



Navigator Schools

Board Meeting

Date and Time

Tuesday March 13, 2018 at 6:00 PM PDT

Location

Hollister Prep School, 881 Line Street, Hollister CA 95023

Teleconference Locations

- 277 IOOF Avenue, Gilroy, CA 95020

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Caitrin Wright	2 m
B. Call the Meeting to Order		Caitrin Wright	5 m
The meeting is called to order with opening remarks.			
C. Approve Minutes	Approve Minutes	Caitrin Wright	2 m
Approve minutes for Board Meeting on December 12, 2017			

	Purpose	Presenter	Time
D. Public Comment on Items not Covered on the Regular Agenda		Caitrin Wright	5 m
E. Consent Agenda	Vote	Kevin Sved	5 m
Board will vote to approve the Retention Policy, SELPA (Special Education Local Plan Area) Agreement, and Suicide Prevention Policy.			
II. Topical Items			6:19 PM
Governance			
A. Watsonville Prep School Charter Petition	Vote	K. Sved, K. Carr	75 m
The Board will consider authorizing staff to proceed with submitting a charter petition for Watsonville Prep School to Pajaro Valley Unified School District.			
III. Standing Items			7:34 PM
A. CEO Report	FYI	Kevin Sved	10 m
B. Finance Report	FYI	Joyce Montgomery	20 m
The Finance Committee Chair and staff will present an overview of the organization's financial status for fiscal year 2017-18 and review the preliminary budget for 2018-19.			
C. CEO Authorization to Implement Salary Increases for 2018-19	Vote	Kevin Sved	15 m
The Board will consider authorizing the CEO to offer returning employees salary increases on an overall average 4%.			
D. Governance Committee Report	FYI	Caitrin Wright	15 m
E. Approve Second Term of Board Member	Vote	Caitrin Wright	5 m
The Board will vote on the approval of a second two-year term for Joyce Montgomery.			
IV. Closing Items			8:39 PM
A. Consider Scheduling Special March Board Meeting	Vote	Kevin Sved	5 m
The Board will consider adding an additional teleconference meeting (60 minutes) in March.			

	Purpose	Presenter	Time
B. Consider Rescheduling of May 8th Regular Board Meeting	Discuss	Kevin Sved	5 m
The Board will consider rescheduling May 8th meeting due to member calendar conflicts.			
C. Adjourn Meeting	Vote	Caitrin Wright	5 m

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	C. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on December 12, 2017

APPROVED



Navigator Schools

Minutes

Board Meeting

Date and Time

Tuesday December 12, 2017 at 6:00 PM

Location

Hollister Prep School, 881 Line Street, Suite 200, Hollister, CA 95023

Teleconference Locations

- 1065 Byers Street, Gilroy, CA 95020
- 1215 Talbryn Drive, Belmont, CA 94002
- 5858 Horton Street, Emeryville, CA 94608
- 83 Great Oaks Boulevard, San Jose, CA 95119
- 1827 Clifford Street, Santa Clara, CA 95050
- 277 IOOF Avenue, Gilroy, CA 95020
- 881 Line Street, Hollister, CA 95023

Teleconference Instructions

- Join from PC, Mac, Linux, iOS or Android: <https://navigatorschools.zoom.us/j/462725304>
 - Join by telephone by dialing US: +1 408 638 0968 or +1 646 876 9923 or +1 669 900
 - Meeting ID: 462 725 304
-

Directors Present

Alicia Gallegos Fambrini (remote), Caitrin Wright (remote), JP Anderson (remote), Joyce Montgomery (remote), Nora Crivello

Directors Absent

John Glover

Directors who arrived after the meeting opened

JP Anderson

Guests Present

Alex Mijares, Ami Ortiz, Andrea Hernandez, Bryan Adams, Debbie Benitez, Heather Parsons, James Dent, Kevin Sved, Kirsten Carr, Melissa Alnas Alatorre, Rita Castaneda, Sean Martin, Sharon Waller

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Caitrin Wright called a meeting of the board of directors of Navigator Schools to order on Tuesday Dec 12, 2017 at 6:05 PM.

C. Approve Minutes

Joyce Montgomery made a motion to approve minutes from the Board Meeting on 10-24-17 Board Meeting on 10-24-17.

Nora Crivello seconded the motion.

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

II. Standing Items

A. Public Comment on Items not Covered on the Regular Agenda

There were no public comments.

B. CEO Report

1. Kevin reviewed and commended the Silicon Schools visit that took place earlier today.
2. He updated the Board concerning FRL (free and reduced lunch) language to be included in the upcoming charter renewal document.
3. A facilities update was presented, including the scoring process and unique points related to the GPS site and the HPS site. Joyce asked what the maximum score possible is for this process. Kevin reviewed potential Prop 51 outcomes and research for future school sites in consideration of CA High Speed Rail

development. Caitrin asked if PCSD is still involved in this process. Kevin clarified PCSD involvement and implications of Prop 51.

4. Kevin provided an expansion update and described the exploration of properties in Watsonville. He reported the CSGF funding decision and the timeline of CSGF financial support. Kevin thanked everyone for the team effort involved in this accomplishment. Caitrin thanked the team as well.
5. Kirsten provided an outreach update. She described Rita Castaneda's participation and support. She reviewed recent outreach activities and the development of important contacts. Kevin mentioned that he met with the director of CEIBA Academy and the superintendent of the Santa Cruz County Office of Education. Kevin expanded upon the status of Market 4 research and new efforts in that area. Kirsten added information regarding an important new contact in Salinas. Kevin added that a team will be attending Achievement First Charter Accelerator Training in January and the connection of this training to expansion efforts.
6. Alicia asked a question regarding expansion in Santa Clara County, Santa Cruz County, and regions to the north. Kevin summarized communications and the general landscape for charter school development in these regions. Caitrin added insights regarding Santa Clara County and the State Board of Education.

C. Finance Report

1. Joyce summarized the last Finance Committee meeting, reviewed key financial points, and presented several financial charts.
2. Joyce and Bryan presented 2017 revenues, expenses, cash balances (including monthly cash balance chart), cash payments, and forecasts.
3. Enrollment, attendance, and ADA data were presented. Kevin explained the impact of a student stomach flu virus on attendance at GPS.
4. Joyce suggested that we move to a full-accrual reporting model.
5. Kevin mentioned Prop 39 and its impact on certain financial estimates and totals.

III. Topical Items

A. Audited Financial Statement 2016-17

Joyce explained and summarized the audit, which covers GPS, HPS, and the Support Office. Alicia, Caitrin, Joyce, and Kevin expressed their appreciation for the finance team, including Ami and Bryan.

Caitrin Wright made a motion to approve the audit document.

Alicia Gallegos Fambrini seconded the motion.

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

JP Anderson arrived.

B. CEO Priorities

1. Kevin presented, explained, and ranked a list of CEO priorities. Kevin focused on six essential organizational priorities and important indicators for each priority. He discussed our efforts to compile and align all priorities, goals, targets, and elements of our mission within an organized system of tracking roles, responsibilities, and results.
2. Joyce asked clarifying questions regarding the format of the document. Caitrin explained the genesis and history of the priorities.
3. Nora asked a clarifying question regarding the effective performance management system and the CEO performance review.
4. Caitrin recommended improvements to a priority-setting system and using the Accelerator Network as a resource.
5. Joyce considered re-ordering two priorities (Priority 4 and Priority 5), and Caitrin expressed her views on these priorities.
6. Caitrin mentioned that she would like to see targets with actuals and the addition of clear measurements for some priorities.
7. Alicia expressed her support for re-ordering P4 and P5. She also expressed interest in clarifying terminology (goals vs priorities, for example). Kevin affirmed that clear language would be helpful. He mentioned Board on Track (BOT) vocabulary, including objectives and key results (OKR) and how this terminology might be useful.
8. Alicia wondered if the Board materials component should be included in this level of document. She felt that it might not warrant inclusion at this high level. Kevin suggested that the Governance Committee might explore this issue and other efforts relating to developing clear language.
9. Nora suggested that we might need to add two board members rather than one. Kevin and the other board members agreed.
10. Alicia voiced support for the priorities in general.
11. Caitrin expressed an interest in working with Kevin to develop the priorities list.

C. Principal Selection Process

The Board reviewed the selection process. The Board provided feedback and shared concerns and questions. Based on points raised during the discussion, the item was not voted upon. It will be reconsidered at a future meeting.

D. Budget Development 2018-19

Kevin outlined key budget considerations.

Caitrin Wright made a motion to approve the 2018-19 budget based on average salary increases in the range of 2 to 3.5 percent for existing staff.

Joyce Montgomery seconded the motion.

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

IV. 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 8:03 PM.

Respectfully Submitted,
Sean Martin

Coversheet

Consent Agenda

Section:	I. Opening Items
Item:	E. Consent Agenda
Purpose:	Vote
Submitted by:	Sharon Waller
Related Material:	SELPA Agreement 0318.pdf
	Consent Agenda Memo 0318.pdf
	Suicide Prev 0318.pdf
	Retention Policy 0318.pdf

BOARD RESOLUTION
APPROVAL OF EL DORADO CHARTER SELPA PARTICIPATION AGREEMENT

Whereas the schools listed below are members of the El Dorado Charter SELPA; and

Whereas the El Dorado Charter SELPA CEO Council approved an updated Participation Agreement on October 12, 2017; and

Whereas adoption of a current Participation Agreement by each member is a condition of membership in the SELPA:

Therefore be it resolved that the Executive Officer is authorized to enter into this agreement on behalf of the schools listed below:

- Gilroy Prep (A Navigator School)
- Hollister Prep (A Navigator School)

The above-mentioned resolution was passed by the board of directors of the above named schools at a duly authorized meeting where a quorum was present on the 13th Day of March, 2018, and the resolution has not been altered or revoked by any subsequent action of the board.

Yeas: _____ Nays: _____

By: _____ Date _____
Executive Officer

AGREEMENT FOR PARTICIPATION EL DORADO CHARTER SELPA

This Agreement for Participation ("Agreement") is entered into by and between the El Dorado Charter SELPA ("SELPA"), the El Dorado County Office of Education ("EDCOE"), and Gilroy Prep School (A Navigator School) ("LEA"), a California public charter school, collectively referred to as the "Parties."

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation ("Agreement");

WHEREAS, EDCOE is designated in the local plan as the "responsible local agency" for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.

NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. LEA shall not engage in any

activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.

- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.

2. LEA RESPONSIBILITIES

- 2.1 Programs and Services. The LEA is solely and exclusive responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
 - 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.

- 2.1.4. Develop and implement program objectives and the evaluation of the program effectiveness.
- 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations and the provisions of the Local Plan.
- 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
- 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria.
- 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
- 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
- 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. Fiscal Responsibilities. Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan.
- 2.3. Restricted Funds. As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. All funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.
- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their

LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.

- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

- 3.1 Services. In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:
 - 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
 - 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
 - 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
 - 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
 - 3.1.5. Coordinate state Quality Assurance Process.
 - 3.1.6. Provide alternative dispute resolution supports and services.
 - 3.1.7. Develop interagency referral and placement procedures.
 - 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.

- 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
- 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 1. Evidenced Based Practices;
 2. Program Development and Improvement;
 3. Individual cases;
 4. State complaints;
 5. Requests for due process mediation and hearing; and
 6. Appropriate programs and services for specific pupils.
- 3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:

- 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
- 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:
 - 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
 - 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. **DISPUTE RESOLUTION**

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. **MUTUAL REPRESENTATIONS**

- 7.1. **Authority and Capacity.** The Parties have the authority and capacity to enter into this agreement.
- 7.2. **Full Disclosure.** All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. **No Conflicts.** Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. **Enforceability.** This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.

8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2018-19 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this 13th day of March, 2018.

In accordance with SELPA policy, Gilroy Prep School (A Navigator School),

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

Date

Signature of CEO of Charter LEA

Kevin Sved, CEO

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Date

David M. Toston, Associate Superintendent
SELPA Programs
El Dorado County Office of Education



Date: March 8, 2018

To: Board of Directors

From: Kevin Sved, CEO

Re: Consent Agenda

Recommendation

It is recommended that the Board approve the Consent Agenda.

Background

Below are the items for the consent agenda with a brief background on each.

Retention Policy - Navigator Schools staff have worked closely with parents to help ensure that potential staff recommendations for retention are discussed on a timely basis so that intervention plans can be implemented in a focused effort to avoid retention. An appeals process is included in the policy. The development of this document was led by Director of Student Services, Sharon Waller.

Suicide Prevention Policy - The Suicide Prevention Policy is based on the model policy template provided by the California Department of Education, and tailored for the communities served by Navigator Schools. The policy development effort was led by Director of Student Services, Sharon Waller, and included Navigator Schools Counselor Eva Jimenez.

El Dorado SELPA Participation Agreement - Adoption of the Participation Agreement is a condition of participation in the El Dorado SELPA. The SELPA supports our delivery of high-quality special education, including professional development, best practices, data collection, and compliance.

Summary

Staff recommends the Board to approve the Consent Agenda.

Navigator Schools Youth Suicide Prevention Policy

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

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

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

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

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

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

Overall Strategic Plan for Suicide Prevention

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

Community Solutions

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

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

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

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

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

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

Hollister,CA 95023

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

Resources:

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

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

Prevention

A. Messaging about Suicide Prevention

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

Resources:

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

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

B. Suicide Prevention Training and Education

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

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

Training:

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

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

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

Resources:

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

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

C. Employee Qualifications and Scope of Services

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

D. Specialized Staff Training (Assessment)

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

Resource:

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

E. Parents, Guardians, and Caregivers Participation and Education

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

Resource:

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

F. Student Participation and Education

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

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

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

- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, science, and physical education).

The Navigator Schools will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks)

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their

school's needs. See the SAVE Web page at

<https://www.save.org/what-we-do/education/smart-schools-program-2/>

- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention, Assessment, Referral

A. Staff

Two Navigator Schools staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and CMO websites. Navigator Schools has identified a primary suicide prevention liaison and a secondary suicide prevention liaison.

Members of the crisis team also include: Site vice principals, the lead student services staff members, several general education teachers from each site.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The CEO or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Crisis intervention procedures, including counseling and other support systems:

1. Peer, Parent or Staff Concern Identified
 - a. When a staff member has an immediate concern, directed to NOT leave student alone
2. After adult is notified (from peer or parent), Counselor is to be informed who will assess student for risk level using 'Lethality Assessment'
3. When Student is identified as 'Low Risk', demonstrating warning signs with no intent to act:
 - a. Family is notified
 - b. Community Resources provided to family, including hotline numbers
 - c. Develop care plan (counseling 1 x a month)
 - d. Follow up after 6 weeks of intervention

When Student is identified as 'Medium' or 'High' Risk, demonstrating self-harm behavior, threats, ideation, plan or prior attempts:

- a. Notify nearest CRT member to notify Admin
- b. SRO/Community Agency contacted for possible 5150
- c. Family Notified
- d. If needed, activate CRT plan (active harm, others in danger)
- e. If student is not transported per agency results, provide resources in person to parent
- f. Develop safety plan
- g. Develop care plan (2x-weekly counseling sessions)
- h. Provide community resources for follow up
- i. Meet with parents for additional follow up within 6 weeks of intervention, more as needed
- j. If there are extended absences, meet with student and family to set up re-entry
- k. Debrief with those involved

When Student is identified as 'Extreme Risk', student attempts suicide, self-harms on campus or has means on person:

Alert nearest adult (if peer)

Staff to contact nearest CRT members, activate CRT plan

DO NOT LEAVE STUDENT ALONE

Remain with student

Provide first aid as needed

If student has means, remove (do NOT take by force)

Clear area of other students

Contact SRO/911 for 5150

911 for emergency transport and SRO for assessment.

Family notified

Resources provided to parents

Debrief with those involved

Follow up with parents immediately, next day to determine if there will be extended absences and to set up time to create re-entry plan.

(Below is the lethality assessment mentioned above).

Student Name

Date

Reason for student referral.

Detailed account for referral, additional information including but not limited to self-harm, antecedent to incident and adults present.

Best regards,

Eva Jimenez

Counselor

Lethality assessment form

Lethality Assessment: Risk Level - ([Printable .pdf](#))

	High	Medium	Low
Plan of Suicide			
Time Frame			
Method			
Availability			
Location			
Mood			
Behaviors			
Eating Pattern			
Health			

Isolation			
Reckless			
Sleeping Patterns			
Talks/Jokes of Death			
Possessions			<u>No plans for possessions</u>
Feelings			
Suicidal			
Helpless			
Restless			
Worthless			
Chemical Use/Abuse			
Drugs			
Alcohol			
Previous Suicide Attempt			
Number of Attempts			
Time Frame of Attempts			
Loss (or Trauma)			
Real			
Perception			
Psychiatric Care			

Past			

[Intervention Plan - \(Printable .pdf\)](#)

Lethality Assessment	Intervention	Follow-up	Emotional Encouragement
High	Stay with individual until Community Agency or SRO arrive Remove means Safety plan created CRT active Provide first aid as needed Contacted building administrator/designee Contact parent/guardian and document contact Resources provided Follow up with parents to prepare for re-entry if needed	One day	Weekly-face to face
Medium	Stay with individual Safety plan created Remove means CRT may be activated Contact parent/guardian and document contact Contact building administrator/designee <u>Resources provided</u>	2-5 Days	Bi-weekly-face to face
Low	<u>Sign Life Pact</u> <u>Contact parent/guardian and document contact</u> <u>Inform building administrator/designee</u> <u>Offer assistance</u> <u>Provide resources</u>	1 week	<u>Monthly-face to face</u>

Results of assessment, including risk level, contact with parent/admin and/or community agency.

If agency contacted, record name of rep or SRO and the case# as it applies.

Best regards,

Eva Jimenez

D. Parental Notification and Involvement

Each school within the Navigator Schools shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. The contact number for San Benito County CPS is 831-636-4190 or 831-636-4330. The contact number for South Santa Clara County CPS is 408-633-0601.

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;

- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Navigator Schools property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;

- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Eva Jimenez, Primary Liaison and Sharon Waller, Secondary Liaison for the Navigator Schools shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
 - Identify a staff member to confirm death and cause (school site administrator);
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.

- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Communicate details about funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhronline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

2018/2019 Staff Leads

Kevin Sved, CEO, Navigator Schools, Suicide Prevention Policy Lead
Sharon Waller, Director of Student Services, Suicide Prevention Policy Designee

Crisis Response Team Members

Primary suicide prevention liaison is Eva Jimenez, School Counselor
Secondary liaison is Sharon Waller, Director of Student Services

Team Members include the following school staff:

Aimee Hubbard, Vice Principal
Debbie Benitez, Vice Principal
Tina Hill, RSP teacher
Jessica Sanchez, RSP Teacher



Navigator Schools Retention Policy

The philosophy of Navigator Schools is that all students should participate in instructional programs where they can achieve academically and develop socially, emotionally, and physically. While it is expected that the vast majority of students will experience success in our schools, there may be some children for whom retention may be considered. We believe that with a strong program and collaboration between home and school, retention is a truly a gift of time that results in student success. We do not believe that retention as a remediation vehicle is a solution unto itself, nor that retention without interventions and a planned program of support is successful in the long run.

Decisions on retention will be based on collaborative review of data and the whole child before a decision is made. Criteria appropriate to each level must be established so that multiple assessments are considered such as standards-based assessments, local criteria such as classroom grades, results of criterion referenced testing, social development, performance assessments, parental input, and staff recommendations.

Neither social promotion nor retention is supported by available research as a first option for students experiencing academic difficulty. Therefore, Navigator Schools will continue to identify and implement other options, including: professional development for staff, targeted support for students using a Multi-Tiered System of Supports that include the use of quality classroom assessments that inform instruction, individualized instruction, in-class small group intervention, reading support, use of extended day and summer programs as dictated by the individual needs of students, and a variety of other aggressive intervention systems.

Before retention can be considered, it is essential that sufficient strategies to support student growth are implemented, and that the parents be kept informed of the student's achievement at all levels of development.

Documents included:

- At-risk for Retention Meeting Form
- Academic Criterion
- Appeal Process for Retention



At Risk for Retention Meeting Form

Meeting #1 (March)

We conducted this meeting to discuss the possibility that your child may be retained next year. He/she is currently below grade level. We encourage you to continue supporting him/her in the ways we discussed in this meeting. In mid-May, we will have a recommendation in regards to retention. If little or no progress has been made then retention could be an option.

In May, we will have recommendations for next steps based on your child's growth.

