



Date: October 18, 2017

To: Board of Directors

From: Kevin Sved, CEO

Re: Authorization to Submit Charter Renewal Petitions for Gilroy Prep and Hollister Prep

Recommendation

It is recommended that the Board authorize the CEO to submit Charter Renewal Petitions for Gilroy Prep and Hollister Prep in substantially the same form as the draft Gilroy Prep Charter Renewal Petition provided to the Board on October 12, 2017 with adjustments to enrollment preference and transitional kindergarten as noted below.

Background

The current charters for Gilroy Prep School (GPS) and Hollister Prep School (HPS) expire June 30, 2018. Staff drafted charter renewal petitions and incorporated latest best practice, California Charter School Association feedback, and ultimately guidance and feedback provided by Navigator's legal counsel, Young, Minney, and Corr. Director of Community Outreach, Kirsten Carr, is shepherding the charter renewal process and provided a detailed memorandum to the Board on October 12, 2017 that outlines the process and plan for receiving sponsoring district approval. With the Navigator Board's authorization, staff will refine the current format of the Gilroy Prep petition and then use it as a detailed template for the Hollister Prep petition, adjusting basic details as appropriate including school name, sponsoring districts, grade levels, and academic results.

Staff recommends the following substantive adjustments to the draft charter regarding admission preference and transitional kindergarten.

Admission Preference

A key adjustment to the draft provided is admission preferences in the case of a public random drawing. Staff recommends that preference shall be given to students in the following order:

1. Siblings of enrolled students
2. Children of employees of Navigator Schools (limited to 5% of total enrollment)
3. Residents of the Gilroy Unified School District
4. Applicants eligible for free or reduced-price meals
5. All other applicants

In the case of Hollister Prep, enrollment preference is recommended as follows:

1. Siblings of enrolled students
2. Children of employees of Navigator Schools (limited to 5% of total enrollment)
3. Students in the R.O. Hardin attendance area
4. Residents of the Hollister Unified School District
5. Applicants eligible for free or reduced-price Meals
6. All other applicants

Transitional Kindergarten

The draft Gilroy Prep charter renewal petition does not include transitional kindergarten. Our sponsoring districts prefer that Navigator not operate transitional kindergarten at this time. Young, Minney, and Corr (YMC) contend that charter schools are not required to operate transitional kindergarten. Nonetheless, the state board and some county boards have required transitional kindergarten be included in elementary charter schools. Due to the potential conflicts of opinion, and the potential desire for Navigator and the sponsoring district to collaborate on transitional kindergarten during the new five-year term of the charter, staff recommends working with YMC to add a clause to the petition that will address this issue and provide the desired flexibility and necessary legal protection through the authorization process.

Summary

Staff seeks Board approval to submit Charter Renewal Petitions for Gilroy Prep and Hollister Prep in substantially the same form as the draft Gilroy Prep Charter Renewal Petition provided to the Board on October 12, 2017 with adjustments to enrollment preference and transitional kindergarten as discussed.



Date: October 12, 2017

To: Navigator Schools Board of Directors

From: Kirsten Carr

Re: Charter Renewals for both Gilroy & Hollister Prep Schools

Update

Below is information on the charter renewal process for both Gilroy & Hollister Prep Schools. As well, highlighted are two areas staff is requesting attention and/or guidance.

1. Process

a. Renewal Petition

- i. Staff began working on the renewal petition in March of this year, reviewing current petitions for both sites, aligning the two, and refining the necessary elements, instructional model, and overall petition.
- ii. Staff reviewed the board reports which accompanied the rejections from both Salinas City School & Alisal Unified School districts to address the areas of concern from each.
- iii. Petition was reviewed by all members of the cross-site leadership team, with specific attention to the English Language Development portion.
- iv. Petition was reviewed by legal counsel with edits incorporated into submitted version.
- v. Five-year budget projections prepared by Bryan Adams will be included.

b. Board approval preparation

- i. Both superintendents and members of the authorizing board of trustees will be invited to meet with site and organizational leadership and tour the schools. Dr. Flores (GUSD) and two members of the GUSD board toured GPS in September and discussed the renewal and their area of focus.
- ii. Renewals will be submitted with a letter of introduction as well as letters of support from current parents.
- iii. Board hearing plan – below is the plan for the actual board presentation
 1. Intro video – brief look into day of a Navigator
 2. Speakers – student, parent, teacher, community member, principal, CEO, board member
- iv. Submission date – pending Navigator Schools Board approval, submit to both Gilroy Unified School and Hollister School districts, November 6.
- v. Hearing dates – GUSD has board meetings: December 14, 2017 and January 18, 2018; HSD has board meetings November 28, 2017, December 12, and January 23.

