Date: June 14, 2019

To: Board of Directors

From: Kevin Sved, CEO

Re: Proposed 2019-20 Organizational Priorities

Moving into 2019-20, I aim to learn from the 2018-19 and establishing ten priorities which were too many. While all ten items were important, naming them priorities undermined the true meaning of "priority". So beginning with a definition of terms is in order.

A priority will take precedence over other important streams of work. Organizational priorities will usually involve the work of teams across departments and school sites. An organizational priority may also involve something new or out of the ordinary. A priority may require human capital and financial resources to be diverted from other important goals.

The top three organizational priorities proposed for 2019-20 are as follows:
1) Implement highly effective academic intervention programs to ensure strong results at GPS, HPS, and WPS.
2) Establish viable pathways for continued growth in the current political climate, while preserving current charters.
3) Deliver effective model provision support to partner schools.

The rationale and related criteria for success of each of these priorities is discussed below.

1) Implement highly effective academic intervention programs to ensure strong results at WPS and existing schools.

Rationale: The strong academic achievement results at Gilroy Prep and Hollister Prep can largely be traced back to the intensive intervention supports students received in the first two years of school launch. Strong early literacy is key to Navigator's success and will be critical for the effective launch of Watsonville Prep. Strengthening intervention programs at GPS and HPS are also critically important as evidenced by the drop in 2018 SBAC proficiency rates and the increased gap in proficiency as measured by the "distance from standard". Additionally, intervention programs at GPS and HPS have primarily been focused on students who are not achieving grade level proficiency in English Language with minimal focus on math. In 2019-20, a math intervention program will be solidified.

Criteria for Success
- A) Intervention programs for math, English Language Arts (ELA), and behavior will be implemented according to the timelines established (in development to be shared during August Board meeting)
- B) At least 50% of students in grades 4-8 at performance levels 1 and 2 in English Language Arts (ELA) will move up at least 1 level on the SBAC.
- C) At least 50% of students in grades 4-8 at performance levels 1 and 2 in mathematics will move up at least 1 level on the SBAC.
- D) Measurable growth targets for students (to be developed) will be reached by at least 50% of students receiving intervention services.

2) Establish a viable pathway for continued growth in the changing political climate, while preserving current charters.

Rationale: Continued growth is critical for achieving Navigator's mission to expand impact and serve more students. The changing political climate requires that Navigator adapt to the environment. Navigator must protect and maintain full enrollment at GPS and HPS while successfully launching and growing WPS.

Criteria for Success
- A. WPS will be instructionally sound and operationally sound by the start of school.
- B. Staff will submit a plan for developing and strengthening relationships in Gilroy, Hollister, and Watsonville to the Board for approval no later than October 2019, with measurable objectives to be delivered during 2019-20 school year
- C. Staff will submit a detailed plan to launch School 4 to the Board for approval during 2019-20. The plan will describe measurable objectives to be achieved over the course of 2019-20. Proposed revisions to the greenlighting process will be shared with the Board in August 2019.
- D. Staff will submit a plan to support long-term facilities for HPS to the Board for approval by June 2020.

3) Deliver effective model provision support to partner schools.

Rationale: Navigator will expand its impact through dissemination. Navigator's positive impact on traditional public schools is also a key strength of the growth strategy.

Criteria for Success
- A. Deliver quality support as evidenced by stakeholder feedback, classroom observation rubrics, and other measures to be determined.
- B. Improved results at partner schools (MAP, SBAC, other interim assessments and data sources.)
- C. All dissemination efforts are fully funded by philanthropy and partner fees.

Standard Operating Objectives will be Captured in Dashboard Metrics
It is important to note that the organization has other key performance indicators that are not necessarily captured in the priorities. These indicators, aligned to the CA School Dashboard and the Local Control and Accountability Plan (LCAP), are captured in the organizational dashboard. They include:

1. Student Engagement
    a. Chronic Absenteeism
    b. Expulsions
    c. Suspensions
2. Student Achievement
    a. Annual State Assessments: Smarter Balanced Consortium (SBAC)
    b. Local Assessments: Measures of Academic Progress (MAP) K-2
3. Student Services
    a. Multi-tiered Systems of Support (MTSS)
4. Coaching
5. Human Resources
    a. Staff Retention Rate
6. Business and Finance
    a. Average Daily Attendance (ADA)
    b. Average Enrollment
    c. Cash-on-Hand
    d. Fundraising goals, spending, and revenues are on track
7. Local Indicators
    a. Parent, staff, and student surveys