Location	Intervention Action Plan
At Home	
At School	

Student Name

Parent Signature

Date

Teacher Signature

Date



Meeting #2 (May)

We conducted this meeting to discuss the progress your child has made since our last meeting. We encourage you to continue supporting him/her in the ways we discussed in this meeting. Our recommendation at this point will be:

- ☐ Summer school
- ☐ Ongoing In School Interventions
- ☐ Ongoing At Home interventions
- ☐ Retention

Location	Intervention Action Plan
At Home	
At School	

Student Name

Parent Signature

Date

Teacher Signature

Date

- ☐ If this box is checked, I understand my child will be retained due to his/her reading far below grade level
- ☐ Denied retention



Although Navigator Schools is recommending retention for my child, I refuse to have my child retained.

Student Name

Parent Signature

Date

Teacher Signature

Date

Academic Criteria to Determine At-Risk for Retention

Semester	Fluency	Risk for Retention Cut Off Fluency	BPST Basic Phonics Skills Test	Risk for Retention Cut Off BPST	STAR Early Literacy / Reading	Risk for Retention Cut Off STAR
End of Unit 1	number of words	<number of words	Number	<Number	GE	< GE
GK	6	TBD	15	8	550	300-900
G1	28	TBD	55	40	300-900	300-900
G2	61	TBD	70	60	2.3	1.3
G3	81	TBD	N/A		3.3	2.3
G4	103	TBD	N/A		4.3	3.3
End of Unit 2						
GK	12	TBD	25	15	590	300-900
G1	36	TBD	60	50	300-900	0.5
G2	72	TBD	74	62	2.5	1.5
G3	92	TBD	N/A		3.5	2.5
G4	112	TBD	N/A		4.5	3.5
End of Unit 3						
GK	21	TBD	35	25	630	300-900
G1	46	TBD	65	55	1.7	0.7
G2	80	TBD	78	66	2.7	1.7
G3	100	TBD	N/A		3.7	2.7
G4	116	TBD	N/A		4.7	3.7
End of Year						
GK	30	15	45 (Through Blending Words with Blends)	35	675	300-900
G1	60	45	70 (Through Blending Words with Inflections)	60	2	1
G2	94	64	80 (Through Blending Words with Affixes)	70	3	2
G3	110	83	85 (Entire Sheet)		4	3
G4	123	103	Use when Applicable		5	4
			N/A			

Align K / 1st With BPST for all Students (Until they complete 85/85)
2nd/3rd Using BPST for at risk students

2015-2016 School Year-EASYCBM 90th percentile measures.

**If a student meets 2/3 as risk for retention; proceed forward with retention norms.

Navigator Appeal Process for Retention/Promotion

The student's parents or guardian and the principal of the student's school have the right to appeal a teacher's decision to promote or retain a student. The appealing party must submit a written request to the Student Services Department. The appeal must be filed within 10 school days of the determination of retention or promotion. This written request must specify the reasons why the decision to promote or retain should be overruled and the proposed change.

Within 30 days of receiving the request, the Student Services Department shall determine whether to overrule the teacher's decision. If the Student Services Director determines that the appealing party has objectively proven the teacher's decision should be overruled, he/she shall overrule the teacher's decision. Decisions to promote or retain will not be overruled when the school's actions have been accomplished consistent with law, policy, and procedure.

The decision of the Student Services Director shall be final. However, the Governing Board may hear an appeal if the complainant provides factual information to the Student Services Director to establish the appeal was not resolved within the parameters of the law, policy, or procedures. If the outcome of the appeal is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objection which shall become part of the student's record.

Student's Legal Name: _____ Birthdate: _____

School: _____

Current Grade: _____

Date Request to Appeal Filed: _____

Appealing Party's Name: _____

Address of Parent/Legal Guardian: _____

Reason(s) why the decision to promote or retain should be overruled:

Proposed change(s): _____

ACKNOWLEDGEMENT

I completed and submitted this appeal to the Student Services Department on the date listed below.

Signature of Appealing Party Date

Copies: Appealing Party, School Site, Department of Student Services

Coversheet

Watsonville Prep School Charter Petition

Section:	II. Topical Items
Item:	A. Watsonville Prep School Charter Petition
Purpose:	Vote
Submitted by:	Kevin Sved
Related Material:	WPS Charter 0318.pdf CEO Memo WPS Charter.pdf Greenlight Update 0318.pdf



NAVIGATOR SCHOOLS/WATSONVILLE PREP SCHOOL CHARTER PETITION 2019- 2024

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.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Table of Contents

Affirmations and Declaration	3
Navigator Schools Background and Accomplishments	6
Charter Renewal Requirements	10
Element 1: Educational Philosophy and Program	14
Element 2: Measurable Student Outcomes	44
Element 3: Methods of Assessment	46
Element 4: Governance Structure	49
Element 5: Employee Qualifications	52
Element 6: Health & Safety Procedures	60
Element 7: Racial & Ethnic Balance	64
Element 8: Admission Requirements	66
Element 9: Annual Financial Audit	68
Element 10: Suspension & Expulsion Procedures	69
Element 11: Retirement Systems	86
Element 12: Public School Attendance Alternatives	87
Element 13: Employee Return Rights	88
Element 14: Dispute Resolution Process	89
Element 15: School Closure Procedures	91
Required Supplemental Information	93

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Affirmations and Declaration

Navigator Schools, operating Watsonville Prep School (“WPS” or “Charter School”) 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(c)(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(b)(6)]
- WPS will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- WPS will not charge tuition. [Ref. Education Code Section 47605(d)(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 each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to WPS shall not be determined according to the place of residence of the student or his or her parents within the state. Preference in the public random drawing, shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School and shall not take any action to impede the Charter School from expanding enrollment to meet pupil demand in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- 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 a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- 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 will, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information [Ref. Education Code Section 47605(d)(3)]
- 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 and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- 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 Public Records Act.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

- WPS will comply with the Family Educational Rights and Privacy Act.
- WPS will comply with the Ralph M. Brown Act.
- WPS will meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960].

Navigator Schools Background & Accomplishments

Navigator Schools opens and operates college prep K-8 schools in the Northern Central Coast region of California. With its focus on eliminating the achievement gap for all students, Navigator Schools offers daily assessment opportunities, blended learning teaching strategies, and highly skilled and trained educators to ensure all students have a chance to succeed. At the start of the 2017/18 school year, Navigator Schools was serving 960 students in grades K-8. With consistently high scores on the California Assessment of Student Performance and Progress (“CAASPP”) Smarter Balanced Assessment Consortium (“SBAC”) tests every year, Gilroy Prep School is considered the top performing school in Gilroy and one of the best in Santa Clara County, and Hollister Prep School scores at or near the top of San Benito County. As outlined in the mission, Navigator focuses on the development of 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 Gilroy & Hollister Prep Schools has led to years of positive growth and success. Navigator Schools wants to continue this level of service to the students of Pajaro Valley Unified School District with the opening of Watsonville Prep School (WPS).

Founding Team:

Kevin Sved, Chief Executive Officer

James Dent, Chief Academic Officer and Navigator Schools Co-Founder

Sharon Waller, Director of Student Services and Navigator Schools Co-Founder

Kirsten Carr, Director of Community Outreach

Andrea Hernandez, Founding Principal

Founding Parent team:

Sonia Grimaldo

Luisa Hernandez

Alba Rivas

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Staff & Program Highlights:

- Development & implementation of Navi 101/201 – a one week (returning instructional staff) or two week (new instructional staff) professional development program all staff members attend before the start of each school year.
- Implementation of Teacher-in-Training (“TnT”) positions – Navigator employs TnTs (employees enrolled in a credential program) to serve as substitutes during teacher release time, when teachers are absent, and to ensure Navigator has fully trained staff members able to be classroom teachers as growth occurs.
- To better prepare for expansion and to ensure continued success, Navigator Schools underwent an extensive 3-5-year strategic planning process. The finished product, a result of the efforts of the board, staff, community, and an outside consultant provides a solid road map for next steps.
- Staff consistently visits top performing schools in the Bay Area to learn from their best practices and strategies.
- Staff collaborates with their cross site grade level partners on lesson planning, strategies, and ideas for future success.
- Leadership team attended RELAY Graduate School of Education National Principal Academy Fellowship.
- Future principals attend Innovate Public Schools Startup Schools Fellowship
- Both GPS & HPS were honored as a five-year Member of Good Standing by the El Dorado County (“EDCOE”) Charter Special Education Local Plan Area (“SELPA”) in 2016.
- Special Education leaders attend EDCOE SELPA Leadership Training Institute
- One of Navigator’s focal points is providing a top-quality education for all students and has been actively sharing best practices with other educators locally and nationally. Since the doors opened, Navigator Schools has toured hundreds of educators including:
 - Gilroy Unified – Rod Kelley, South Valley Junior High
 - Innovate Public School Fellows
 - Henry County, Georgia
 - Next-Gen LEAP Innovations
 - Cornerstone Prep
 - Pajaro Valley Unified School District
 - Healdsburg Unified School District
 - Aspire Public Schools
 - Schools that Can Milwaukee
 - State Board of Education
 - Hollister School District

Business & Technology Highlights:

- In the seven years since its inception, Navigator Schools has grown and strengthened its business functions by:

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

- Hiring an internal Director of Business & Finance
- Contracting with a financial consultant who specializes in charter school funding and operations
- As blended learning is a vital component of the Navigator instructional model, significant resources are dedicated to maintaining and improving the technology used by both teachers and students.
 - One-to-one technology (iPads) in all classrooms
 - On-site technology assistant
 - Promoted Information Technology (“IT”) Manager to Director of IT, providing for a focus on strategic deployment of blended learning software.
 - Installed two televisions in each classroom with AppleTV capabilities allowing both teachers and student to present to the whole class from their iPads. Classrooms at all grade levels are incorporating student taught lessons into their daily curriculum.

Instructional Highlights:

- The strongest feature of a Navigator education is the ever-improving instructional model. As Navigator does not solely use a prescribed set of curriculum, WPS students will benefit from a combination of the best practices currently available. Currently at Navigator schools, students benefit from:
 - Teacher derived lessons
 - Readworks
 - NewsELA
 - Horizons
 - Write from the Beginning
 - Mystery Science
 - TCI - Social Studies
 - Khan Academy
 - Ready Common Core Workbooks
 - Reading Plus
 - FASTT Math
 - Discovery Techbook Science
 - Assessment and Learning in Knowledge Spaces (ALEKS)
 - ST Math
 - Lexia
- Navigator employs a full inclusion special education model.

Family Interactions - Current Navigator schools utilize:

- Active parent clubs
- Bilingual coffees with the principal
- Conduct annual family engagement surveys, creating action steps in any area where a

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

- school scores under 80%
- Parent trainings in the evenings
- English Learner Advisory Committee (“ELAC”)

Focus on the whole student:

- While students at Watsonville Prep School will participate in a highly rigorous academic structure, they also benefit from programs which focus on the whole child including:
 - Physical Education (“PE”) – students in grades K- 8 participate in PE classes multiple times per week.
 - Enrichment – Starting in kindergarten, students participate in non-core classes such as art, Lego Robotics, gardening, music, piano, and Spanish.
 - Science Camp – Navigator sixth grade students participated in weeklong Science Camp at Walden West giving them an educational experience that extends outside of the classroom.
 - Field trips – Navigator students attend numerous opportunities within the community to enhance their educational program such as Monterey Bay Aquarium, Chitactac - Adams Heritage County Park, San Juan Bautista Mission, and Gilroy Gardens.
 - With the growth into middle school, students have the opportunity to participate in competitive sports with other charter and smaller schools in the area.
- Health & well-being – WPS will provide a hot lunch program which offers healthy meal options which are liked by both students and parents.
- Navigator uses Toolbox to ensure the entire school community, students, staff, and parents, have a common language and necessary skills to “strengthen children’s innate capacity for resilience, self-mastery, and empathy for others” (<https://dovetaillearning.org/>)
- To increase the focus on the social-emotional learning of students, Navigator utilizes PATHS curriculum at both its current sites.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Charter Renewal Requirements

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

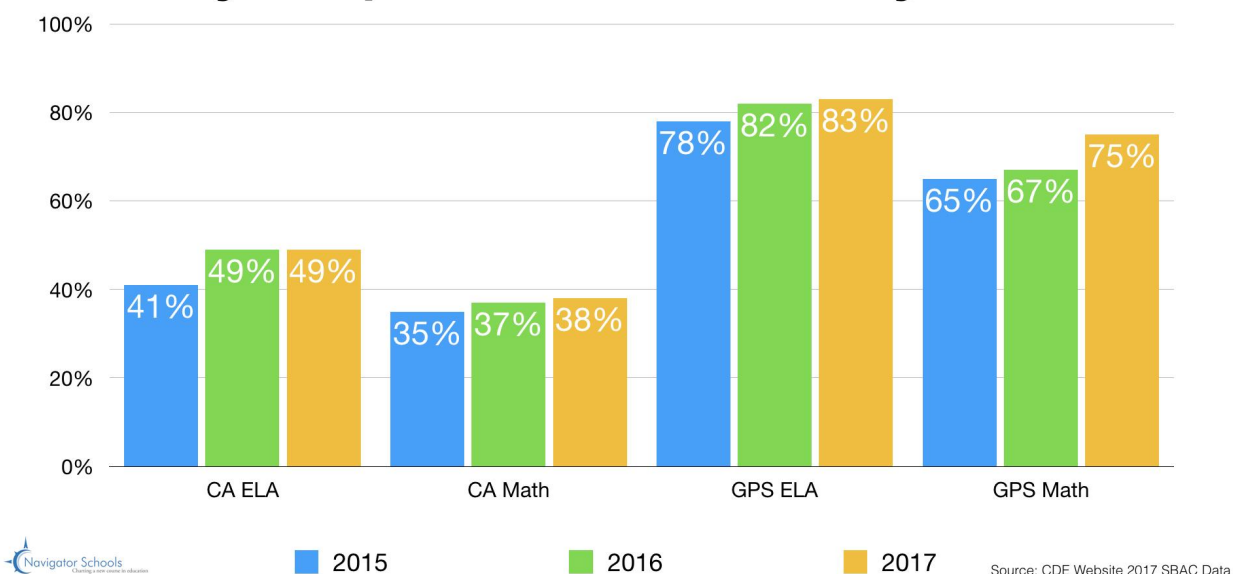
- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming Navigator Schools exceeds the statutory criteria required for charter renewal set forth in Education Code Section 47607(b)(1)-(4). Both GPS and HPS have shown both success and growth in the first three years of participating in the CAASPP.

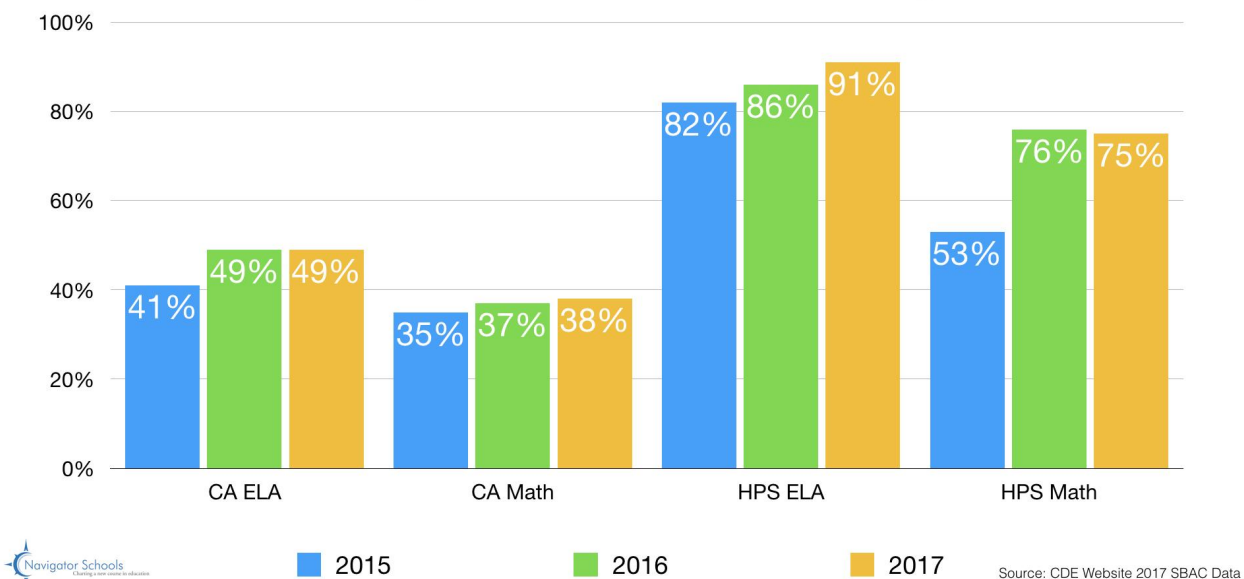
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SBAC Results – Gilroy & Hollister Prep Schools

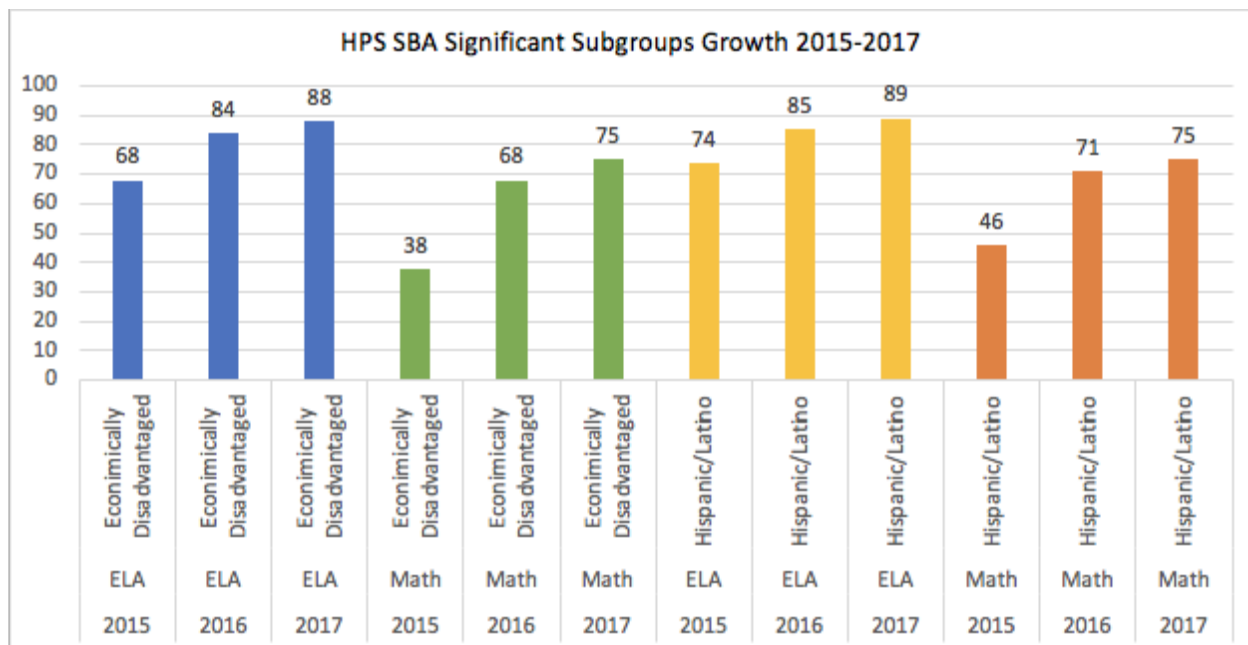
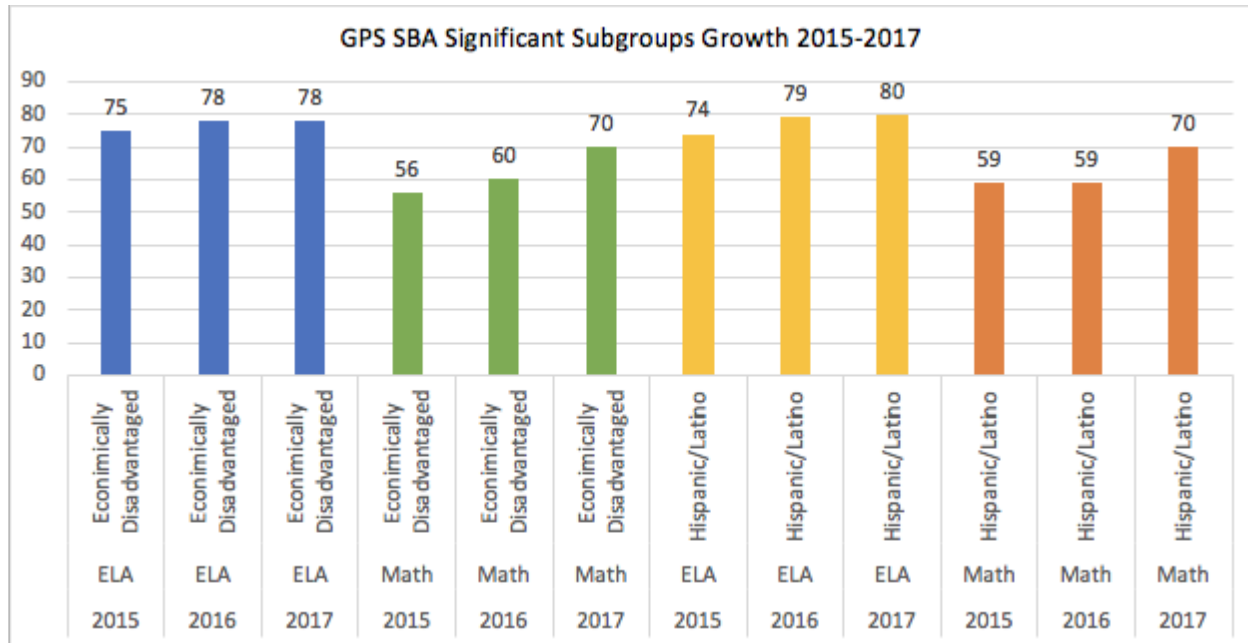
Gilroy Prep SBAC Proficiency Growth



Hollister Prep SBAC Proficiency Growth



Navigator Schools Watsonville Prep School Charter Petition 2019-2024



Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Element 1: Educational Philosophy and 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(b)(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, or the nature of the program operated, by the charter school, 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(b)(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.