2. **Areas of Focus**

Staff is asking for special attention and/or input on the areas below:

- a. 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. (added by YMC)
- b. Admission preferences in the case of a public random drawing shall be given to students in the following order:
 - i. Siblings of enrolled students
 - ii. Children of employees of Navigator Schools (limited to 5% of total enrollment)
 - iii. Applicants eligible for Free or Reduced Price Meals
 - iv. Residents of the Gilroy Unified School District
 - v. All other applicants



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Affirmations and Declaration

Navigator Schools, operating Gilroy Prep School (“GPS” 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:

- GPS 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 GPS for the purposes of the Educational Employment Relations Act [Ref. Education Code Section 47605(b)(6)]
- GPS will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- GPS will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- GPS 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 GPS 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)]
- GPS 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)]
- GPS will adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- GPS 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)]
- GPS will ensure that teachers in the Charter School hold a Commission on Teacher

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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)]

- GPS will, at all times, maintain all necessary and appropriate insurance coverage.
- GPS 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)]
- GPS 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)]
- GPS will, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- GPS will comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 47605 and 47605.1]
- GPS will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610]
- GPS 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").
- GPS will comply with the Public Records Act.
- GPS will comply with the Family Educational Rights and Privacy Act.
- GPS will comply with the Ralph M. Brown Act.
- GPS will meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960].

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Gilroy Prep School Background & Accomplishments

Gilroy Prep School was authorized by Gilroy Unified School District (“GUSD” or the “District”) and established in 2011 as the first Navigator Schools (“Navigator”) charter school with an inaugural student body of 180 students (K-2). 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, GPS is serving 540 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, GPS is considered the top performing school in Gilroy and one of the best in Santa Clara County. As outlined in our mission, GPS focuses on the development of our staff members, providing them with coaching, professional development, and tools needed to produce phenomenal student results. The culture of dedication and commitment to excellence found at Gilroy Prep School has led to years of positive growth and success.

5 Year Snapshot Review

- High performance on state standardized tests, highest performing school in the District
 - API - 2012 – 978
 - API - 2013 – 942
 - SBAC– % of students who scored standard exceeded and standard met -
 - 2015 – 78% - ELA 65% - Math
 - 2016 – 82% - ELA 67% - Math
 - 2017 - 84% - ELA 75% - Math
- Honored by Innovate Public Schools as one of the Top Bay Area Schools for Underserved Students (2015 & 2016) (See Appendix A)
- GPS has maintained a high ADA – 96%

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 – GPS 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.
- James Dent, co-founder and Chief Academic Officer, is serving as principal of GPS.
- Kevin Sved was hired as Chief Executive Officer to provide overall organization leadership and direction.
- To better prepare for expansion and to ensure continued success, Navigator Schools is

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undergoing 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 will be 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 grade level partners at Hollister Prep School 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
- GPS was 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:

- Gilroy Unified – Rod Kelley, South Valley Junior High
- Innovate Public School Fellows – 40+
- Henry County, Georgia – 20 educators
- Next-Gen LEAP Innovations – 50 educators
- Cornerstone Prep
- Pajaro Unified School District
- Healdsburg Unified School District – 10 educators
- Aspire Public Schools
- Schools that Can Milwaukee
- State Board of Education
- Hollister School District - Cerra Vista

Business & Technology Highlights:

- In the five years since its inception, Navigator Schools has grown and strengthened its business functions by:
 - Hiring an internal financial analyst
 - Contracting with a financial consultant who specializes in charter school funding and operations
- As blended learning is a vital component of the GPS 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

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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.

Facility Highlights:

- To accommodate the expansion of GPS, 8 portable classroom buildings and a bathroom have been installed.
- All lighting fixtures have been upgraded from fluorescent to LED.
- Replaced half of old HVAC units with more efficient units.

