**9,868**	2,398	(7,471)
5901	Postage and Shipping	362	537	500	500	500	500	500	500	500	500	500	500	-	**5,899**	10,053	4,154
		136,972	73,531	154,984	154,984	154,984	154,984	154,984	154,984	154,984	154,984	154,984	154,984	-	**1,760,347**	**333,633**	**(1,426,715)**
Facilities, Repairs and Other Leases																	

FY26-27 Budget: Navigator - Support Office

Monthly Cash Flow/Forecast FY26-27

CHARTER IMPACT

Actuals Through: 8/31/2026

ADA = 0.00

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Annual Budget	Favorable / (Unfav.)
5601	Rent	4,111	4,111	3,189	3,189	3,189	3,189	3,189	3,189	3,189	3,189	3,189	3,189	-	**40,114**	38,270	(1,844)
5602	Additional Rent	200	-	292	292	292	292	292	292	292	292	292	292	-	**3,117**	3,500	383
5603	Equipment Leases	-	-	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	-	**14,083**	16,900	2,817
5610	Repairs and Maintenance	135	826	833	833	833	833	833	833	833	833	833	833	-	**9,294**	24,000	14,706
		4,446	4,937	5,723	5,723	5,723	5,723	5,723	5,723	5,723	5,723	5,723	5,723	-	**66,608**	**82,670**	**16,062**
Professional/Consulting Services																	
5801	IT	-	-	417	417	417	417	417	417	417	417	417	417	-	**4,167**	54,915	50,749
5802	Audit & Taxes	8,190	-	-	66,667	66,667	66,667	-	-	-	-	-	-	-	**208,190**	175,000	(33,190)
5803	Legal	-	18,944	30,208	30,208	30,208	60,417	60,417	60,417	60,417	60,417	30,208	30,208	-	**472,069**	176,600	(295,469)
5804	Professional Development	9,450	9,927	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	-	**30,404**	36,027	5,623
5805	General Consulting	51,250	89,560	71,058	71,058	71,058	71,058	71,058	35,529	35,529	35,529	35,529	35,529	-	**673,742**	543,871	(129,871)
5807	Bank Charges	71	11	800	800	800	800	800	800	800	800	800	800	-	**8,082**	8,000	(82)
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	1,132	1,132
5809	Other taxes and fees	1,068	998	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	-	**87,066**	85,000	(2,066)
5810	Payroll Service Fee	8,438	8,491	6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,042	-	**77,345**	63,237	(14,108)
5811	Management Fee	72,396	72,396	68,082	68,082	68,082	68,082	68,082	68,082	68,082	68,082	68,082	68,082	-	**825,607**	864,024	38,418
5815	Public Relations/Recruitment	12,950	17,806	6,880	6,880	6,880	6,880	6,880	6,880	6,880	6,880	6,880	6,880	-	**99,556**	100,275	719
		163,812	218,133	193,088	259,755	259,755	289,963	223,297	187,768	187,768	187,768	157,560	157,560	-	**2,486,228**	**2,108,081**	**(378,147)**
Depreciation																	
6900	Depreciation Expense	940	940	542	542	542	542	542	542	542	542	542	542	-	**7,296**	6,500	(796)
		940	940	542	542	542	542	542	542	542	542	542	542	-	**7,296**	**6,500**	**(796)**
Interest																	
7438	Interest Expense	40,405	34,586	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	-	**408,324**	488,796	80,472
		40,405	34,586	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	-	**408,324**	**488,796**	**80,472**
Total Expenses		**894,507**	**789,946**	**322,603**	**595,520**	**595,520**	**625,688**	**559,041**	**523,120**	**522,336**	**521,944**	**491,736**	**491,736**	**(81,742)**	**6,851,954**	**6,219,600**	**(632,354)**
Monthly Surplus (Deficit)		**(794,442)**	**(614,130)**	**677,397**	**(595,520)**	**(345,520)**	**(625,688)**	**(484,041)**	**(523,120)**	**(522,336)**	**(521,944)**	**(491,736)**	**(491,736)**	**3,499,373**	**(1,833,442)**	**538,246**	**(2,371,687)**
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(794,442)	(614,130)	677,397	(595,520)	(345,520)	(625,688)	(484,041)	(523,120)	(522,336)	(521,944)	(491,736)	(491,736)	3,499,373	**(1,833,442)**	**538,246**	
Cash flows from operating activities																	
	Depreciation/Amortization	940	940	542	542	542	542	542	542	542	542	542	542	-	**7,296**	**6,500**	
	Public Funding Receivables	-	-	(220)	-	-	-	1,256,755	-	-	-	-	-	(3,417,631)	**(2,161,096)**	**1,256,535**	
	Grants and Contributions Rec.	(330)	200	-	-	-	-	-	-	-	-	-	-	-	**(130)**	-	
	Due To/From Related Parties	(31,833)	625,372	-	-	-	-	-	-	-	-	-	-	-	**593,539**	-	
	Prepaid Expenses	36,649	23,105	-	-	-	-	-	-	-	-	-	-	-	**59,754**	-	
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	
	Accounts Payable	(258,582)	(22,935)	-	-	-	-	-	-	-	-	-	-	(81,742)	**(363,259)**	-	
	Accrued Expenses	4,544	306,633	-	-	-	-	-	-	-	-	-	-	-	**311,177**	-	
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	
	Deferred Revenue	563,458	-	-	-	-	-	-	-	-	-	-	-	-	**563,458**	-	
Cash flows from investing activities																	
	Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	
Cash flows from financing activities																	
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	
	Proceeds(Payments) on Debt	(2,100,000)	(1,200,000)	-	-	-	-	-	-	-	-	-	-	-	**(3,300,000)**	-	
Total Change in Cash		(2,579,596)	(880,815)	677,719	(594,978)	(344,978)	(625,146)	773,255	(522,578)	(521,794)	(521,402)	(491,194)	(491,194)				
Cash, Beginning of Month		3,942,532	1,362,936	482,121	1,159,839	564,862	219,884	(405,263)	367,993	(154,586)	(676,380)	(1,197,783)	(1,688,977)				
Cash, End of Month		**1,362,936**	**482,121**	**1,159,839**	**564,862**	**219,884**	**(405,263)**	**367,993**	**(154,586)**	**(676,380)**	**(1,197,783)**	**(1,688,977)**	**(2,180,171)**				