VISION

Navigator Schools is improving our communities through education.

COMMITMENTS AND BELIEFS

Navigator Schools is committed to:

- Eliminating the academic achievement gap for the underserved students of Watsonville.
- Providing high quality teachers trained and coached on the latest best practices.
- Instilling a culture of excellence among students and staff.
- Operating a full inclusion model of education to offer a well-rounded educational experience for all students.
- Engaging our families in helping their children achieve at their highest potential.
- Blended learning opportunities for all students, including one-to-one technology.
- Using data-driven instruction to effectively educate all students and to identify their greatest areas of need.
- Working collaboratively with our colleagues in authorizing districts to share our knowledge, strategies, and techniques to benefit all students.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Navigator Schools believes:

- The foundation of a great education lies in ensuring all our students become proficient readers, writers, communicators, collaborators, leaders, and mathematicians. These fundamental skills ensure students are primed to succeed throughout their educational career.
- There is no excuse for student failure.
- Higher education for career and life success is the goal for all students.
- Leadership and staff constantly improve.
- Student learning increases when student behavior is exemplary.
- All staff are united around our common mission.
- Academic excellence is the driving force in every decision we make.

Navigator is dedicated to inspiring and educating all students to take advantage of every opportunity a superior education can offer them. Navigator is committed to helping students make it to, and through, college and to become successful leaders in our community. Navigator promises to act with integrity with every school district partner, educator, and parent to continue Navigator students' record of phenomenal achievement.

STUDENTS TO BE SERVED

Navigator Schools was founded in 2011 to educate the underserved students of Gilroy, focusing on the neighborhoods surrounding its current location. Hollister Prep School opened two years later on the campus of R.O. Hardin Elementary School. Navigator focuses on providing educational opportunities to underserved students in the Northern Central Coast region of California. Navigator strives to locate schools in areas where at least 75% of their students are socio-economically disadvantaged with the intent to eliminate the achievement gap. It is inherent to the mission and vision of Navigator Schools for its demographics to reflect the communities being served.

EDUCATIONAL PHILOSOPHY AND WHAT IT MEANS IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

WPS will provide a fully inclusive, standards-based education to prepare all students for the needs of a 21st century world. The focus on Culture, Data-Driven Instruction, Coaching, Equity, and Technology ensures WPS students will be consistently engaged in highly productive learning experiences. With an emphasis on critical thinking and rigor, students achieve high levels of academic success. As students progress through the grades, they are expected to demonstrate more independence and ownership of their academic growth, social-emotional skills development, and pursuit of knowledge. WPS students become competent in all areas of academics and social skills due to their highly structured school setting which reinforces high standards for behavior, communication skills, collaborative student work, and leadership development.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

What it means to be an educated person in the 21st century

Preparation for college and the workplace has become increasingly important in the complex global community in which we live. Navigator students learn basic ideas, theories, vocabulary, and facts in subject areas including the arts, humanities, social sciences, and natural sciences. The 21st century belongs to those who have a deep and thorough understanding of all academic disciplines and are armed with the skills and capabilities to provide strong leadership to change the world.

Students will be an active part of the WPS community for nine valuable and impressionable years. It is imperative that students continually practice behaviors and skills that characterize educated people: to think logically, read critically, write and speak clearly, solve problems creatively, organize time, space, and materials effectively, develop compassion and empathy for others and to make choices that will improve the course of their lives. WPS has and will help students develop and internalize these habits to allow for a lifetime of learning and an ability to adapt and exist comfortably in any workplace environment.

It is the goal of WPS to enable students to become self-motivated, competent, lifelong learners. An educated person in the 21st century should possess the academic and life skills listed below:

Academic Skills

- Students will read at or above grade level.
- Students will develop both calculation abilities and a conceptual understanding of math.
- Students will be inspired to be inquisitive and self-motivated, lifelong learners.
- Students will communicate effectively through excellent listening, speaking, and writing skills.
- Students will develop creative, logical, and critical thinking skills enhanced through art, science, and technology.
- Students will comprehend and use technology as a tool for learning and communication.
- Students will have confidence in adapting to new situations and be receptive to learning.
- Students will be eager to synthesize and act upon new information.
- Students will find, select, evaluate, organize, and use information from various sources and disciplines of thought including the framework of science and social studies. They will be able to make logical connections among these sources.

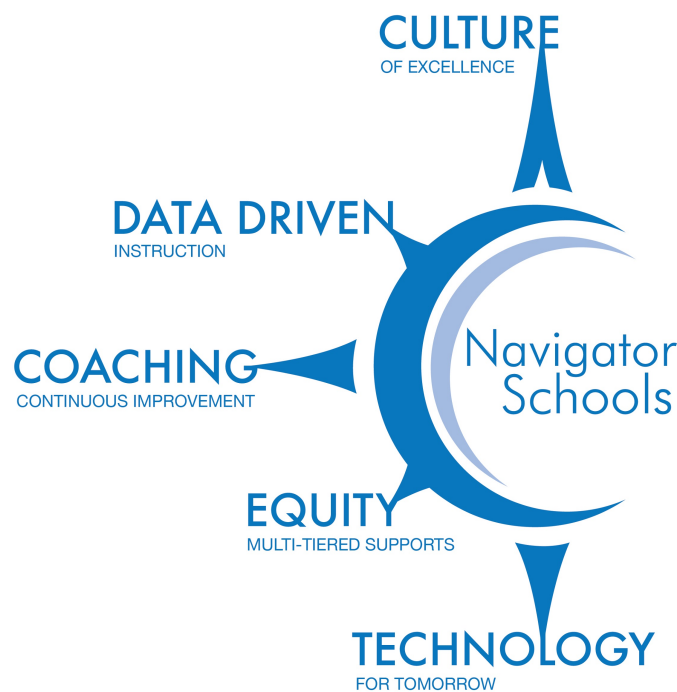
Life Skills

- Students will develop leadership and teamwork skills that will help them succeed in the 21st century workplace.
- Students will exhibit healthy social-emotional skills and self-esteem by making positive choices for oneself and in interpersonal relationships

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

- Students will accept responsibility for personal decisions and actions.
- Students will gain self-confidence and a willingness to take risks in a safe learning environment.
- Students will learn concentration, perseverance, and independent working skills by setting personal goals and by self-assessment.
- Students will acquire an appreciation for the richness of shared knowledge that flows from the culturally diverse environments of California.
- Students will be inspired to have empathy and courtesy for others.
- Students will be able to work both cooperatively and independently.

HOW LEARNING BEST OCCURS: KEY EDUCATIONAL ELEMENTS OF WPS



WPS will work with students continuously from transitional kindergarten through 8th grade serving students in a small, community-based school setting. This structure will allow for deep and meaningful relationships with students and parents and will ensure that staff is well-informed of the individual needs of each student. The design of WPS has been impacted significantly by high-performing schools across the Bay Area and the nation who are leveraging structures similar to those described below to attain excellent educational outcomes for

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

students. Current Navigator Schools, Gilroy Prep and Hollister Prep both illustrate the success of the model and will serve as resources for success at WPS.

From TK through 8th grade the following key elements will define a student's experience at WPS. While each element will look and feel different over the course of each student's years at the school, 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
- Robust multiple tiers of support for academics and behavior
- State of the art technology to prepare students for the future

Compass Point #1: Learning best occurs when the school has a strong **culture of excellence** that includes staff and students

Navigator believes the backbone of a strong culture is having high expectations for academic achievement and student behavior. A culture of excellence occurs when students feel connected and challenged. As such, students at WPS will be surrounded by caring, skilled, and highly motivated staff who will work relentlessly to build relationships with students. Incorporating celebrations into the school day will allow for the recognition of growth in all areas, so all students have time to shine. Consistency in school routines and expectations builds trust between students and staff. A culture of error ensures students know that learning often occurs through mistakes. Keeping students challenged by meeting them at their appropriate academic level keeps them engaged and driven. Students will know the adults on campus have their best interests at heart and will strive to make their learning fun and meaningful.

The culture of WPS is dependent on the overall health of the organization which starts with meeting the needs of staff members. Building a staff of mission aligned educators is crucial to a positive staff culture. The coaching model at WPS has been designed to value the hard work of the education team and to provide them with the support they need. With a mindset of continuous improvement, celebrations and recognition for hard work and accomplishments is incorporated into each day.

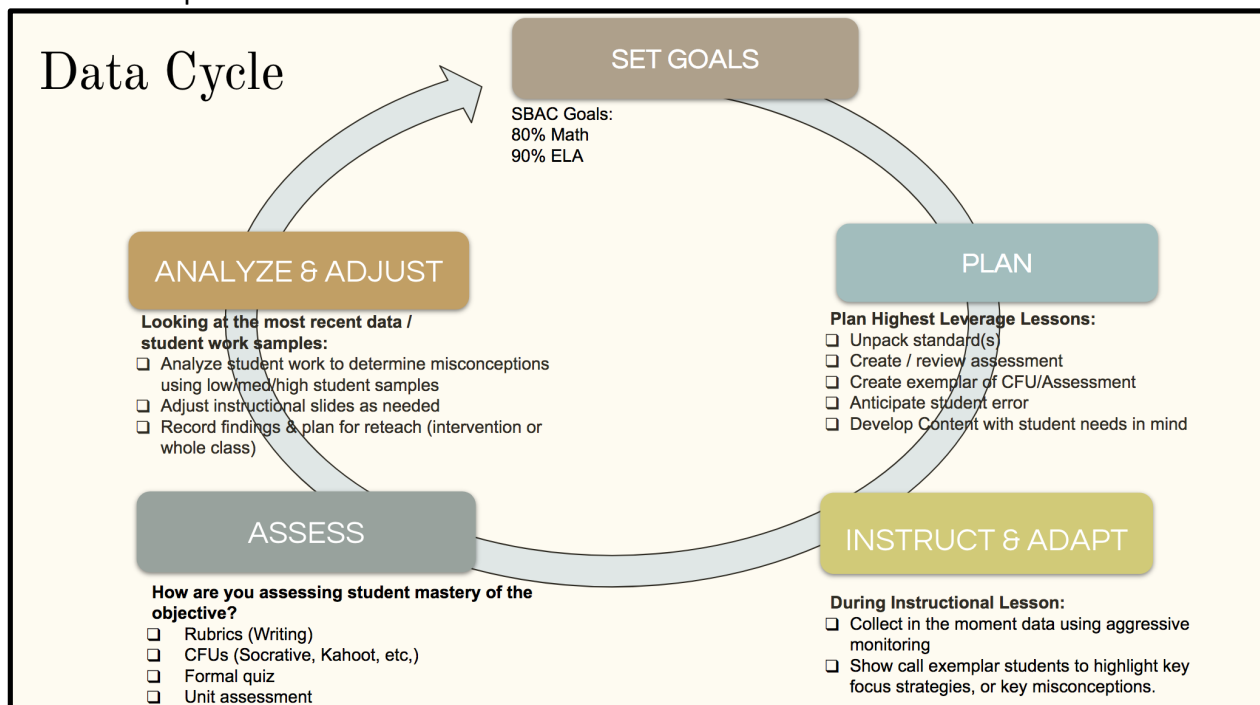
Compass Point #2: Learning best occurs when the instructional model is **data driven**.

Every teacher and leader at Navigator understands that in order to make significant academic gains with their students, it is critical to utilize the data driven instruction cycle.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

The use of academic data allows teachers to make the instructional adjustments for all students to 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 Common Core State Standards (“CCSS”) 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 which time whole class instruction can be differentiated to meet the needs of individual students.

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

Each of the varied learning experiences WPS students will participate in, from the content of academic centers, to full class direct instruction, to science and social studies projects will be backwards mapped to ensure alignment to the Common Core Standards, the Next Generation Science Standards, and the California History and Social Science Standards. Teachers at WPS will receive extensive support to develop a deep understanding of the academic standards for the grade level and content area they teach and will be supported to choose and create academic

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

materials that are mapped to these standards. Additionally, WPS will ensure teachers are well-informed of the instructional shifts in practice required under the Common Core Standards and observation tools and protocols will be used to ensure evidence of these instructional shifts are present in all parts of the academic day.

Compass Point #3: Learning best occurs when leaders and instructional staff are continually developed through **coaching**.

“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)

Navigator Schools believes one of the strongest components of student success is a phenomenal teacher. WPS instructional staff will be observed daily and coached weekly by a member of the administrative leadership team on their focus areas (including classroom management, rigor, and leadership) to provide them with the support they need to further develop as educators. Navigator uses observation and feedback, three-way coaching, lesson planning support, and live coaching as ways to accelerate instructional development. The purpose of coaching is not to judge the teacher’s abilities, but rather to identify the most effective way to coach them in order to maximize student learning (Bambrick-Santoyo).

Teachers are also provided with extensive professional development before the school year begins and then numerous times during the year. The two weeks of professional development prior to the beginning of the school year are essential in ensuring the Navigator mission, school culture, and instructional best practices are reinforced and upheld by all staff members. Weekly and day long PD throughout the school year is utilized to support differentiated, ongoing development strategically focused on our five compass points.

Navigator Schools takes advantage of learning from other top-quality schools. By studying academically successful schools, Navigator has and will continue to improve teaching skills, learn new programs, and increase student performance.

Compass Point #4: Learning best occurs when the instructional model is personalized through a multi-tiered system of supports (MTSS) to ensure **equity for all students**.

The MTSS framework, including positive behavioral intervention and supports (“PBIS”), response to intervention (RTI) processes and universal designs for learning (UDL) strategies provides resources leading to a systematic coordination of services and supports to any and all students who need additional support in academics, social emotional skills or behavior.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Through Implementation of the MTSS framework and more specifically, Response to Intervention practices, Navigator Schools has lower numbers of students (8%) enrolled in special education than the state average of 10.7% within a similar demographic. ([State Profile](#))

Our beliefs and practices align with the [Report of California's Statewide Task Force on Special Education](#), March 2015. The report presents data supporting the use of research-based, tiered supports to students before they fall far below grade level in academics or require intensive behavioral interventions lead to reduced special education referrals.

Educators at WPS will rely on a MTSS framework to ensure curriculum, technology, teaching strategies and behavioral interventions are intentionally designed and used to support academic achievement and positive behavioral and social emotional skills for all students. The tiers of supports embedded in the instructional design ensures that the school culture is one where equity and access, regardless of ability, socio-economic status, gender or ethnicity is pervasive and transparent.

Compass Point #5: Learning best occurs when **technology** is leveraged for student success

Technology in the Navigator classroom has become an essential tool for both student learning and teachers' instruction. At WPS, teachers will utilize technology to receive real time feedback on how their students are performing and where they need to be supported and celebrated. Students will utilize technology to learn new skills, teach one another, and to work to their full potential.

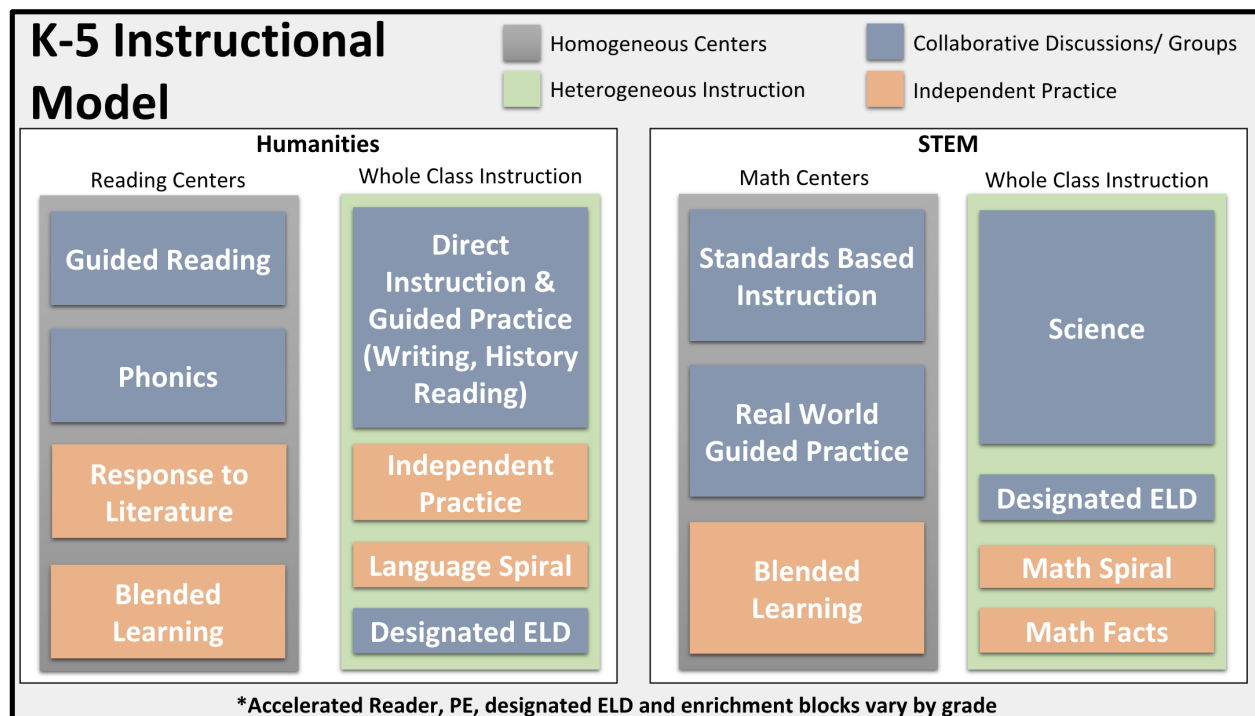
The Navigator model employs one-to-one technology in the classroom, providing students with educationally valuable and adaptive software. Adaptive software, which adjusts the sequence of instruction based on student ability, serves to support classroom learning by providing students of all abilities with opportunities to practice at their level in areas of math and language arts. Software programs currently in use at Navigator schools include:

- Fast Math
- Read Naturally
- ST Math
- IXL
- Accelerated Reader
- Lexia
- Reading A-Z
- Khan Academy
- Reading Plus
- ALEKS

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

THE WPS SCHOOL MODEL

WPS will replicate the same successful model implemented at both Gilroy Prep and Hollister Prep schools. As seen in the data above, the school model has led to very strong academic results and we expect to see the same levels of performance at WPS. The model creates several dynamic learning opportunities throughout the days with students flexing between whole group and small group instruction several times throughout the day. At least half of all instructional time, students are learning in ratios of a maximum of 10 students to 1 adult for two hours a day. This low ratio allows teachers and small group instructors to hone in on student common core reading writing, mathematics and language needs in ways most schools cannot.



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. Reading programs should offer diverse learning opportunities including heterogenous and homogenous reading groups, as well as a balance of social and independent

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

practice. WPS will ensure a rich and rigorous approach to literacy development in every grade and at every lexile. Below is an overview of how literacy will be cultivated in the K to 5th instructional model.

Reading Center Overview

Students at WPS will regularly have their reading levels and skills assessed so that the teacher can provide data-driven small group instruction. Students rotate through three or four centers which include a center led by a teacher, a center led by a small group instructor, and either one or two independent centers depending on the grade.