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, GPS students benefit from a combination of the best practices currently available. Currently at GPS, students benefit from:
 - Teacher derived lessons
 - Horizons
 - Write from the Beginning
 - TCI – 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
- GPS employs a full inclusion special education model. As of October 2017, 8.5% of GPS students designated as special education students.

Family Interactions:

- Active parent club
- Bilingual coffees with the principal
- Conduct annual family engagement surveys, creating action steps in any area where GPS scored under 80%
- Parent trainings in the evenings

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- English Learner Advisory Committee (“ELAC”)

Focus on the whole student:

- While students at Gilroy Prep School 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 – sixth grade students participated in weeklong Science Camp at Walden West giving them an educational experience that extends outside of the classroom.
 - Field trips – students at GPS 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 – GPS provides a hot lunch program (current vendor is Revolution Foods, a Whole Foods subsidiary), which offers healthy meal options which are liked by both students and parents.
- GPS formed a student council which, in addition to providing leadership for the students, includes managing and operating a student store, approval or denial of internal student grant requests and coordinating clubs and fundraising activities.
- GPS actively participates in Project Cornerstone, a positive behavior program coordinated by the YMCA.
- GPS 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/>)

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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.

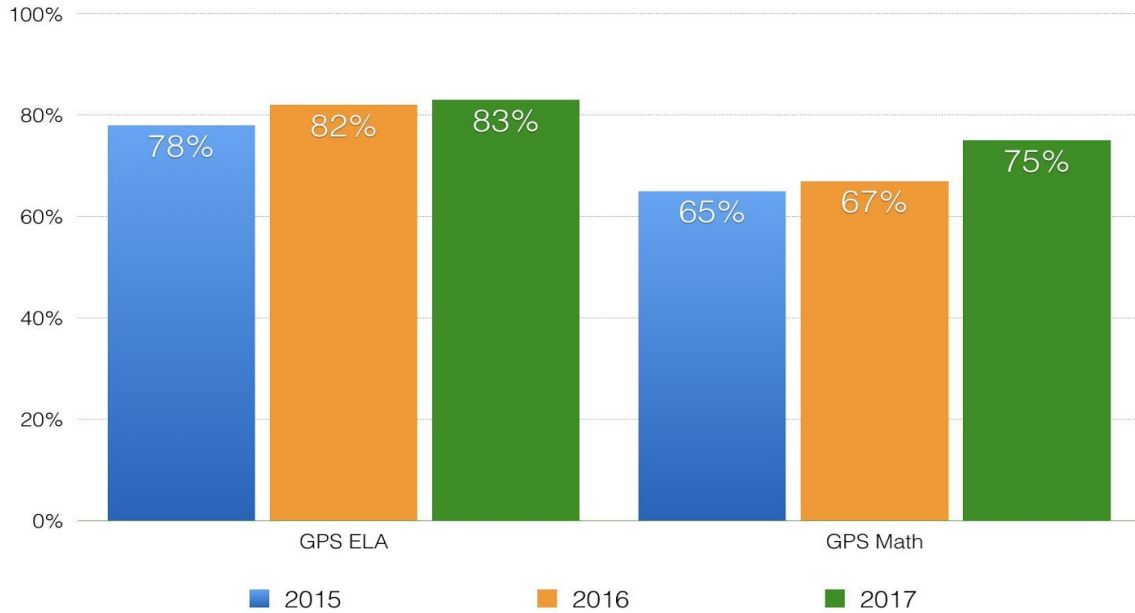
The following shall serve as documentation confirming the GPS exceeds the statutory criteria required for charter renewal set forth in Education Code Section 47607(b)(1)-(4). (Also see Appendix ___: CDE DataQuest/CAASPP Reports):

Gilroy Prep School Academic Performance:

In addition to high API scores in its first two years of existence, GPS has shown both success and growth in the first three years of participating in the CAASPP.

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SBAC Results – Gilroy Prep School



GPS was honored by Innovate Public Schools by being included in its report Top Bay Area Schools for Underserved Students in both 2015 and 2016, ranking 1st in ELA in 2016 (up from 2nd in 2015) and 3rd in Math (up from 7th in 2015).