Guided Reading Center- Guided reading is the focus of the teacher-led center in grades K-5. During guided reading the teacher meets daily with a small group of students who are reading at a similar lexile level or who need help developing a common skill or concept. Students in guided reading read from the same text and participate in collaborative, teacher-guided skill development related to the text they are reading as a group. We will base our guided reading instruction on the highly-acclaimed book by Paul Bambrick-Santoyo, *Great Habits Great Readers*. In grades K-1 the teacher center focus is on phonics and fluency, and in grades 2-5 the focus shifts to reading comprehension.

Phonics Center- The SGI center is an additional center where students will get additional personalized attention with a highly trained paraprofessional. In grades K-3 this will be a systematic, scripted phonics program such as Corrective Reading and Horizons. When homogeneous groups reach the targeted lexile level the focus of the SGI center will change from direct instruction of phonics to guided practice with reading comprehension and language conventions.

Response to Literature Center- Teachers in grades 2-5 who utilize the four station rotation will have an independent center where students will independently respond to reading comprehension questions. The work produced at this center will be used to give students the opportunity to practice independent thinking and writing and will serve as a check for understanding data point that the teacher can use to guide future lessons and discussions.

Blended Learning Center- All humanities rotations include a blended learning component. In grades K-3 Navigator uses Lexia adaptive reading software to meet students at their individual learning level and Reading Plus software for grades 3-8. Leveraging smart technology allows for meaningful independent practice during their station 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 an additional data point to help personalize instruction and intervention.

Materials Selection for Centers

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Navigator believes in a balanced literacy program that combines reading engaging literature, informational text and interacting with text in multiple ways. Selecting text that is leveled, culturally relevant to the communities we serve, and address the California History and Social Science Standards equate to a balanced, engaging and personalized reading program.

Whole Class Humanities Instruction Overview

The second humanities block is heterogenous, whole class instruction. During this block students will have the opportunity to learn Common Core reading, writing, speaking & listening, language and social studies standards through grade level text selections. Navigator teachers use the whole class block to directly instruct the standards, collaboratively discuss topics and guide practice. Additional time is used for independent or collaborative. Independent practice could include brief writes, essay writing, current standard practice questions, and spiral review questions. Collaborative practice could take the shape of social studies projects, book reviews, debates, socratic seminar or a variety of other group activities. The whole group instructional block will also include pull out for PE, library and ELD blocks, which vary based on the grade level.

K-5 STEM

Math Center Overview

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/guided practice led by a teacher, guided/independent practice led by a small group instructor (SGI), and a blended learning center.

Standards Based Instruction- Direct instruction is the focus of the teacher-led center in grades K-5. Teachers are able to teach the Common Core math standards with the appropriate scaffolds in place for each homogenous group. Using standards based quizzes, Navigator teachers use the Navigator Data Cycle to create personalized lessons that work backwards from the intended learning outcomes. Comprehensive instructional presentations are rigorous and offer multiple models so students can truly understand both the how and why behind math. Additional open ended slides offer teachers the flexibility to adjust their instruction to each group to 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 SGI 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

new students are to the standard or task. Teacher uses data to provide SGI with targeted practice for each group.

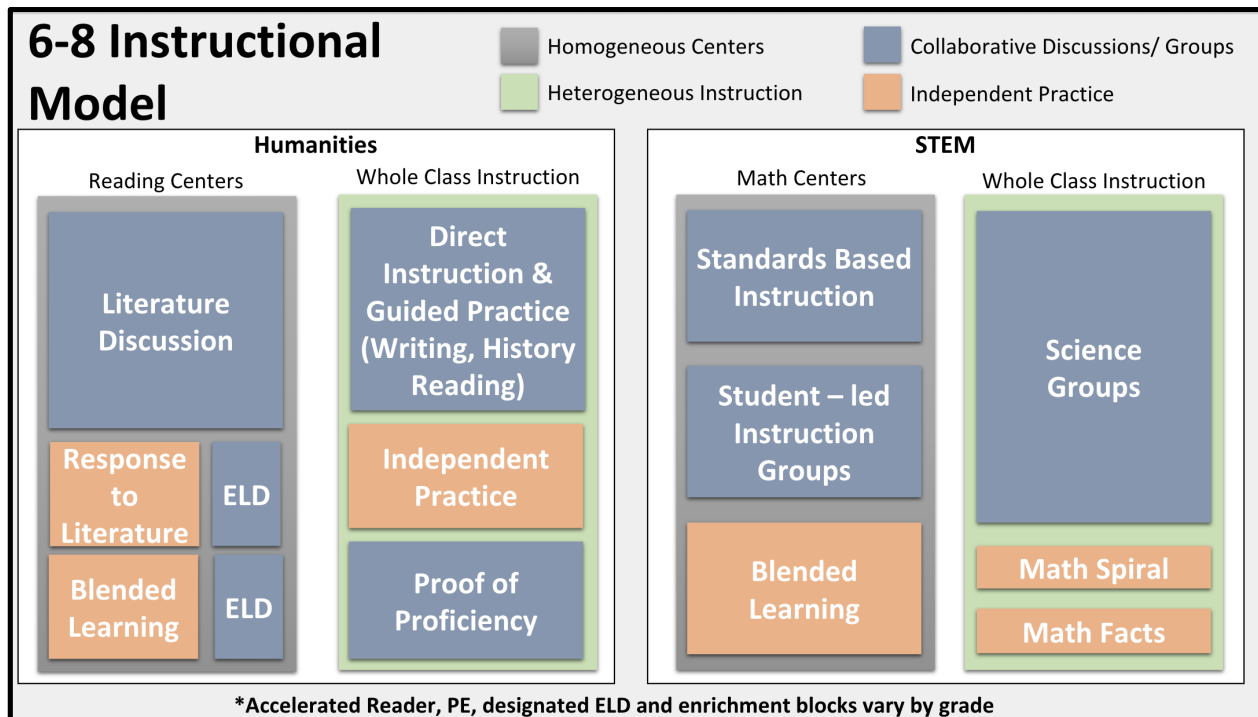
Blended Learning Center- All math rotations include a blended learning component. In grades K-5 Navigator uses ST Math as the primary learning software and further personalizes this center by incorporating other targeted programs such as IXL and Khan Academy. As with our humanities centers, leveraging smart technology for math allows for meaningful independent practice during their station 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 an additional data point to help personalize instruction and intervention.

Whole Class STEM Instruction

The second STEM block is heterogenous instruction of math and science. During this block teachers may introduce a new math standard to the whole class, practice math fluency, do a whole class reteach or explicitly teach any related academic or domain specific vocabulary. It is an important time saver to do these activities/lessons with the whole class and leave centers time for the personalized deep dive into the concepts. The whole class time is also used for direct instruction of the Next Generation Science Standards (NGSS) 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 proficiency in science could also be in the form of student created instructional videos, live demonstrations or technical writing.

The whole group instructional block will also include pull out for PE, library and ELD blocks, which vary based on the grade level.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024



6-8 Humanities

Reading Centers Overview

By the time students enter the 6th grade they will be well prepared to move to the next stage of guided reading. Students no longer rotate through centers with the teacher as the primary group leader, instead they are assigned a center for the duration of a leveled book study and students are explicitly taught how to facilitate their own literature discussions. Through a well-developed leadership training program students learn how to create standards based questions and use discussion prompts to manage rigorous *literature discussions*. [\[See Video\]](#)

Following the discussions students will be asked to do an independent *response to literature* such as a blog post or a written exit ticket, and then they will move directly into their blended learning programs. Navigator uses a number of different programs in the middle school grades, and teachers are able to determine which programs should be prescribed to each student and for how long based on their personalized need. Reading Plus, No Red Ink, NewsELA, and Accelerated Reader are some of the programs our Navigator teachers use in grades 6-8.

During this independent work time, designated ELD groups will be pulled daily. The number of groups that will be pulled will be determined by the number of ELs, their levels, and cross-grade level grouping options.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Whole Class Humanities Instruction Overview

Similar to K-5, the second humanities block is heterogenous, whole class *direct instruction*. During this block students will have the opportunity to learn Common Core reading, writing, speaking & 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 Explain Everything, PowToons or other publication application, a live demonstration or an essay. Although the block has quite a bit of collaboration time, teachers will also ballance 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 Center Overview

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/guided practice led by a teacher, guided/independent practice led by a student leaders, and a blended learning center. Centers occur at least twice a week. Additional days are used for whole class direct instruction, assessment or proof of proficiency projects.

Standards Based Instruction- Direct instruction is the focus of the teacher-led center in grades 6-8. Teachers are able to teach the Common Core math standards with the appropriate scaffolds in place for each homogenous group. Using standards based quizzes, Navigator teachers use the Navigator Data Cycle to create personalized lessons that work backwards from the intended learning outcomes. Comprehensive instructional presentations are rigorous and offer multiple models so students can truly understand both the how and why behind math. Additional open ended slides offer teachers the flexibility to adjust their instruction to each group to 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. The build in middle school to the elementary school model, is the teachers give students more time to facilitate the discussions themselves, grappling with the concepts in productive struggle. The teacher is there to ensure that the collaborative discussions are leading to deep understanding of the concepts.

Student-led Instructional Groups- The focus of the student-led center is guided practice and proof of proficiency projects. Students are given activities to practice the standard which could be a real-world word problem, practice problems, or performance task. When students have received the appropriate amount of practice based on the data, they can begin a proof of

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

proficiency project, which could be in the form of an instructional screencasting that demonstrates their understanding of the standard.

Blended Learning Center- All math rotations include a blended learning component. In grades 6-8 Navigator 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 the data is used to ensure students are on track to meet their end-of-year goal. 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 heterogenous instruction of science using Discovery Techbook curriculum which follows best practices when teaching Next Generation Science Standards (NGSS). Discovery Techbook utilizes the 5E model (Engage, Explore, Explain, Elaborate with STEM, Evaluate) along with all of the backing of Discovery Channel's incredible 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 groups, practicing their collaborative 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 presentation call a Proof of proficiency project in the form of student created instructional videos, live demonstrations or technical writing.

WPS Instructional Vision

Watsonville Prep School will prepare students for educational success in high performing high schools and colleges using a rigorous standards-based curriculum which also prepares them for the workplace. All students at WPS will have access to a world-class instructional program. Rigorous, data driven instruction that is aligned to the Common Core State Standards, the California History and Social Science Standards, and the Next Generation Science Standards is the foundation for the program. WPS will choose core curriculum materials that combine traditional classroom curriculum with online, self-directed and adaptive learning programs. Our classroom teachers will be encouraged to use their professional discretion to supplement any chosen materials with a variety of texts and materials, depending on the needs of their

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

students. An overview of our approach to curriculum development and instructional methodologies are outlined below.

WPS Curriculum

The Navigator Schools academic leadership team carefully reviews curricular material 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 Common Core State Standards, Next Generation Science Standards (“NGSS”) or California History / Social Studies Standards?
- Is there research that shows the curricula is 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 looking for new curriculum that can improve the educational experience for our students, as well as the professional experience for our teachers. As we pilot new curriculum, we shall closely and continually evaluate its effectiveness and focus on what works.

WPS will use a wide range of materials to support the mastery of standards. Students are expected to not only meet the standards, but to exceed them. Teachers and the academic leadership team work together to design a pacing guide and curriculum map which enables this goal.

English Language Arts:

Developing strong literacy skills is the leading component of students’ academic success and WPS has created a comprehensive ELA program to provide students with the tools they need to guide them through their academic careers. The majority of the materials used are teacher created PowerPoint slides that address ELA standards but samples of other curriculum used in the program are:

- SRA Reading Mastery - builds phonemic awareness skills, letter-sound fluency, and decoding skills in early readers.
- SRA Horizons - to teach specific decoding and comprehension skills to early readers.
- SRA Corrective Reading - to increase reading fluency.
- Write From the Beginning
- Thinking Maps
- Reading Plus
- Lexia

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

- ReadWorks
- NewsEla
- Reading A to Z
- CCSS Exemplar Texts
- Ready Common Core

Mathematics:

Student's understanding of mathematics application, algorithms, theory and visualizations is teacher-curated. In addition, the following curriculum is used:

- Envision
- ST Math
- Fast Math
- LearnZillion
- ALEKS
- Khan Academy
- Ready Common Core
- Go Math

History/Social Studies:

TCI

Science:

TCI

Discovery Techbook

WPS Teaching Methodologies

A description of the strategies and/or methodologies are as follows:

Direct Instruction ("DI") - Explicit teaching of standards through a variety of strategies including "I do, we do, you do", demonstrations, and lectures. Specific DI programs in use include: Reading Mastery, Horizons, Corrective Reading, ReadWorks (list not inclusive).

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 or learning advanced skills.

Leveled small group or Centers Model (K-5) - Centers allow teachers and small group instructors to engage in focused instruction with small groups. Using data from formative and

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

interim assessment allows students to be group by level and rotate through centers in both guided reading and math instruction:

- Teacher led
- Small Group Instructor (“SGI”) 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, especially ELs and students with learning difficulties, 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 occurs through literature and informational texts 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.

Prove/Disprove - A creative strategy to increase the rigor of multiple-choice questions in which students are expected to solve each one 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 well thought out explanation of why the other answers would not be possible.

Chris Biffle’s “Whole Brain Teaching Strategies” - Whole Brain Teaching (“WBT”) instructional techniques are a vital part of the WPS educational model. 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.

Teach Like a Champion techniques - Doug Lemov’s book, *Teach Like a Champion 2.0*, names 62

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

techniques, which master teachers use to place students on the path to college success. The following are a few of those key techniques:

- *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 is a positive (never berating), scaffolded (teacher may use No Opt Out if a student doesn’t know the answer), and increases student accountability.
- *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 CCSS - 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 standards.

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

Thinking Maps - Thinking Maps is a language of eight visual patterns each based on a fundamental thinking process. These research-based and proven maps are highly effective at helping ELs 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. [Link to Thinking Map PowerPoint](#)

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Cooperative Learning - Navigator Schools has 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, round robin to expand the student's ability to increase positive interdependence, social skills, and master of concepts. Students will partner 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, especially ELs, require 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 Navigator practices include 1) direct instruction of vocabulary prior to encountering them in context, 2) ensuring that words are utilized in context multiple times, 3) associating an image with the new word and 4) selecting words that are critical to understanding the key ideas of new content.

Charts/monitoring systems accessible to students and parents - All WPS classrooms display data charts that document student progress towards meeting various academic goals. Research has proven 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 math 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 academic standards-based teaching slides and are utilized throughout the instructional day. The frames are based on Integrated English Language Development ("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. When a standard is being instructed, 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.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Chants/Rhymes - Choral response in the form of chants/rhymes for times tables, algorithms, grammar mechanics rules, and desired personal character qualities are utilized to increase mastery of skills and promote student engagement. [Sample of chants](#)

Proof of Proficiency Video - Student-created multimedia presentations demonstrate their mastery of standards and application of skills. Students utilize a variety of software programs including but not limited to Explain Everything, PowToons, Google Slides and Prezi. See [POP Videos](#)

RACE/BASE - To ensure that students are able to demonstrate their comprehension of short reading passages and word problems through writing, the use of RACE and BASE provides students with the steps to take. The acronym for RACE refers to Restate Question, Answer Question, Cite Evidence and Explain Evidence and BASE refers to Box Problems, Analyze the Question, Show and Solve the problem and Explain the Answer.

Frequent Assessments - WPS employs a comprehensive standards-based assessment plan which includes daily teacher assessment of skills as well as an interim assessment six times per year. The interim assessment addresses the following areas: reading fluency, reading comprehension, CCSS-based on year-long instructional map, math facts fluency, and several technology based assessments including, but not limited to: Lexia, ST Math and STAR Reading and Math. Staff will use interim assessment results to adjust classroom instruction and intervention groupings and increase spiral review of areas of weakness.

Enrichment

In addition to the CCSS instruction, students participate in a wide range of non-core enrichment courses including, but not limited to: art, chess, coding, dance, Lego Robotics, music, and sports.

Student and Staff Culture

To create the culture a culture of excellence with staff and students Navigator uses the a combination of the systems, structures, and strategies below:

Staff Morning Huddle

Every morning the staff will meet five minutes before greeting the students to go over announcements, data goals for the week, staff outages, staff initiatives, and celebrate teacher success. This time allows staff to connect with one another and feel aware of all the happenings at the school.

Morning Opener

All students, staff, and interested family members will begin every school day with morning opener. Morning opener is a student-led community meeting during the first 10 minutes of

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

each school day. Students and staff gather to participate in community building activities, such as the Pledge of Allegiance, the Navigator school song, celebrate student growth, and/or hear important announcements.

Weekly Character Conversations

Students will participate in weekly systematic character development activities with their homeroom teacher. Teachers will use a social emotional program to help their students handle their emotions in a positive manner. This will translate into more classroom time for student learning.

Dress Code

Navigator Schools believes a dress code is a strong component of school culture. Having all students dressed the same provides them with a sense of belonging and equality. It eliminates distractions and contributes to our culture of excellence.

Aspirational Banners

Aspirational banners will be hung in classrooms as well as around school campus so students are surrounded with positive messages instilling the belief that they can and will succeed in life.

College Named Classrooms

Each class will be assigned a college name for the year. This will help distinguish between the two classes at each grade level and it will introduce the belief that all WPS students have access to college because they feel as if they already belong to one.

PBIS

WPS will implement Positive Behavior Interventions and Supports as a behavior intervention. Navigator uses a variety of incentives based off of points they earn for demonstrating desired behavior or improvement. These points will be used to earn both classroom & school-wide rewards on a regular basis.

TLAC

WPS will use Doug Lemov's Teach Like a Champion 2.0 to guide coaching. Teach Like a Champion 2.0 offers classroom management, student engagement, and instructional rigor strategies to help develop teachers very quickly. The Teach Like a Champion strategies influence positive culture for both students and staff.

Bell Schedule

WPS proposes an extended school day running from 8:00-4:00 for the first couple years, transitioning to 8:00-3:15 for the normal school day with extended time for students who need additional instructional time. Current Kindergarten (and future TK) runs from 8:00-2:30. The number of instructional minutes offered for all grades meets or exceeds the State's

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

requirements in Education Code Section 47612.5(a)(1).

The proposed bell schedule for 2019/20 is **Appendix A**. A sample calendar from 2017/18 is **Appendix B**.

Professional Development

Ongoing feedback on best instructional practices is the cornerstone of continuous improvement in classrooms. Navigator uses observation and feedback, three-way coaching, live coaching, data meetings, and staff development as ways to accelerate instructional development.

Observation and Feedback

Navigator Schools' teaching methodology is supported through an extensive, continuous observation/feedback cycle. The site leadership team oversees this cycle utilizing the Navigator Schools Observation and Feedback checklist. (**Appendix C** – Coaching Checklist). The checklist has three major phases including: classroom management, instructional rigor, and differentiation/special projects. Each phase is further divided into action steps delineated by date of expected mastery.

The coach will begin each weekly meeting with praise for the educator's current and ongoing strengths. After identifying the strengths, the coach will encourage the educator to self-evaluate, identifying areas for improvement through probing questions that guide the educator toward the action items. One to two action steps will be assigned. Action steps must be measurable, high impact, and bite-sized. These action items will be practiced with the coach in a safe, private environment during the feedback meeting. The final step of the weekly meeting is to schedule a time for the coach to view the action steps within the classroom.

The weekly evaluations are saved, charted, and available for future reference (e.g., for the two major evaluations of the academic year). The academic coaches and principals must effectively balance evaluating the educator's overall success with identifying the specific action steps for the educator to master. The emphasis throughout the process is always on strengthening the classroom by developing the educator.

Because academic coaching is so critical in a teacher's development, Navigator has taken great pains to develop a culture of improvement that begins as early as the first interview. During the hiring process, new instructors are given the opportunity to teach a lesson to students and immediately receive feedback from one of the site's academic coaches.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Three-way coaching

Three-way coaching is part of the Navigator commitment to excellence. In the event that an educator is struggling with implementing a new action step or in order to see a new technique in action, the coach will initiate three-way coaching. The classroom teacher is released by a substitute to observe a colleague along with their coach. The observing teacher is asked to focus on specific instructional or classroom management strategies as an area of focus for the observation. The coach is able to carry-on a quiet conversation/discussion with the observing teacher as well as develop a plan to implement the strategies in their classroom. Three-way coaching has been shown to be one of the most efficient manners of helping accelerate a teacher's implementation of new techniques in the classroom. Most three-way coaching sessions take less than thirty minutes to implement.

Live coaching

This technique leads to an immediate change in instructional practice due to its "in the moment" nature. Live coaching occurs when the coach becomes an active participant during the teacher's instruction, preferably using the least invasive method of support. To help support the implementation of a new action step or new instructional technique, the coach can use a series of increasing levels of support to help redirect the teacher during instruction. Some of these live coaching support strategies could include the use of hands signals or other visible indicators to remind the teacher to use the technique, or the coach may take over the class for 15 to 30 seconds and demonstrate the new technique for the teacher. The teacher understands that the modeling is for their development, and the students most often do not realize that live coaching is occurring.

Data meetings

A variation of the weekly observation and feedback meeting is the data meeting. In these meetings the educator is coached on analyzing student achievement data from an assessment or an assignment. The outcome from this meeting is to develop a re-teaching plan to help support students that did not meet satisfactory levels of achievement. These meetings happen weekly during after school professional development time, but can also take place at a coach's discretion based on daily "check for understanding" ("CFU") results or formative quizzes. Ultimately, the teacher leaves the meeting with a clear plan for students needing additional instruction. (Data meeting template [Appendix D](#))

Instructional Planning

Navigator teachers are released quarterly to work on unit planning. With the support of the Data and Curriculum Specialist, teachers use backwards design to plan their upcoming instructional units. The team begins by unpacking each Common Core standard and determines what students need to know and do in order to achieve mastery. Teachers discuss common misconceptions that may prevent students from mastering the standard and share strategies that may be used to address these misconceptions. Teachers then write objectives for each

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

standard and determine how they will measure students' proficiency through 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 in order to analyze gaps in understanding and plan appropriate next steps for student mastery, such as a reteach. Once standards are unpacked, objectives are written, assessments and exemplars are created, teachers then 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 plan for strategies that may be used for necessary in-the-moment adjustments. **A planning exemplar is included in Appendix E**

Navi 101 & Navi 201

Differentiated professional development for all staff members takes place one and two weeks before the start of each school year. New Navigator staff members participate in Navi 101, a one week training period designed to introduce them to the Navigator givens (routine, structure, classroom management techniques, blended learning tools, the special education model and software, etc). New and returning teachers participate in Navi 201, a one week training on areas of focus for the coming year. Prior year Navi 201 topics have included: writing, personalized learning, student agency, Response to Intervention (RtI), and full inclusion. The Navi 101/201 series is designed by the Academic Leadership Team and taught by Navigator coaches and mentor teachers. **Appendix F: Navi 101/201 schedule**

Plan for Meeting the Needs of Diverse Learners

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, socio-economically disadvantaged students, students below grade level or those performing above grade level.

Plan for students who are academically low achieving

MTSS/RTI Model for At-Risk Intervention

According to the CDE, "MTSS is an integrated, comprehensive framework that focuses on CCSS, 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 systems of support. These include the interventions within the RtI2 processes, supports for Special Education, Title I, Title

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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.”

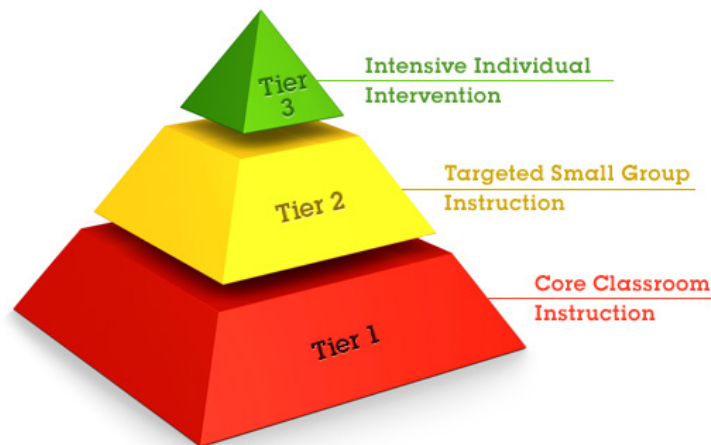
In addition, “RTI is a systematic, data-driven approach to instruction that benefits every student. RTI integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and tiered levels of interventions to benefit every student.” (California Philosophy & Definition - RTI California Department of Education. 13 May 2016. Web. 10 March 2017)

Navigator adopts these definitions of MTSS and RTI, provided by the CDE and the goal of the MTSS/RTI framework and process is to create a comprehensive system of supports for all students including high achievers and those who may be falling behind in academics, social emotional, or behavioral skills.

The RTI process specifically focuses intervention to mitigate any underlying issues a student presents with before undergoing an evaluation for Special Education services. RTI combines assessment and instruction intervention in order to provide the remediation of skills needed to prevent failure. Using RTI, WPS will identify students at risk of having learning or social emotional difficulties or failure in relation to specific learning or behavioral outcomes and then plan intervention/instruction. Each student’s progress is monitored and the intervention /instruction is adjusted and/or changed based on the student’s performance. RTI is a way to provide students with the supports they need and to identify these needs early so that no students are left without the vital supports they need to find academic or behavioral success.

The RTI model at WPS will be based on the following tiers of support:

Navigator Schools Watsonville Prep School Charter Petition 2019-2024



RTI (Response To Intervention) 3 Tiers of Support

The chart below summarizes the purpose of each level of RTI support and illustrates 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.	<ul style="list-style-type: none"> Standards-aligned instruction Personalized and differentiation of instruction Gradual release model of instruction to foster student mastery of content (I do, we do, etc...) 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 	Throughout instructional time, across all parts of the school day

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

	structures to invest students in the classroom environment.	
<p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> ● Targeted fluency/decoding support ● Reading comprehension strategy support ● Support to access the text/finding textual evidence ● Numeracy & fluency support ● Mathematics problem solving strategies <p>Tier 2 behavioral supports may include:</p> <ul style="list-style-type: none"> ● Socio-emotional strategy/affinity groups ● Behavior trackers/incentive plans ● Small group check ins with teacher 	Academic rotations, extended day support
<p>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 and will often be provided to</p>	<p>Interventions are research based and assigned based on student assessment data. Examples include:</p> <ul style="list-style-type: none"> ● Targeted fluency/decoding support ● Reading comprehension strategy support ● Support to access the text/finding textual evidence ● Numeracy & fluency support ● Mathematics problem solving strategies <p>Tier 3 behavioral supports may include:</p> <ul style="list-style-type: none"> ● Socio-emotional strategy/affinity groups ● Behavior trackers/incentive plans ● Small group check ins with teacher ● Referral for counseling and/or individual behavior support sessions. 	Academic rotations, extended day support

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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 the student, if appropriate, and the family.

This process of reviewing student needs and then scaffolding supports for the student as needed continues until the student finds success.

The process is overseen by a WPS staff member who works closely with the student, and is supported by the student's teachers (one of these individuals may be the case lead).

As noted above, WPS will provide extensive support to all students in Level 1, 2, and 3. We believe deeply that when students are provided an education in a school environment that is physically and emotionally safe and one that provides them access to world-class instruction then all students can be successful. By providing exceptionally high 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 find 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 form 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, the Special Education Teachers, and the administration. The team will collect data, discuss observed student strengths, areas of concern, and brainstorm interventions to address the student's needs. The team will evaluate the students' plans every eight weeks to monitor progress, and will meet at the end of that period to evaluate the effectiveness of the intervention. At the end of the monitoring period, if the student's achievement has not improved sufficiently, the team will request parent consent for referral for Special Education evaluation and testing for specific learning disabilities.

Plan for students who are academically high achieving

The instructional model in WPS classrooms supports the academically high achieving student population through leveled reading groups, adaptive software, student led discussion groups, and independent learning projects. Students are identified by state test results, formative and summative assessments and teacher observations. Leveled reading instruction allows academically high-achieving students to engage higher-level literature through the use of audio

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

books, literature circles, and guided reading opportunities.

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 the language arts and STEM rotations. Leadership skills and higher level thinking skills such as synthesizing, perspective-taking and application will be the focus of student-led discussions. At the existing Navigator Schools, student-led discussions has 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 their 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 English Learners

In accordance with CA ELD Standards, Navigator Schools is dedicated to providing students who are ELs with a high-quality instructional program that will equip them to attain proficiency in English. ELs at Navigator 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, each English learner at Navigator will effectively develop skills and confidence in English listening, speaking, reading, and writing that are at the core of achievement inside and outside of the classroom.

The Navigator 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 content standards adopted by the California State Board of Education. Navigator classrooms implement integrated and designated ELD and students who are English learners participate in both ELD instructional segments until they have met all reclassification criteria and are designated fluent English proficient ("FEP"). Educators meet frequently to discuss student needs and change flexible groupings. Teams of educators also meet quarterly to monitor English learner progress and to determine reclassification candidates.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

The WPS ELD program ([See Appendix G](#)) includes the following key components:

- Implementation of the 2012 California ELD standards in alignment with the CCSS and NGSS.
- Designated ELD is data driven as teachers identify specific language gaps through Navigator Schools ELD formative assessments. Teachers also identify gaps in other disciplines throughout the day and are able to tailor their designated instruction to address the gaps.
- Designated ELD is scheduled during the day at a protected time utilizing the CA ELD standards as the focal standards.
- Integrated ELD is used by all teachers with ELs in their classroom using the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards.
- The ELD plan includes a process for measuring the effectiveness of the Charter School's program for ELs and the results of this process will be used to improve the program.
- English learners are grouped for designated ELD by English language proficiency level
- Teachers hold appropriate certification for instructing English learners
- Core instruction is taught in English using Specifically Designed Academic Instruction in English ("SDAIE") strategies with an emphasis on academic language and vocabulary.
- Instruction addresses the ELD standards through speaking, listening, reading, and writing domains
- The instructional focus is on:
 - a) Developing proficiency in formal, academic English
 - b) Providing 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 ELs in their classrooms should use the CA ELD Standards in addition to their focal CA 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 CA 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)

Designated ELD

"Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the focal 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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.” (CA ELA/ELD Framework, Ch. 2, p. 91)

Navigator Schools Designated ELD

Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the focal 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.

Assessment and Identification

- Home Language Survey - The Home Language Survey (“HLS”) is administered upon every student’s initial enrollment into the Charter School (on enrollment forms). Nonetheless, all students are asked about their primary language with the WPS enrollment paperwork to ensure an HLS is completed.
- English Language Proficiency Testing - WPS will administer the English Language Proficiency Assessments for California (“ELPAC”). All students who indicate their home language is other than English will be ELPAC tested within thirty (30) days of initial enrollment and at least annually thereafter between July 1st and October 31st until reclassified as fluent English proficient.
- 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 for annual English proficiency testing.

Assessment, Monitoring, and Reclassification Process

Each English Learner will be monitored daily, weekly and monthly on both CA ELD standards as well as the ELA Common Core State Standards. Assessments and progress monitoring tools include:

- ELPAC
- SBAC
- Daily ELA assessments
- Unit interim assessments
- Software assessments
- ELD Checklist ([See Appendix H](#))

A student may be reclassified as fluent English proficient using criteria consistent with legal requirements. Education Code Section 313(f) specifies that multiple measures be used to

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

reclassify ELs but must include all four of the following criteria:

- 1) Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC;
- 2) Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery;
- 3) Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process; and
- 4) Comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Reclassified students are monitored for at least two 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 will provide professional development to improve instruction for English learners and all students. Trainings will be ongoing at the network and site levels. Information regarding conferences and out-of-district trainings will also be available.

Professional Development Topics & Conferences:

- B.E.L.I.E.F Leadership and Instruction for our English Learners' Future
- 2012 ELD standards
- 2014 ELA/ELD Framework
- Training & support for administration and site leadership
- EL program options & reclassification criteria
- Current EL assessments, research & policy
- English Language Advisory Committee training & support
- California Charter School Association ("CCSA") annual conference
- Designated ELD instruction
- Lesson planning & online resources

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

- Integrated ELD training for core subjects
- Supporting English learners in the mathematics classroom
- Project-Based Learning (“PBL”)
- Thinking Maps
- Effective Instruction & best practices refreshers
- Kate Kinsella: Speaking Frames, Vocabulary, English 3D, etc.
- Technology integration & CUE conferences
- California County Office trainings & workshops
- Guided reading
- CAASPP Assessments
- ELPAC
- Unpacking CCSS and NextGen Science Standards

Monitoring and Evaluation of Program Effectiveness:

The evaluation for the program effectiveness for EL students at WPS includes:

- 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
- Monitoring parental program choice options
- Monitoring of availability of adequate resources

ELD Instructional Strategies

The Navigator educational program is designed to reach all learners, including ELs. 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. Navigator staff encourage students to share knowledge in a variety of forms so all students can participate, regardless of their own English proficiency. In addition, the inclusion of 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 Navigator School’s schedule there is a dedicated time for Designated ELD instruction in which EL’s received 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

academically rigorous courses such as science and social studies.

As part of Navigator's ongoing staff development, all teachers have been and will be trained on the California 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.

Specific strategies that support our English Learners 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.

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 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.

Prove/Disprove: This instructional strategy provides EL students abundant oral language development opportunities. Students will be required to verbally rationalize correct and incorrect answers using specific front-loaded vocabulary.

Leveled reading groups: EL students will receive daily, leveled small-group reading instruction for at least forty minutes. In the early grades, 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 scientifically-based reading instruction, small group interventions based on on-going assessment, and scaffolds for EL students. This type of leveled grouping and instruction will create an environment that allows EL students to be much more 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 the upper grades, the leveled reading groups focus on vocabulary, comprehension, and analysis.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Plan for students with special needs:

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

Watsonville Prep School shall be its own local educational agency ("LEA"), and as part of Navigator Schools CMO, is a member of good standing with the El Dorado County Charter SELPA (see letter in [Appendix I](#))

The Charter School intends to seek membership in El Dorado County Charter SELPA and understands that the Charter School shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

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 for 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, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability that substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal and 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 is responsible for making a determination as to whether an evaluation

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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 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 have a disability 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 and 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.

A sample of 504 procedures can be found in **Appendix J**. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and small group 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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 are meant to 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 (referred to as the 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 applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. (Copy of SELPA procedures and participation agreement in **Appendix K**) The Charter School shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. (**Forms copy in Appendix L**)

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.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California 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 is 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.

Notification and Coordination

The Charter School shall promptly notify the local District of all requests it receives for students who transfer out the Charter School. The Charter School shall follow EDCOE SELPA policies as they apply to all SELPA members for responding to implementation of special education services. The Charter School shall adopt and implement SELPA policies relating to 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. 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 regular 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 oversight entity shall have access to the school's student records and information in order 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 in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the Charter School's general practice, procedure and applicable law. The Charter School will obtain parent/guardian consent to assess students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance 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; the student, if appropriate; the student's parent/guardian; and other WPS representatives who are knowledgeable about the regular 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 document 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 of the SELPA and State and Federal law.

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. 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 regard 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

consultation with the parent, for a period not to exceed thirty (30) days, by which 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 his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall follow SELPA policies as they apply to all schools 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 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 California Department of Education, the United States Department of Education, Office for Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

for investigation.

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.

In the event that 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 the Local Plan and 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.



Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Element 2: Measurable Student 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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Education Code Section 47605(b)(5)(B).

Charter School Goals and Actions to Achieve the Eight State Priorities

The Charter School has provided a reasonably comprehensive description of its annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii), in its Local Control and Accountability Plan (“LCAP”), attached as **Appendix M.**

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP.

Watsonville Prep School’s schoolwide and subgroup outcome goals and performance targets will be aligned to the state’s priorities that apply for 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 supports made possible by additional funds from the Local Control Funding Formula.

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 State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

the annual LCAP update. The Charter School shall submit the LCAP to the District and 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.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Element 3: Methods of Assessment

“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(b)(5)(C).

While Navigator teachers have a clear scope and sequence of instruction, the nature of the 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 Navigator’s ability to reach proficiency and advanced levels for r students. WPS will administer all components of state and national tests for grades K-8, including SBAC, ELPAC (when applicable) and the California Physical Fitness Test.

Additional assessments

WPS will administer standards-based assessments as well as administering norm-referenced tests including Star Reading and Math.

The following formal assessment tools will be used to measure outcomes for the students at WPS:

	Normed based	Reading Inventories	Daily CFU	Weekly quizzes	Benchmark	Annual State / Federal Assessments
K - 2nd	Yes	Yes	Yes	Yes	Yes	Yes
3rd - 8th	Yes	Only intervention students	Yes	Yes	Yes	Yes

Normed-based and Reading inventories – These tests including Basic Phonics Skills Tests (“BPSTs”) 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.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Information from these tests provide percentile scores and can be used to identify ability groups.

Daily CFU's – 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 used includes Quizzizz.com, Illuminate, and Socrative.

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 CCSS-aligned questions and other resources, students are assessed on all standards taught during the quarter. School leaders developed a scope and sequence derived from the analysis of skills and content tested on state assessments and correlated to each standards 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.

Use and Reporting of Data

WPS will use a student information system (Illuminate) in conjunction with the Charter School’s data dashboard to warehouse and report student performance on the various assessments.

Reports from assessments 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 School Accountability Report Card (“SARC”).

Once a week, WPS staff meet during an early release time period to review weekly assessment information and when applicable, trimester assessment data. It is at these meetings that curriculum and instruction adjustments are made by each grade level team

Authorizer Evaluation

WPS and the authorizer jointly develop an annual site visitation process and protocol in the Memorandum of Understanding (“MOU”) to enable the grantor to gather information needed to confirm WPS’ performance and compliance with the terms of this charter.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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 District, 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 a school accountability report card.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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(b)(5)(D)

Nonprofit Public Benefit Corporation

Watsonville Prep School will be 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 District, WPS shall operate as a separate legal entity, independent of the District. Pursuant to California Education Code Section 47604(c), the District 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 District has complied with all oversight responsibilities required by law.

Please find the Navigator Schools Articles of Incorporation ([Appendix N](#)), Corporate Bylaws ([Appendix O](#)), and Conflict of Interest Code ([Appendix P](#))

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 School, Hollister Prep School, Watsonville Prep School, and any later-approved charter schools it operates. Parents from each charter school are encouraged to apply for a position on the Navigator Schools Board and/or attend Navigator Schools Board meetings which will be held in a convenient location for both charter schools.

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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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, including one (1) parent representative from Gilroy Prep School, one (1) parent representative from Hollister Prep School, and one (1) parent from Watsonville Prep School. The Board will adopt a set of 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.

2017-18 Board of Directors:

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

- JP Anderson, Watsonville Prep School parent, KeyPoint Credit Union
- Nora Crivello, Hollister Prep School parent, WestPak, Inc.
- Alicia Gallegos-Fambrini, Innovate Public Schools Board member, former educator
- John Glover, Alpha Public Schools
- Joyce Montgomery, Summit Public Schools
- Caitrin Wright, Silicon Schools Fund

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint additional directors 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. The Board of Directors is fully responsible for setting policy, operation and fiscal affairs of Navigator Schools, including but not limited to the following:

- Ensure Watsonville Prep School 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) accountable for the academic and fiscal responsibility of Watsonville Prep School ;
- Provide support to Navigator Schools for additional fundraising, marketing, and other services as needs arise;
- Advocate on behalf of Navigator Schools, 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;
- Approve and monitor the implementation of the general policies of Navigator Schools;
- Approve and monitor Navigator Schools' annual budget and budget revisions;

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may delegate the management of the corporation's activities to any person(s), management company or committees, provided that 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 Charter School Board of Directors will attend an annual in-service for the purposes of training individual Board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

Navigator Schools and WPS Leadership Responsibilities

The Navigator Schools team and WPS site leadership will be 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' 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 will also be able to 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 Q please find an Organizational Chart for Navigator Schools.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” Education Code Section 47605(b)(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. Because academic coaching is so critical in a teacher’s development, Navigator has taken great pains to develop a culture of improvement that begins as early as the first interview. During the hiring process, new instructors are given the opportunity to teach a lesson to students and immediately receive feedback from one of the site’s academic coaches.

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 charter schools. Navigator Schools will employ or retain teachers who hold a Commission for Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

Chief Executive Officer

The Chief Executive Officer is responsible for the organization’s success in meeting its instructional, school culture, operations, fundraising, external relations and financial management goals. S/he will work closely with the Chief Academic Officer 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.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

- Masters or Doctorate degree or equivalent work experience preferred
- A proven track record as an effective leader
- Experienced manager of managers
- Effective in recruiting and retaining high-quality talent
- Experience in strategic planning and prioritizing
- Has a passion for closing the achievement gap for all students
- Can articulate an understanding of high-quality instructional practice
- Has the ability to foster relationships with a diverse array of constituents
- Has proven effectiveness in the ability to build and maintain high-functioning systems across a complex, multi-site organization
- Possess 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
- Excellent communication skills, including speaking, listening and writing
- Character strengths of: zest, grit, self-control, optimism, social intelligence, gratitude, and curiosity
- Values rooted in high expectations, going above and beyond, and deep humility

Chief Academic Officer (“CAO”)

The Chief Academic Officer is charged with driving exceptional academic achievement and positive school cultures. The CAO is accountable for the Charter School and school leader performance, including but not limited to teaching and learning across the organization. S/he operationalizes the academic vision for the organization and leads a high-performing instructional team including Charter School and Support Office leaders. The CAO will develop teachers and leaders utilizing the NS coaching system in service to achieving goals.

CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

- Masters or Doctorate degree or equivalent work experience preferred
- Seven+ years of leadership experience with success in many of the following areas: leading a high performing/high poverty school, successfully leading and supporting school leaders, implementing and supporting rigorous curricula, supporting Special Education, effectively managing data and assessment
- Strong instructional acumen and the ability to use data to evaluate strategic options and generate recommendations
- Significant experience in high poverty communities with a passion for empowering students and families
- Commitment to building relationships and trust with leaders, teachers, students, parents, and community

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

- A track record of leading, motivating, and developing diverse and high performing teams
- Belief in and insistence on a strengths based approach, recognizing that the only way to grow is to build from people's strengths
- Character strengths of: zest, grit, self-control, optimism, social intelligence, gratitude, and curiosity
- Values rooted in high expectations, going above and beyond, and deep humility

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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. A Navigator 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. S/he collaborates 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 Principal of Academics & Intervention ("A&I")

The Vice Principal of Academics & Intervention directly supports teachers in their development into outstanding educators, redefines Navigator's data and assessment practices, and creates and implements effective intervention programs to ensure all students have the skills necessary to succeed in college and beyond. The Vice Principal of A&I is an essential team member of the Charter School administrative team.

CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

- 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

Vice Principal of Culture & Operations ("C&O")

The Vice Principal of Culture & Operations supports teachers in their development into outstanding educators, leads all school site operations, acts as a liaison with Parent Club, and leads school culture initiatives to ensure all students have the skills necessary to succeed in college and beyond. The Vice Principal of C&O is an essential team member of the Charter School administrative team.

CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

- Bachelor's Degree Required
- 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 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
- Ability to successfully lead school scheduling and operations to ensure school runs safely and effectively, including, but not limited to: scheduling, purchasing, safety, fundraising, compliance, field trips, and facilities
- Must be able to maximize program utility and student/staff satisfaction
- Must be able to lead school culture initiatives to promote a positive and inclusive learning environment that upholds high expectations for all students and staff members
- Bilingual in Spanish a plus

Teachers

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Teachers at Navigator Schools 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 Navigator teacher is that they maintain strong relationships with students in order to deliver an exceptional educational experience to every child that walks through our doors.

CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

- Bachelor's degree and valid California Teaching Credential required
- 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 Common Core 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

Resource Specialist

The Navigator Resource Specialist, as the special education case manager, is driven to impact the lives of traditionally underserved students. The Resource Specialist ensures top quality special education services are provided to students with all types of learning differences by directly delivering services to students, making sure that appropriate contractors are a 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

- 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 Navigator wide norms
- Performs other duties as assigned
- Bilingual in Spanish a plus

Small Group Instructors

The Small Group Instructor is responsible for working with teachers and students to help facilitate learning in the classroom. A Small Group Instructor works with small groups of students during centers time in both Humanities and STEM classrooms. The SGI supports students in practicing standards and concepts that have already been introduced by the classroom teacher.

CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

- AA Degree and High School Diploma or GED required, BA 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
- Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Paraprofessionals

The Student Services Paraprofessional is responsible for working with teachers and students to help facilitate Special Education learning in the classroom. Navigator Paraprofessionals are part of a full inclusion support system that provides mostly push-in support to students in the classrooms, allowing students with IEPs to spend maximum time in the classroom with student peers.

CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

- AA Degree and High School Diploma or GED required, BA 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
- Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages

Teachers-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 a Navigator charter school as a TnT, 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 that walks through our doors.

CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

- Bachelor’s Degree and proof of enrollment in a Valid CA 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Non-Instructional

All non-instructional staff such as the office manager, assistant office manager, clerical, custodial, and lunch duty personnel 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

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 (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 on an individual basis by the Principal, Chief Academic Officer, and Chief Executive Officer based on education, experience, knowledge and skills. The leadership team, in conjunction with the board of directors, reviews the salaries and benefits annually to ensure they are fair, reasonable, and within Navigator's budget. Navigator salaries are comparable to local school districts.

(Appendix R: Navigator Schools Employee Handbook)

(Appendix S: Sample Benefits Record)

(Appendix T: Sample evaluation form)

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” Education Code Section 47605(b)(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 will be on file at WPS, and available for review upon request. These policies 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 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 with the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually 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.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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.

Medication in School

WPS will adhere 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.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing, and scoliosis. WPS will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by Navigator Schools.

Diabetes

WPS will provide 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 will contract, 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 adopted a policy on student suicide prevention. (Appendix U)

Blood Borne Pathogens

WPS will meet 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

with blood borne viruses, including human immunodeficiency virus (“HIV”) and 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 will function as a drug-, alcohol, and smoke-free environment.

Facility Safety

WPS will comply with Education Code 47610 by utilizing facilities that are either compliant with the Field Act or facilities that 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.

Emergency Preparedness

Navigator has developed an Emergency Preparedness Plan specifically to address the needs of the facility in conjunction with law enforcement and the Fire Marshal. The plan includes, but is not limited to the following responses: fire, flood, earthquake, lockdown, hostile intruder situations, and other natural disasters. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

All staff are trained on emergency preparedness procedures, including appropriate “first responder” training or its equivalent. (Appendix V Emergency Preparedness Plan)

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,

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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.

Integrated Complaint and Investigation

Navigator Schools has adopted a comprehensive complaint and investigation procedure to centralize all complaints and concerns regarding its charter schools.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Element 7: Means to Achieve Racial/Ethnic Balance Reflective of the District

“The means by which the school will achieve a racial and ethnic balance among its pupils 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(b)(5)(G).

Navigator Schools has adopted and implemented a policy, including an outreach program, which focuses on achieving and maintaining a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the Pajaro Valley Unified School District. WPS will institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure all Pajaro Valley 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 admissions of charter schools. Therefore:

- WPS is committed to actively recruiting families and students dedicated to carrying forth the mission and vision of Navigator Schools.
- WPS welcomes all applications and will 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 or association with an individual who has any of the aforementioned characteristics) or income in its admissions policy and procedures.
- WPS will comply with and enforce all state laws and regulations governing charter schools and admissions 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 School 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

more about the Charter School, Navigator Schools' mission, and the WPS model.

Targeted Community

While WPS will 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 promote WPS as an educational alternative for any interested families. Outreach efforts highlight Navigator's commitment to equity in education to ensure families of students with special needs understand Navigator's model of inclusion and dedication to providing all students with a high quality educational experience.

Achieving Racial & Ethnic Balance

WPS will document the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of the students enrolled. Navigator Schools leadership will evaluate this data annually and revise the outreach efforts as necessary.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Element 8: Admission Requirements

“Admission requirements, if applicable.” Education Code Section 47605(b)(5)(H).

Legal Assurances

WPS shall be non-sectarian 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(d)(2)(A). WPS is a school of choice and, in accordance with Education Code Section 47605(f), no student is required to attend WPS. Admission is not determined based on the place of residence of the pupil or of his/her 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. WPS will comply 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.

Open Enrollment and Timeline

Open enrollment at WPS will start the first day of school and run through March 31. 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 enrolled students
2. Children of founding team parents
3. Children of employees of Navigator Schools (limited to 5% of total enrollment)
4. Applicants eligible for Free or Reduced-Price Meals
5. Residents of the Pajaro Valley Unified School District
6. All other applicants

Assurances:

- The WPS lottery will be public, transparent, and fair

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

- WPS lottery will be held in April and the event will be held in a public space large enough to accommodate all interested parties
- 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.
- Preferences shall not result in limiting enrollment access for 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, ethnicity, or sexual orientation.
- In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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 waitlist 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.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Summary of the lottery application process

1. Open Enrollment Period
 - a. Recruitment/Informational Meetings
 - b. Completion of application
2. Random Public Drawing (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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

- Emergency medical information
- Release of records
- Kinder orientation

Minimum Age for Enrollment

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 his or her fifth birthday on or before September 1 of that school year.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Element 9: Annual Financial Audit

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Education Code Section 47605(b)(5)(I)

An annual independent financial audit of the books and records of Navigator Schools shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Navigator Schools are kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit employs generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

Navigator Schools’ Board of Directors shall hire an independent auditor who has, at a minimum, a CPA and educational institution audit experience, and is approved by the State Controller on its published list as an educational audit provider. This auditor shall complete an annual audit of Navigator’s financial books and records. The audit shall verify the accuracy of Navigator’s financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and other documents or systems required by law.

The annual audit shall be completed and forwarded to PVUSD, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December each year. At the conclusion of the audit, any exceptions or deficiencies will be reviewed by the Board of Directors with the Chief Executive Officer, the Finance Committee, Principal, and, if applicable, Navigator Schools’ back office service provider. The Board will then report to the District on how the exceptions and deficiencies have been or will be resolved to the satisfaction of PVUSD along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent fiscal audit of Navigator Schools is public record and provided to the public upon request.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” Education Code Section 47605(b)(5)(J)

The Pupil Suspension and Expulsion Policy has 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 describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Navigator Schools is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as WPS’ policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with the legal requirements. WPS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy, and its procedures, shall be distributed as part of the student handbook and 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 the 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 are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy and procedures are available on request in the school office.

Suspended or expelled students shall be excluded from all school and school-related activities 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 Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

education students except when federal and state law mandates additional or different procedures. Watsonville Prep School follows all applicable federal and state laws including but not limited to the California 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.

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
- d) During, going to, or coming from a school-sponsored activity

Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

- 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, sold 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.
- 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.
- g) Stole or attempted to steal school property or private property.
- 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 his or her own prescription products by a pupil.
- 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.
- 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

that the replica is a firearm.

- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “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 his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

of grades 4 to 12, 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 his or her age, or for a person of his or her 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 his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her 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 school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- 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 Web site 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (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 pupil or a profile using the likeness or

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

attributes of an actual pupil other than the pupil 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in 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 clause, “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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife 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 Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object 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.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

- b) Willfully used force of violence upon the person, or another, except self-defense.
- c) Unlawfully possessed, used, sold 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.
- 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.
- g) Stole or attempted to steal school property or private property.
- 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 his or her own prescription products by a pupil.
- 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.
- 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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 was 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 his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, 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:
 - v. 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - vi. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - vii. Causing a reasonable student to experience substantial interference with his or her academic performance.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

- viii. Causing a reasonable student to experience substantial interference with his or her 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 Web site 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in 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 clause, “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.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

- 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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife 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.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object 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.

If it is determined by the Administrative Panel and/or Board of Directors 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 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 term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee, with the student and his or her 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 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 student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. 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. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or 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 telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. 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 pupil and the pupil’s guardian or representative will be invited to a 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 pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1)

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

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 are certificated and neither a teacher of the pupil or 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 pupil has committed an expellable offense.

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 closed session (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;
- 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;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Navigator Schools 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 pupil.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she 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 he or she 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 he/she 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 him or her 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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 courtroom 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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.

The decision 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, the pupil shall immediately be returned to his/her 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 or 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 authorizer. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

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 authorizer upon request.

No Right to Appeal

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

Expelled Pupils/Alternative Education

Parents/guardians of pupils 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 School 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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 year from the date of expulsion when the pupil may reapply to the WPS for readmission.

Readmission

The decision to readmit a pupil or the admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil 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 his or her 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 pupil's readmission is also contingent upon WPS's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion 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.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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, 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, 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, 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 and WPS agree to change of placement as part of the modification of the behavioral intervention plan.

If WPS, the parent, 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 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.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or WPS, the student will remain in the interim

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and WPS agree otherwise.

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.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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 has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Element 11: 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(b)(5)(K)

Certificated employees at WPS 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. Navigator Schools 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.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Element 12: 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(b)(5)(L)

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 admissions 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.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Element 13: 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 any rights of return to the school district after employment at a charter school.” Education Code Section 47605(b)(5)(M)

No public school district employee is required to work at Navigator Schools. Employees of the District who choose to leave the employment of the District to work at Navigator Schools 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 Navigator Schools that the District may specify, any rights of return to employment in a school district after employment at Navigator Schools that the District may specify, and any other rights upon leaving employment to work at Navigator Schools that the District determines to be reasonable and not in conflict with any law.

All employees of Navigator Schools will be considered the exclusive employees of Navigator Schools and not of the District, unless otherwise mutually agreed in writing. 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.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Element 14: Dispute Resolution Process

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code Section 47605(b)(5)(N)

Disputes between Navigator Schools and the Authorizing District

Navigator Schools and the District will attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. Navigator Schools acknowledges the District’s ongoing right to inspect and observe Watsonville Prep School 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 District, the staff, employees, and Board members of Navigator Schools and the District agree first to frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and the Chief Executive Officer of Navigator Schools, or their respective designees. In the event the District believes the dispute relates to an issue that could lead to the revocation of the charter in accordance with Education Code Section 47607, Navigator requests this be noted in the written dispute statement although it recognizes it cannot legally bind the District 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 District’s ability to proceed with revocation with Education Code Section 47607 and its implementing regulations.

The CEO and the 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, 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 Superintendent and the CEO, 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, 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 District and Navigator Schools. 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 District and Navigator Schools. The only binding results are those to

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

which both parties mutually agree, in advance.

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 Procedure, 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 District receive any complaints regarding WPS, it will promptly forward them to Navigator Schools for investigation and resolution.

(Appendix W Sample Family Handbook)

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Element 15: 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(b)(5)(O)

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 District, the Santa Cruz County Office of Education, Navigator’s SELPA, the retirement systems in which Navigator Schools’ employees participate (e.g. State Teachers’ Retirement System and federal social security), and the California Department of Education 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 they will provide to the entity responsible for closure-related activities.

As applicable, WPS will provide parents, students, and the District 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 the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. Section 1232g. WPS will ask the District to store original records of WPS students. All pupil records of WPS shall be transferred to the District upon the closure of the Charter School. If the District 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

accordance with 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 District 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.

Navigator Schools will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of WPS, all assets of Navigator Schools, 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 and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. 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 will be 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 X**, Navigator Schools will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Required Supplemental Information

Term

The term of the charter shall begin on July 1, 2019 and expire on June 30, 2024

Budgets and Financial Reporting

“The petitioner or petitioners shall also 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(g).

The Chief Executive Officer of Navigator Schools and the treasurer of the Navigator Schools Board of Directors has developed a conservative financial plan based on the most current public funding projections. Attached as Appendix X, the following budget documents are included:

- Budget narrative
- A three-year operating budget and projections
- Revenue & Expenditure assumptions
- Cash flows and budget projections for each budget year
- Evidence of a strong reserve fund

Navigator Schools will provide reports to the District as follows, and may provide additional fiscal reports as requested by the District.

- By July 1, a preliminary budget for the current fiscal year
- By July 1, an annual update (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 December 15, a copy of Navigator Schools’ annual independent financial audit report for the preceding fiscal year will be delivered to the District, State Controller, State Department of Education 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 District shall include an annual statement of all Navigator’s receipts and expenditures for the preceding fiscal year.

Enrollment Projections

Navigator has based its projections for WPS on projected attendance and projected waitlists. Based on the level of interest, WPS anticipates an enrollment lottery at every grade level.

Average Daily Attendance

At GPS & HPS, average daily attendance exceeds 96% and similar attendance averages are expected at WPS. Additionally, based on current level of interest, full enrollment is anticipated

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

with any vacant seats being filled within two weeks. Based on these assumptions, average daily attendance is projected at the rate of 95%.

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

Navigator is fully staffed to support the program as described but may add additional staff to support programs.

Staff Development

Navigator commits annually to funding professional development.

Facilities

"The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate." Education Code Section 47605(g).

Watsonville Prep School will be located within the city boundaries of Watsonville. Watsonville Prep School seeks to positively contribute to the overall student housing needs for students residing in Watsonville by locating in facilities that are not owned by the Pajaro Valley Unified School District.

Potential Civil Liability Effects

"Potential civil liability effects, if any, upon the school and upon the school district." Education Code Section 47605(g).

Watsonville Prep School is operated by Navigator Schools, a California will have a minimal impact on the Pajaro Valley Unified School District. The following impacts are restated here for clarity:

Oversight Fee

Pursuant to Education Code Section 47613, the District 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. Navigator Schools' operating budget reflects the oversight fee paid annually to the District.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Insurance Coverage

WPS will maintain insurance which is based on requirements outlined in the MOU between Navigator and PVUSD, 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(c), 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 District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District will not be liable for the operation of Navigator Schools.

Further, Navigator Schools and the District will renegotiate the memorandum of understanding, wherein Navigator Schools will indemnify the District 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 District is named an additional insured on the general liability insurance of Navigator Schools.

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 school are to be provided." Education Code Section 47605(g).

Navigator Schools provides 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

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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 District, the specifics will be agreed to in a Memorandum of Understanding, between Navigator Schools and Pajaro Valley Unified School District.

Navigator Schools does not contract with any third party that has financial or other monetary gain from the services rendered.

Navigator Schools Watsonville Prep School Charter Petition 2019-2024

Appendices

Appendix A	Proposed bell & master schedule
Appendix B	Sample 2017/18 calendar
Appendix C	Coaching rubric & checklist
Appendix D	Data meeting template
Appendix E	Planning exemplar
Appendix F	Navi 101/201 schedule
Appendix G	English Language Development(ELD) program
Appendix H	ELD checklist
Appendix I	El Dorado County Charter SELPA letter of good standing
Appendix J	504 procedures
Appendix K	SELPA procedures & participation agreement
Appendix L	SELPA forms
Appendix M	Sample LCAP
Appendix N	Articles of Incorporation
Appendix O	Bylaws
Appendix P	Conflict of Interest Code
Appendix Q	Navigator Schools organizational chart
Appendix R	Navigator Schools employee handbook
Appendix S	Sample benefits record
Appendix T	Sample evaluation form
Appendix U	Suicide Prevention Policy
Appendix V	Emergency Preparedness Plan
Appendix W	Sample family handbook
Appendix X	Budget documents



Date: March 8, 2018

To: Board of Directors

From: Kevin Sved, CEO

Re: Authorization to Submit Charter Petition for Watsonville Prep School

Recommendation

It is recommended that the Board authorize the CEO to submit a Charter Petition for Watsonville Prep School in substantially the same form as the draft Watsonville Prep Petition provided to the Board on March 8, 2018.

Background

A Navigator School in Watsonville would make a huge positive impact for low-income students who currently do not have an option for a high-performing public school. In October 2017, the Navigator Schools Board of Directors authorized the Navigator Staff to begin market development in Watsonville with the goal of submitting a charter petition to Pajaro Valley Unified School District (PVUSD) in the first quarter of 2018. Since that time, significant progress has been made in developing support for Watsonville Prep School (WPS) and in meeting the Board's established criteria for greenlighting. In the attached presentation, progress to date is measured against the 18-month prelaunch criteria. Key highlights of Navigator's progress include:

- Andrea Hernandez has been selected as the Principal for Watsonville Prep School.
- Watsonville Prep parents submitted 180 intent to enroll forms
- A multi-year grant was secured from the Charter School Growth Fund and Navigator is in the final stages of due diligence with Silicon Schools Fund for start-up support.
- Watsonville Prep Parent Leaders participated in Innovate Public Schools Community Organizer Parent Leader training and are scheduled to speak to Navigator Schools Board of Directors.
- Two potential school sites have been identified.
- A leadership pipeline has been established and formal ways to cultivate leaders are in place. Andrea Hernandez participated in Relay Graduate School of Education in Fall 2017, Innovate Public Schools Principal Fellowship in 2017-18, and is in the final round of being considered for the Accelerate Institute's Ryan Fellowship. This fellowship will support her work as a new principal for three years.

While staff is recommending moving forward with submission of the WPS charter petition based on progress made against the greenlighting criteria, staff is also aware that there is still important work ahead to realize WPS charter approval and ultimately deliver a high-quality Navigator School in Watsonville. Areas where substantial progress has been made with more work ahead include:

- Facilities: Two potential school sites have been identified but more work needs to be done to determine feasibility. Additionally, since committing to real estate investment so far in advance of opening is not economically viable at this time, two additional site options for the first 2 years of operation should be identified.
- Support Office Thriving: The Support Office team worked diligently to strengthen trust and accountability. Significant progress has been made, and with a shared commitment to continuous improvement, we are on a path to become a high-functioning team.

- A High-Quality Charter Petition: The latest charter petition is attached and is currently being reviewed by California Charter Schools Association (CCSA) and Young, Minney, & Corr (YMC). Staff improved the renewal petitions by fine-tuning the academic model in Element 1. CCSA and YMC are helping to ensure that the charter petition will meet the rigor of the State Board of Education in the event that the petition is denied at the local and county levels. Staff will incorporate the suggested changes of CCSA and YMC and, with delegated approval by the Navigator Board of Directors, submit the charter petition to the Pajaro Valley Unified School District by the end of March 2018.