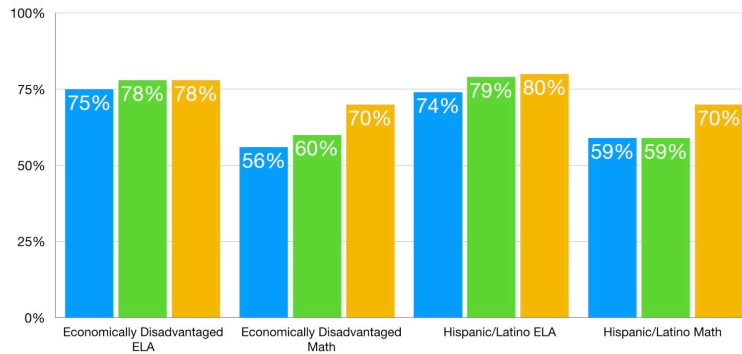
These scores, plus the API results from GPS' first two years, clearly shows GPS meets the charter renewal criteria.

In addition to the overall performance of GPS students on the SBAC, the number of students in significant subgroups performed at or above the standards met level.

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The charts and tables featured below will be replaced with new visuals which are currently under development.

GPS Subgroup Growth 2015-2017



The outstanding performance of student subgroups further strengthens GPS' renewal status under Education Code 47607(a)(3).

Comparison Schools That GPS Students Would Otherwise Be Required to Attend (% of students who met or exceeded proficiency on SBAC)

School	Schoolwide Assessment	2015	2016	2017
Eliot	ELA	35	34	33
	Math	29	32	28
Rucker	ELA	38	41	38
	Math	43	38	36
South Valley Middle School	ELA	36	42	40
	Math	33	40	37
Glen View	ELA	22	30	32
	Math	24	30	30

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Comparison Schools That Are Demographically Similar in the District

School	Schoolwide Assessment	2015	2016	2017
Eliot	ELA	35	34	33
	Math	29	32	28
Glen View	ELA	22	30	32
	Math	24	30	30
Antonio Del Bueno	ELA	27	35	30
	Math	17	30	25
Rucker	ELA	38	41	38
	Math	43	38	36

GPS also meets the charter renewal criteria under Education Code Section 47607(b)(1)-(3), with its high API scores:

- (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.
 - (A) 2013: Met growth target schoolwide and for all subgroups

- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
 - (A) 2013: Statewide Rank 10
 - (B) 2012: Statewide Rank 10

- (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.
 - (A) 2013: Similar Schools Rank 10

GPS has demonstrated strong API scores and SBAC scores, that meet four different charter renewal criteria in subdivisions (1)-(4) of Education Code Section 47607(b), which strongly supports GPS' submission of this renewal charter petition.

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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)



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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.

GPS is committed to:

- Eliminating the academic achievement gap for the underserved students of Gilroy.
- Providing high quality teachers trained 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.
- Affording blended learning opportunities for all students, including one-to-one technology.
- Using data driven instruction to effectively educate all students in their greatest areas of need.
- Working with our colleagues in authorizing districts to share our knowledge, strategies, and techniques to benefit all students.

Navigator Schools believes:

- There is no excuse for student failure.
- Higher education for career success should be the goal for all students.
- An excellent education provides students with the skills to be successful in the workplace.
- Leadership and staff constantly strive to improve.
- Student learning increases when student behavior is exemplary.
- All staff are united around a common mission.

We are dedicated to inspiring and educating all students so that they are aware of and prepared to take advantage of every opportunity a superior education can offer them. We want to help our children make it to, and through college and to become successful leaders in our community. We promise to act with respect, initiative, and good faith with every school district partner, educator, and parent to continue our students' record of phenomenal achievement.

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Students to be served: Gilroy Prep School was founded in 2011 to educate the underserved students of Gilroy, focusing on the neighborhoods surrounding its current location. The demographics reflected the neighborhood with 68% of students coming from low socio-economic status homes and most qualifying as English Learners (“EL”). Current demographics at GPS reflect a recent trend of parents from across socio-economic backgrounds enrolling their children in the admission lottery. Staff has been working to combat that trend to better reflect the intended demographics of a high percentage of students qualifying for the Free and Reduced Price Meal (“FRPM”) program.