Summary

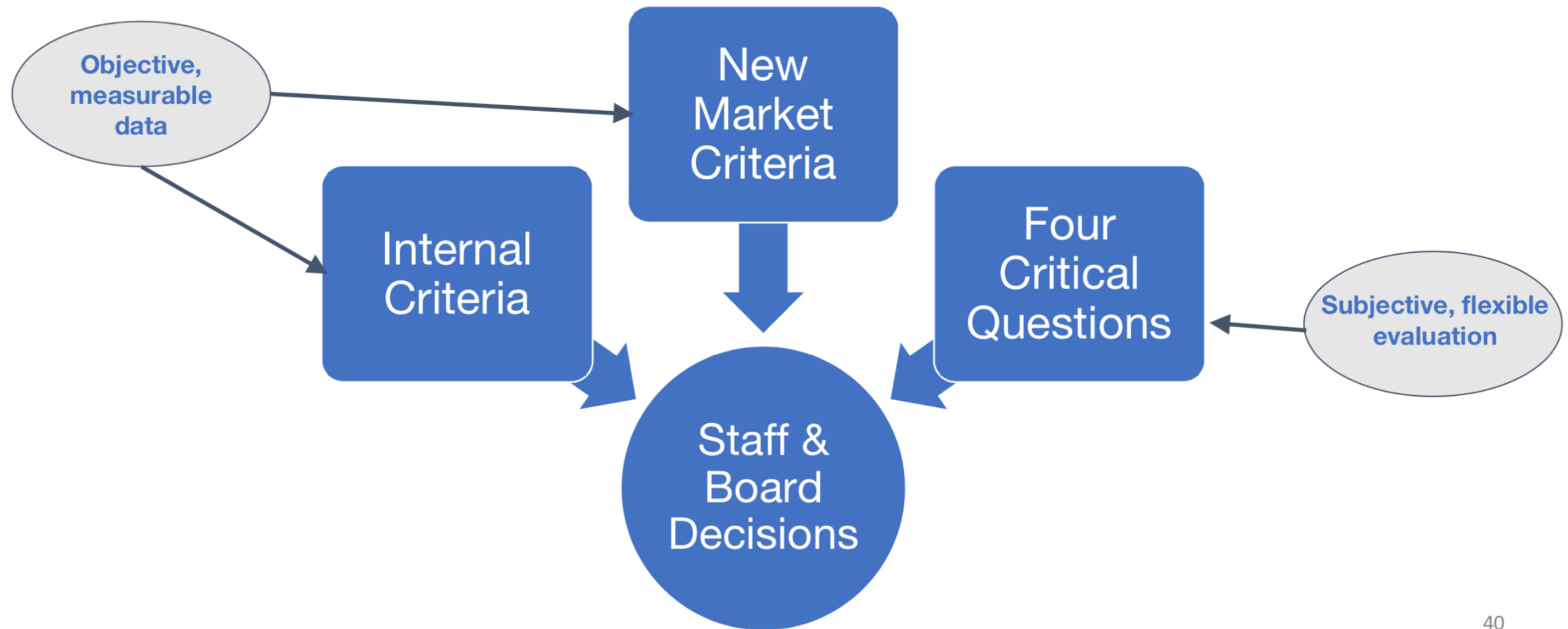
Staff seeks Board approval to submit the Charter Petition for Watsonville Prep School in substantially the same form as the draft Watsonville Prep Petition provided to the Board on March 8, 2018.

Watsonville Prep Greenlighting Update



Greenlighting Criteria

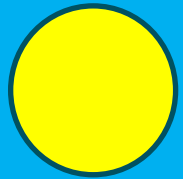
Greenlighting will be based on three categories of information:



Is the school model clearly articulated & codified?



The school's programs are easily replicable.



The barriers for replicating the programs & their effectiveness have been identified & remedied.



The schools' educational programs align to the current mission.

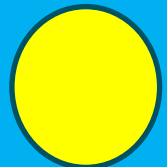
Is the Support Office team thriving & does it have the capacity to support growth?



There is a leadership pipeline



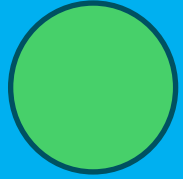
There are formal ways to cultivate leaders



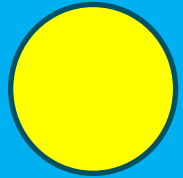
Thriving –

- Trust each other
- Engage in healthy conflict
- Commitment to decisions
- Hold each other accountable
- Focus on team results

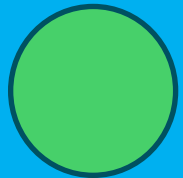
Are the organizational systems & structures strong & driving effective execution?



There are people clearly/consistently responsible for the critical functions of the organization

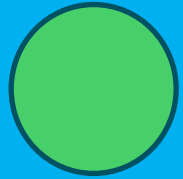


Policies, processes, and procedures exist and are documented



There is a clear chain of command

Will the political landscape support successful community engagement, authorizing, facilities, and enrollment in the target market?



District of interest has a socio-economic disadvantaged/English language learner underserved population

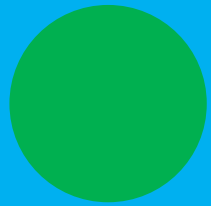


There is a plan for new facilities needs

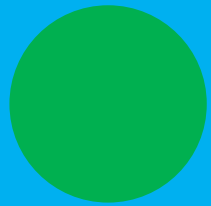


Document 50 families willing to attend and/or speak at all hearings

Readiness for Growth – four greenlighting questions



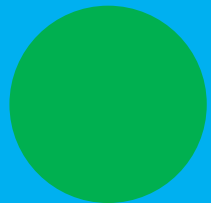
Is the school model clearly articulated and codified?



Is the Support Office team thriving and does it have the capacity to support growth?



Are organizational systems and structures strong and driving effective execution?



Will the political landscape support successful community engagement?

Current Internal Growth Scorecard

Internal Criteria	24 months	20 months	18 months/Current	12 months
Academic Performance: SBAC Percent of students who have been at Navigator for at least three years that meet or exceed proficiency on SBAC	70%	81% of all NS students taking the test	81% of all NS students taking the test	70%
Organizational Health: Enrollment Actual enrollment as percentage of target	>99%	100%	100%	>99%
Organizational Health: Staff Retention Percent of full-time staff who return annually (Fall to Fall)	75%	87%	87%	75%
Organizational Health: Staff Satisfaction Percent of staff that are "likely to recommend working at Navigator to a friend" (as measured by the Fall/Spring surveys)	80%	91%	90%	80%
Financial Strength: Reserves Percent of current fiscal year expenses held in reserve	20%	29%	30.3%	20%
Financial Strength: Sustainability Percent of GPS & HPS costs that are covered by philanthropy	<5%	<5%	<5%	<5%
Founding Team: Principal and Seed Teachers	At least six potential founding team members identified	Leadership pipeline has been established with an opening team available.	Year 0 Principal named	Principal and two teachers confirmed

Current External Growth Scorecard

New Market Criteria - Progress to date	24 months pre-launch	24 month checkpoint	18 months pre-launch	Current	12 months pre-launch
The Need: Poverty Rates	At least 80% FRL in target area schools	Watsonville area schools have FRL rates around 90%	At least 80% FRL in target area schools	Watsonville area schools have FRL rates around 90%	At least 80% FRL in target area schools
The Need: School Performance	No schools in the target area with 60%+ FRL beat state averages in math and reading	Average SBAC scores for PVUSD - 32% ELA/21% math - Watsonville area schools are even lower	No schools in the target area with 60%+ FRL beat state averages in math and reading	Average SBAC scores for PVUSD - 32% ELA 21% Math	No schools in the target area with 60%+ FRL beat state averages in math and reading
Community Support: Student Recruitment	NS staff have held meetings with prospective parents	NS staff have met with a handful of PVUSD parents. Community/Parent info night set for November 7th. NS staff attending Innovate parent training.	Letters of intent for 70% (96) of first year seats & 50% of willing teacher signatures	180 intent to enroll forms, principal named, 3 teachers, 1 resource specialist shared interest	Letters of intent for at least 100% of first year seats & 100% of willing teacher signatures

Current External Growth Scorecard

New Market Criteria - Progress to date	24 months pre-launch	24 month checkpoint	18 months pre-launch	Current	12 months pre-launch
Community Support/ Stakeholder mapping Community Engagement	NS staff have met with district leadership, parents, and community organizations.	NS staff has met with the PVUSD supt. and reached out to PVUSD board members. Staff has met with a few community members. City council member meetings next.	8+ parent leaders share their experience meeting with district board at a NS board meeting requesting charter to be submitted in their community.	4 parent leaders, Chamber of Commerce President speaking to Navigator Board of Directors on March 13	15+ parent leaders share their experience meeting with district board speak at NS board meeting requesting charter to be opened in their community.
Facilities	Preliminary market analysis complete	Preliminary analysis indicates feasibility for leased space in available commercial market. Vacant parcels also provide short and long-term options.	At least two potential facilities identified. Estimated cost enables school to get to breakeven at scale, or Prop 39.	Two potential facilities identified.	Viable facility formally confirmed at cost that enables school to get to breakeven at scale , or Prop 39. Facility available at least one month prior to school launch.
Pathway to Authorization	Authorization plan in place with likelihood of success	NS staff has had legal counsel review charter renewal petition to provide a strong foundation for the charter petition.	Draft of high quality charter application written and on track to be submitted no later than February.	Charter application written and being reviewed by CCSA & YMC. Plan to submit to PVUSD end of March	Charter obtained or appeal to state board is underway
Fundraising	Viable fundraising strategy in place	NS staff in conversations with Charter School Growth Fund & Silicon Schools is a strong possibility as a funder.	(1) Year zero funders of new school and support office identified with high likelihood of success.	CSGF funds secured and Silicon Schools Fund is in due diligence phase.	(1) Funders of new school and support office confirmed for year 0-2. (2) New school breakeven by year [x].

Coversheet

Finance Report

Section:	III. Standing Items
Item:	B. Finance Report
Purpose:	FYI
Submitted by:	Ami Ortiz
Related Material:	Prelim Budget 2018_19.pdf Finance Comm Minutes.pdf Financials 0318.pdf



2018-19 Financial Report Narrative
March 13, 2018
Board of Directors Meeting

2018-19 Preliminary Budget

	Net Income (Before GAAP)	Net Income (GAAP)	Projected Beginning Fund Balance	Projected Ending Fund Balance
CMO	\$11k	\$11k	\$188k	\$178k
Gilroy Prep	\$160k	\$125k	\$1.5m	\$1.64m
Hollister Prep	\$458k	\$516k	\$1.6m	\$2.1m
Watsonville Prep	\$48k	\$496k	\$0	\$496k
Total	\$677k	\$1.15k	\$3.3m	\$4m

The total net income of \$1.1m reflects the following general assumptions:

- LCFF is funded at target.
- Enrollment will increase from 960 in 2017-18 to 1020 in 2018-19 due to the addition of one grade level at HPS campus increasing enrollment from 420 to 480 students.
- New teachers will be added to HPS in proportion to the increase in enrollment.
- A PBIS Coordinator will be added to HPS at 50% and GPS at 50%.
- Hollister Prep includes capital improvement expenses of \$75,000 for site development planning and architectural design fees in support of a permanent HPS facility solution.
- The continued staffing of the Innovation Fellow is included in the CMO budget with the anticipation of securing \$90,000 in restricted grant funding. This position will not be continued unless the restricted funds are secured.
- The remaining \$575,000 of private donations are based on pledged and anticipated growth funding.
- CMO fees as a % of LCFF revenue will be reduced from 18% in 2017-18 to 17% in 2018-19.
- Salaries and benefits are based on an increase of 4% for all staff at HPS, GPS and CMO. These are average increases and will be applied to each employee based on merit and cost of living adjustments.
- The addition of 2.75 FTE positions will be added to the CMO:
 - \$150,800 Chief Academic Officer (increasing from 25% FTE to 100% FTE.)
 - \$125,000 Director of Curriculum and Instruction
 - \$65,000 SIS Coordinator
- \$55,000 is allocated for the addition of a development consultant.
- Benefits will increase by a higher percentage than salaries because of two factors:
 - STRS contribution rate will increase from 14.43% in 2017-18 to 16.28% in 2018-19.
 - Health Insurance inflation is estimated at 8%.

Navigator Schools - 2018-19 Preliminary Budget
Feb 2018 Finance Committee Report

<u>2018-19 Preliminary Budget:</u>	Total 2018-19 Preliminary <u>Budget</u>	Change from <u>2017-18</u>	% Change from <u>2017-18</u>	GPS 2018-19 Preliminary <u>Budget</u>	Change from <u>2017-18</u>	% Change from <u>2017-18</u>	HPS 2018-19 Preliminary <u>Budget</u>	Change from <u>2017-18</u>	% Change from <u>2017-18</u>	CMO 2018-19 Preliminary <u>Budget</u>	Change from <u>2017-18</u>	% Change from <u>2017-18</u>	WPS 2018-19 Preliminary <u>Budget</u>
<i>Enrollment Projection</i>	<i>1020</i>	<i>60</i>	<i>6.25%</i>	<i>540</i>	<i>0</i>	<i>0.00%</i>	<i>480</i>	<i>60</i>	<i>14.29%</i>				<i>YEAR ZERO</i>
REVENUE:													
LCFF Revenue	8,952,530	890,348	11.04%	4,581,673	200,301	4.57%	4,370,857	690,047	18.75%	0	0		0
Federal Revenue	596,981	19,127	3.31%	293,962	0	0.00%	153,019	19,127	14.29%	0	0		150,000
Other State Revenue	938,515	57,546	6.53%	478,150	0	0.00%	460,365	57,546	14.29%	0	0		0
Donations & Grants	1,435,585	466,429	48.13%	17,585	0	0.00%	3,000	1,429	90.96%	665,000	465,000	232.50%	750,000
Other Revenue	133,361	7,957	6.35%	93,361	0	0.00%	40,000	7,957	24.83%	0	0		0
CMO Management Fees	1,521,930	70,737	4.87%							1,521,930	70,737	4.87%	0
REVENUE	13,578,902	1,512,144	12.53%	5,464,731	200,301	3.80%	5,027,241	776,106	18.26%	2,186,930	535,737	32.45%	900,000
EXPENDITURES:													
Salaries	6,529,025	778,162	13.53%	2,800,158	199,349	7.66%	2,117,200	184,058	9.52%	1,458,667	394,755	37.10%	153,000
Benefits & Taxes	1,787,860	261,222	17.11%	725,942	59,973	9.01%	642,918	78,895	13.99%	380,742	122,354	47.35%	38,258
Books & Supplies	749,381	-216,668	-22.43%	397,633	-167,067	-29.59%	262,496	-49,601	-15.89%	60,462	0	0.00%	28,790
Services & Other Operating Expense	1,790,495	199,402	12.53%	601,678	16,194	2.77%	728,613	149,790	25.88%	276,269	33,418	13.76%	183,935
CMO Management Fees	1,521,930	114,445	8.13%	778,884	-9,763	-1.24%	743,046	124,208	20.07%	0	0		0
Capital Outlay	523,000	75,853	16.96%	0	-45,672	-100.00%	75,000	121,525	-261.20%	0	0		448,000
EXPENDITURES	12,901,691	1,212,416	10.37%	5,304,295	53,014	1.01%	4,569,273	608,875	15.37%	2,176,140	550,527	33.87%	851,983
REVENUE LESS EXPENDITURES	677,211	299,728	79.40%	160,436	147,287	1120.14%	457,968	167,231	0.00%	10,790	-14,790	0	48,017
<u>GAAP Adjustments:</u>													
Revenue Less Expenditures	677,211			160,436			457,968			10,790			48,017
Add back Capita Outlay to Net income	0			0			75,000			0			448,000
Subtract Depreciation Expense	-52,000			-35,000			-17,000			0			0
Net Income - GAAP Basis 2018-19	1,148,211			125,436			515,968			10,790			496,017
Projected Fund Balance at 6/30/18	<u>3,279,964</u>			<u>1,512,239</u>			<u>1,589,821</u>			<u>177,904</u>			<u>0</u>
Projected Fund Balance at 6/30/19	<u>4,428,175</u>			<u>1,637,675</u>			<u>2,105,789</u>			<u>188,694</u>			<u>496,017</u>

Navigator Schools FTE Counts			
17/18 Total	114.65	18/19 Total	120.15
SITE	#FTE	SITE	#FTE
<i>GPS</i>		<i>GPS</i>	
Teachers	20	Teachers	20
Teacher in Training	5	Teacher in Training	4
Certificated Pupil Support	1	Certificated Pupil Support	1.5
Administration	3.15	Administration	3.4
Support (Office, Yard, Food, Maint)	10.6	Support (Office, Yard, Food, Maint)	10.6
SGI/Paraprofessional	17.65	SGI/Paraprofessional	18.4
Total	57.4	Total	57.9
<i>HPS</i>		<i>HPS</i>	
Teachers	14	Teachers	16
Teacher in Training	8	Teacher in Training	7
Certificated Pupil Support	1	Certificated Pupil Support	1.5
Administration	3.4	Administration	3.4
Support (Office, Yard, Food, Maint)	5.75	Support (Office, Yard, Food, Maint)	5.75
SGI/Paraprofessional	12.55	SGI/Paraprofessional	13.3
Total	44.7	Total	46.95
<i>Support Office</i>	12.55	<i>Support Office</i>	15.3

DRAFT



Navigator Schools

Minutes

Finance Committee

Date and Time

Tuesday February 27, 2018 at 3:00 PM

Location

650 San Benito Street, Suite 230, Hollister CA 95023

Teleconference Locations

- 83 Great Oaks Blvd., San Jose CA 95119
- 900 Island Drive, Redwood City CA 94065

Teleconference Instructions

- Meeting ID: 689 104 265
- Dial by phone: US: +1 646 876 9923 or +1 669 900 6833 or +1 408 638 0968
- Join from PC, Mac, Linux, iOS or Android: <https://navigatorschools.zoom.us/j/689104265>

Committee Members Present

J. Montgomery (remote), N. Crivello (remote)

Committee Members Absent

C. Wright

Guests Present

A. Ortiz, Bryan Adams, K. Sved, S. Martin

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

J. Montgomery called a meeting of the Finance committee of Navigator Schools to order on Tuesday Feb 27, 2018 @ 3:01 PM at 650 San Benito Street, Suite 230, Hollister CA 95023.

C. Approve Minutes

J. Montgomery made a motion to approve minutes from the Finance Committee on 12-05-17.

N. Crivello seconded the motion.

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

II. Finance

A. 2017-18 Financials with Dashboard

The committee discussed variance, position control, income, expenses, cash balance, and enrollment and attendance data, including an in-depth discussion of average daily attendance (ADA) and related terminology.

B. Preliminary 2018-19 Budget

The committee reviewed the preliminary budget. Key components of the discussion included the CMO fee, added positions, salary ranges and increases, LCAP feedback and development, and PBIS.

III. Other Business

A. Cash Management Policy

The committee discussed the insurance and protection of funds. Efficient and practical strategies related to the safety of funds were considered. Internal control policies were also mentioned.

IV. Closing Items

A. Adjourn Meeting

J. Montgomery made a motion to adjourn the meeting.

N. Crivello seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:50 PM.

Respectfully Submitted,
S. Martin

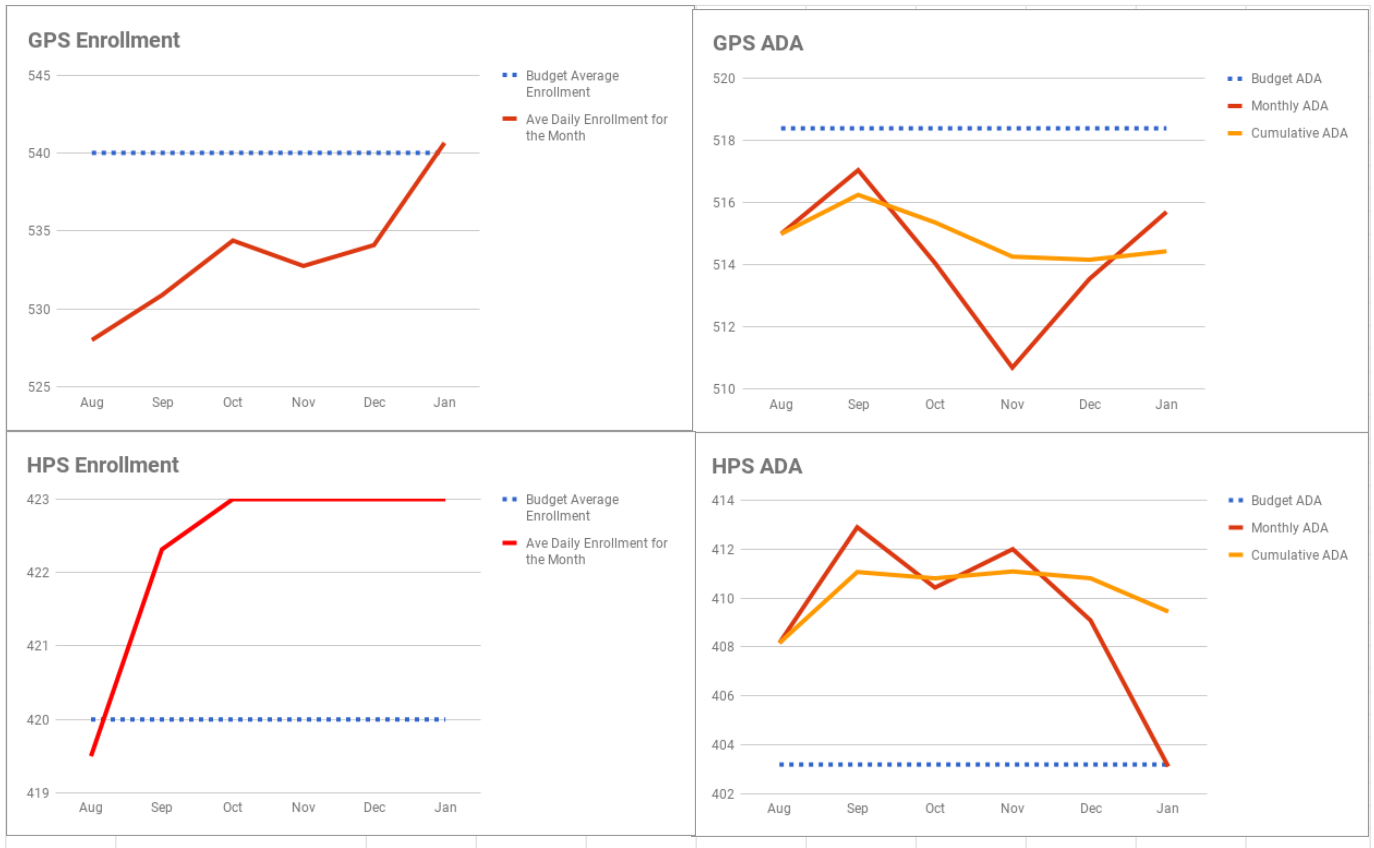


2017-18 Financial Report Narrative
March 13, 2018
Board of Directors Meeting

2017-18 Net Income

	<u>Current Projection</u>	<u>Orig Bd Rpt</u>
CMO	\$26K	\$42k
Gilroy Prep	\$34k	\$294k
Hollister Prep	<u>\$290k</u>	<u>\$235k</u>
Total	\$350k	\$571k

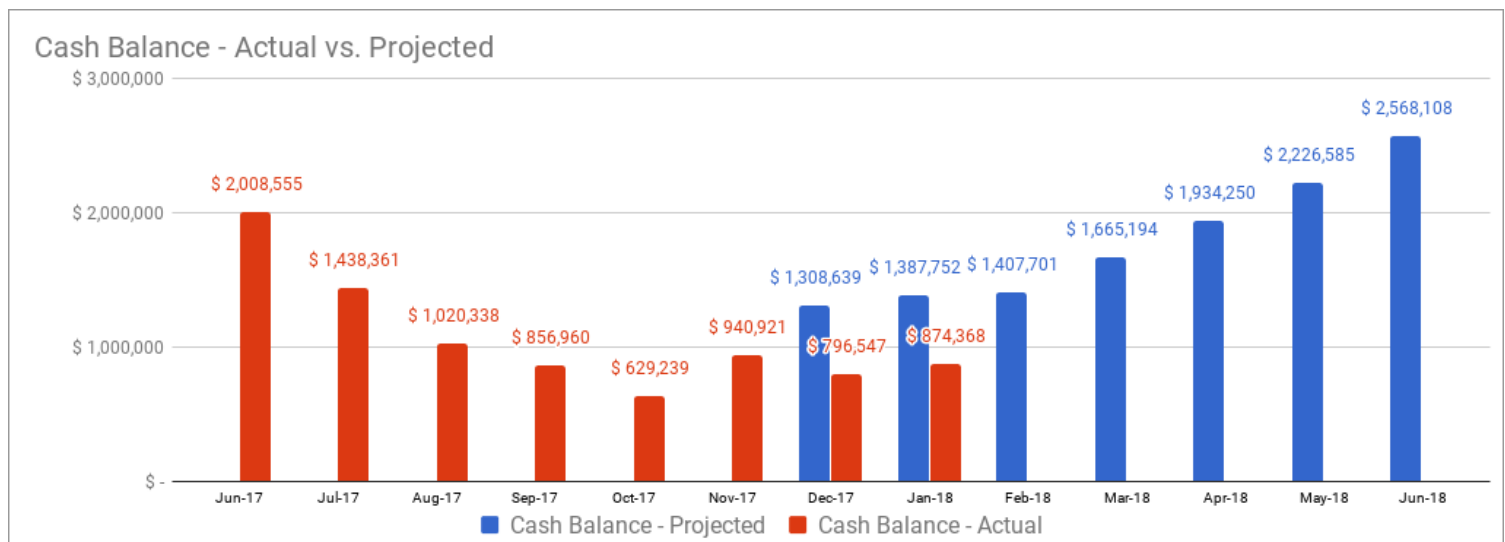
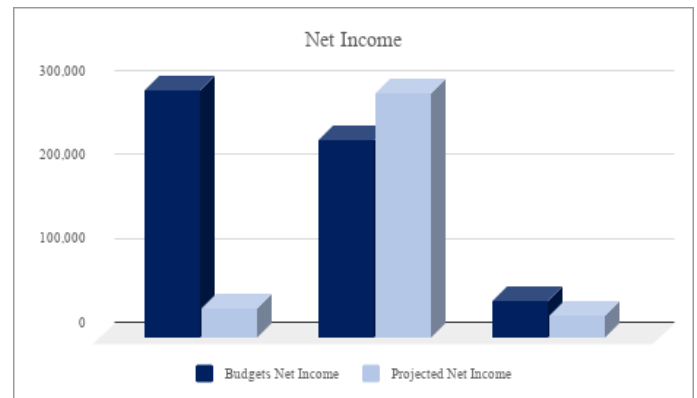
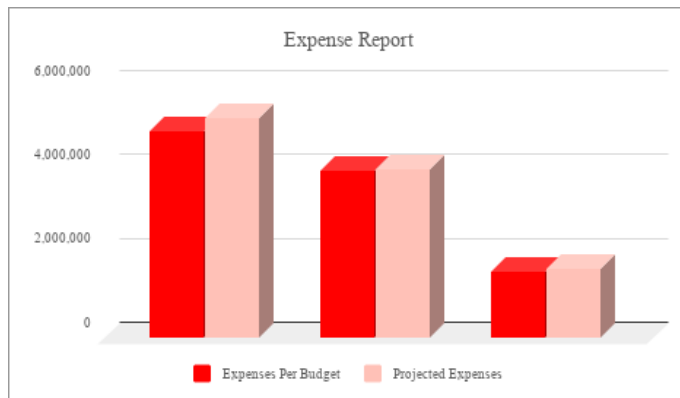
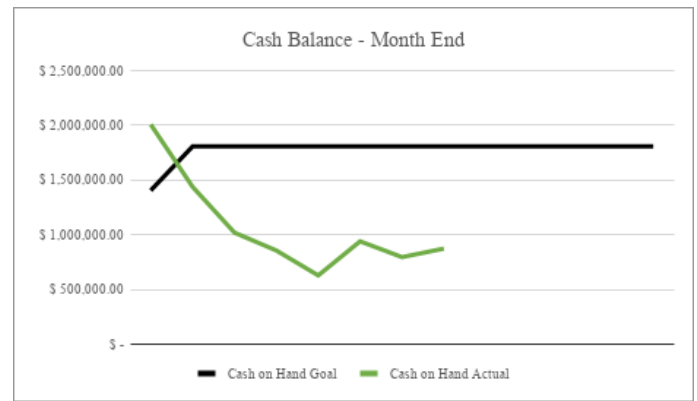
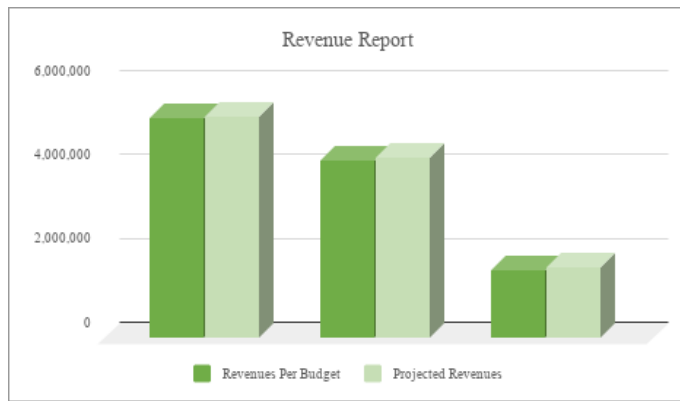
- CMO projected net income variance highlights
 - \$70k favorable variance from adding to the private fundraising total.
 - \$30k unfavorable variance from additional staff hired.
 - \$58k unfavorable variance from benefits and taxes being under budgeted.
- Gilroy Prep projected net income variance highlights
 - \$68k favorable variance from one-time mandated cost not budgeted.
 - \$100k favorable variance for elimination of contingency expenses due to the process that has begun to prioritize needs that were not budgeted for.
 - \$300k unfavorable variance in salaries from staffing needs for additional staff to meet the needs of SPED students and staff on leave.
 - \$25k unfavorable variance in benefits & taxes from the additional staff added.
 - \$79k unfavorable variance for Books & Supplies from anticipated technology expenses that were budgeted for the 2016-17 year but, due to late arrival of product, had to be recorded in 2017-18 and for technology needs for the additional staff not originally budgeted for.
- Hollister Prep projected net income variance highlights
 - \$51k favorable variance from one-time mandated cost not budgeted.
 - \$50k favorable variance for elimination of contingency expenses due to the process that has begun to prioritize needs that were not budgeted for.
 - \$85k unfavorable variance in salaries from staffing needs for additional Teachers in Training to meet staffing needs to cover multiple Teacher maternity leaves.



Navigator Schools - Financial Data

<u>Attendance and Enrollment Data</u>	<u>Total</u>	<u>GPS</u>	<u>HPS</u>
2017-18 ADA - Approved Budget	921.6	518.4	403.2
2017-18 ADA thru 1/31/18	923.9	514.44	409.4
2017-18 ADA % thru 1/31/18	96.6%	96.4%	96.9%
2017-18 Enrollment - Approved Budget	960.0	540.0	420.0
2017-18 Ave Enrollment thru 1/31/18	956.1	533.7	422.4
Enrollment as of 1/31/18	964.0	541.0	423.0

	<u>Actual</u>	<u>Goal</u>
Cash balance as of 1/31/18	874,368	1,508,700
Annual Budgeted Expenditures (not including CMO Mgmt Fees)	9,052,199	9,052,199
Number of Months Cash on Hand	1.16	2.00



Navigator Schools
Balance Sheet Comparison

	Actual <u>6/30/2016</u>	Actual <u>6/30/2017</u>	Actual <u>1/31/2018</u>
Cash	1,884,454	2,008,555	874,368
Accounts Receivable	767,909	1,126,497	91,551
Prepaid Expense	72,379	209,415	31,782
Fixed Assets, net of depreciati	188,935	312,895	312,895
Total Assets	2,913,677	3,657,361	1,310,596
Accrued Liabilities	319,149	657,592	223,469
CDE Loan Payable	125,000	62,500	31,161
Total Liabilities	444,149	720,092	254,630
Beginning Fund Balance	1,790,843	2,469,528	2,937,269
Net Income	678,685	467,741	(1,881,303)
Ending Fund Balance	2,469,528	2,937,269	1,055,966
Total Liabilities & Fund Balan	2,913,677	3,657,361	1,310,596

Navigator Schools - 2017-18 Latest Projection Comparison to 2016-17 Actuals

As of February 2018

Income Statement - Combined <i>CMO/GPS/HPS</i>	2017-18 Original <u>Budget</u>	2017-18 Latest <u>Projection</u>	2016-17 Audited <u>Actuals</u>
Revenue	10,991,368	11,199,052	9,860,508
Expenses	10,420,391	10,849,355	9,392,768
Net Income - GAAP basis (audit)	570,977	349,697	467,740
Less Capital Outlay	(157,550)	(55,672)	(190,113)
Revenue less expenses & capital outlay	413,427	294,025	277,627

	<u>2017-18</u>	<u>2017-18</u>	<u>2016-17</u>
Beginning Fund Balance	3,136,443	2,937,268	2,469,528
Net Income - GAAP basis (audit)	570,977	349,697	467,740
Ending Fund Balance	<u>3,707,420</u>	<u>3,286,965</u>	<u>2,937,268</u>

Revenues/Student *	9,939	10,154	10,254
Expenses/Student *	9,344	9,790	9,697
Fund Balance/Student at Year End	3,862	3,424	3,497

* Revenues and Expenses per student do not include CMO Management Fee Revenue/Expense because that is an intercompany charge.

Navigator Schools - 2017-18 Budget vs. Projection

As of February 2018

Summary Level

	Total 2017-18 Original <u>Budget</u>	Total 2017-18 Current <u>Projection</u>	GPS 2017-18 Original <u>Budget</u>	GPS 2017-18 Current <u>Projection</u>	HPS 2017-18 Original <u>Budget</u>	HPS 2017-18 Current <u>Projection</u>	CMO 2017-18 Original <u>Budget</u>	CMO 2017-18 Current <u>Projection</u>
<i>Enrollment Projection</i>	960	960	540	540	420	420		
REVENUE:								
LCFF Revenue	8,055,232	8,062,182	4,377,511	4,381,372	3,677,721	3,680,810	0	0
Federal Revenue	403,203	427,853	270,757	293,961	132,446	133,892	0	0
Other State Revenue	771,475	880,969	441,906	478,150	329,569	402,819	0	0
Donations & Grants	156,885	227,585	16,885	17,585	10,000	10,000	130,000	200,000
Other Revenue	154,631	149,270	104,744	93,361	49,887	55,696	0	213
CMO Management Fees	1,449,942	1,451,193					1,449,942	1,451,193
REVENUE	10,991,368	11,199,052	5,211,803	5,264,429	4,199,623	4,283,217	1,579,942	1,651,406
EXPENDITURES:								
Salaries	5,166,066	5,557,863	2,301,008	2,600,809	1,831,375	1,893,142	1,033,683	1,063,912
Benefits & Taxes	1,368,284	1,453,647	639,244	665,969	529,291	529,291	199,749	258,387
Books & Supplies	829,728	937,259	485,740	564,700	290,216	312,098	53,772	60,461
Services & Other Operating Expense	1,380,571	1,397,393	553,777	575,720	576,515	578,823	250,279	242,850
CMO Management Fees	1,449,942	1,451,193	787,952	788,647	661,990	662,546		
Contingency Expenses	150,000	0	100,000	0	50,000	0	0	0
Capital Outlay	157,550	55,672	101,025	45,672	56,525	10,000	0	0
EXPENDITURES	10,502,141	10,853,027	4,968,746	5,241,517	3,995,912	3,985,900	1,537,483	1,625,610
REVENUE LESS EXPENDITURES	489,227	346,025	243,057	22,912	203,711	297,317	42,459	25,796
<u>GAAP Adjustments:</u>								
Revenue Less Expenditures	489,227	346,025	243,057	22,912	203,711	297,317	42,459	25,796
Add back Capita Outlay to Net income	157,550	55,672	101,025	45,672	56,525	10,000	0	0
Subtract Depreciation Expense	(75,800)	(52,000)	(50,362)	(35,000)	(25,438)	(17,000)	0	0
Net Income - GAAP Basis 2017-18	570,977	349,697	293,720	33,584	234,798	290,317	42,459	25,796
Beginning Net Assets @ 6/30/17 (latest projecti	3,136,443	2,937,269	1,642,303	1,478,654	1,324,788	1,306,504	169,352	152,111
Net Income - GAAP Basis 2017-18	570,977	349,697	293,720	33,584	234,798	290,317	42,459	25,796
Ending Net Assets @ 6/30/18	3,707,420	3,286,966	1,936,023	1,512,238	1,559,586	1,596,821	211,811	177,907

Coversheet

CEO Authorization to Implement Salary Increases for 2018-19

Section: III. Standing Items
Item: C. CEO Authorization to Implement Salary Increases for 2018-19
Purpose: Vote
Submitted by: Kevin Sved
Related Material: Staff Salary Memo 2018_19.pdf

BACKGROUND:

The CEO needs compensation direction to retain and recruit site-based staff for 2018-19.

RECOMMENDATION:

It is recommended that the Board authorize the CEO to offer returning employees an overall average salary increase of 4%.



Date: March 7, 2018

To: Board of Directors

From: Kevin Sved, CEO

Re: CEO Authorization to Implement Site-Based Salary Increases for 2018-19

Recommendation

It is recommended that the Board authorize the CEO to offer returning employees salary increases for 2018-19 based on an overall average 4% increase in staff salaries from 2017-18.

Background

The CEO requests compensation direction to retain and recruit site-based staff for 2018-19. The Board needs to approve a budget for 2018-19 that will keep the schools on solid financial footing. Preliminary budgets have been developed for 2018-19 based on average salary increases of 4% for returning staff. Staff believes that this level of compensation increase is appropriate considering the organization's financial health presented in the preliminary 2018-19 budget. The specific increase an individual employee will offered will be based on several factors, including:

- Cost of living adjustment
- Review of position and adjusting as appropriate for fairness and equity
- Encouraging retention and recruitment of qualified teachers and staff

The success of Navigator Schools is a result of the hard work of staff. Fortunately, the state outlook and the Governor's proposed budget affords an opportunity to provide an average 4% increase going into 2018-19 while still maintaining a healthy end projected end of year fund balance.

Summary

The CEO needs compensation direction to retain and recruit site-based staff for 2018-19 It is recommended that the Board authorize the CEO to offer returning employees salary increases for 2018-19 based on an overall average 4% increase in staff salaries from 2017-18 to 2018-19.

Coversheet

Governance Committee Report

Section:	III. Standing Items
Item:	D. Governance Committee Report
Purpose:	FYI
Submitted by:	
Related Material:	Governance Comm Minutes.pdf

DRAFT



Navigator Schools

Minutes

Governance Committee

Date and Time

Friday March 2, 2018 at 2:30 PM

Location

650 San Benito Street, Suite 230, Hollister CA 95023

Teleconference Locations

- 827 Broadway, Suite 300, Oakland CA 94607
- 2805 Bowers Avenue, Santa Clara CA 95051
- 355 Atlanta Avenue, San Jose CA 95125

Teleconference Instructions

- Join from PC, Mac, Linux, iOS or Android: <https://navigatorschools.zoom.us/j/748724414>
- Telephone: Dial (for higher quality, dial a number based on your current location): US: +1 646 876 9923 or +1 669 900 6833 or +1 408 638 0968
- Meeting ID: 748 724 414

Committee Members Present

A. Gallegos-Fambrini (remote), C. Wright (remote), J. Anderson (remote)

Committee Members Absent

None

Guests Present

K. Sved, S. Martin

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

C. Wright called a meeting of the Governance committee of Navigator Schools to order on Friday Mar 2, 2018 @ 2:37 PM at 650 San Benito Street, Suite 230, Hollister CA 95023.

C. Approve Minutes

C. Wright made a motion to approve minutes from the Governance Committee on 10-05-17.

J. Anderson seconded the motion.

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

II. Governance

A. Board Member Cultivation

The committee considered four potential new board members. Each individual's unique skills, background, and expertise were reviewed. Strategies for engaging with the potential new board members were suggested. The committee considered the development of a process by which a standardized set of information is collected about new board members. The number of new members to add to the board was also discussed.

B. Use BoardOnTrack Tools

The committee discussed the the use of BoardOnTrack. The committee considered arranging a presentation by BoardOnTrack to learn more about the application's features.

C. Committee Dashboard Goals

This item was not discussed during this meeting.

III. Closing Items

A. Schedule Next Meeting(s)

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:39 PM.

Respectfully Submitted,

S. Martin

C. Wright made a motion to adjourn the meeting.

A. Gallegos-Fambrini seconded the motion.

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