Educational Philosophy

GPS provides a standards-based education which prepares the students for the needs of our 21st century world. GPS consistently engages students in productive learning experiences with a focus on critical thinking and rigor, leading to high levels of student achievement. As students progress through the grades, they are expected to demonstrate more independence and ownership of their academic growth, social skills development, and pursuit of knowledge. GPS students become competent in all areas of academics and social skills due to their highly structured school setting that reinforces high standards for behavior, communication skills, collaborative student work, and leadership.

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 of the subject areas that comprise 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 are an active part of the GPS 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, and make choices to improve the course of their lives. GPS 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.

An educated person in the 21st century should possess the academic and life skills listed below:

Academic Skills

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- 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 possess 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 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.

It is the goal of GPS to enable students to become self-motivated, competent, lifelong learners.

How Learning Best Occurs

Every child possesses a wide range of learning skills and Navigator believes learning best occurs when students are engaged and invested. At GPS, students are taught a comprehensive curriculum through innovative instructional design that promotes learning in a challenging and exciting way.

Learning Best Occurs When There is a School-wide Expectation of High Achievement

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At GPS, every teacher strives to make significant academic gains with each of their students. Significant academic gains are defined as 1.5 years of academic progress for every year in school. Many of our at-risk and English Learner students come to the Charter School approximately 1.5 years behind grade level, due to a lack of English language or other literacy exposure. By making that desired progress, we have brought our students to grade level by second grade and graduate students at or above grade level. High expectations are an important part of the culture at GPS and lead to higher student achievement.

Learning Best Occurs When Students Have Exceptional Teachers

Navigator Schools believes one of the strongest components of student success is a phenomenal teacher. GPS teachers are 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 teachers. Teachers are also provided with extensive professional development before the school year begins and then numerous times during the year. [\(Appendix B Coaching Rubric\)](#)

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

Learning Best Occurs When the Curriculum is Personalized

GPS believes personalization should be a core component of all 21st century schools. The Navigator model is a full Response to Intervention (“RtI”) model, providing three tiers of intervention for students in need of additional assistance. 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.

Learning Best Occurs When a Variety of Academic Strategies are Used

The instructional strategies and teaching methodologies at Gilroy Prep School support the mission and vision of the Charter School. Teachers at GPS blend the use of technology, innovative curriculum and multiple teaching strategies to engage students in learning and promote academic achievement. Teachers, with the assistance and support of the academic leadership team, modify and adapt instructional practices, create curriculum, and implement new strategies in the classrooms to meet the needs of all of the diverse learners at the Charter

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School.

The following is a sample list of academic strategies and teaching methods:

- Direct Instruction
- Adaptive or leveled software
- Ability-based small group instruction
- Systematic phonics instruction
- Emphasis on literacy development, including independent reading, choral reading and teacher read alouds
- Prove/Disprove strategy
- Chris Biffle’s “Whole Brain Teaching Strategies”
- Teach Like a Champion techniques
- Daily spiral review of Common Core State Standards
- Intervention blocks to reteach standards not mastered
- Use of Thinking Maps
- Cooperative Learning
- Systematic Vocabulary Instruction
- Charts/Monitoring systems
- Math Manipulatives
- Oral Language Sentence Frames
- Chants/Rhymes
- Proof of Proficiency video
- RACE/BASE
- Frequent assessment and use of data to adjust instruction and provide immediate intervention, if needed.

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

Direct Instruction (“DI”) - Explicit teaching of concepts through scripted teaching, 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, Read Naturally, allows students multiple practice opportunities at an appropriate level for building skills, enhancing skills or learning new skills.

Ability-based 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 each interim

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assessment, students are leveled by ability and rotate through four centers in both guided reading and math instruction:

- Teacher led
- Small Group Instructor (“SGI”) led
- Blended Learning
- 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 throughout 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 - Daily multiple-choice questions are given to the class and students are expected to solve each one using their proving and disproving skills. For each incorrect answer, students must explain why it is wrong and find the distractor. 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 three answers would not be possible.

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

- Class-Yes: A primary attention-getter activates the prefrontal cortex, often called the CEO of the brain. The prefrontal cortex controls, among other functions, decision making, planning, and the focus of attention. Little, if any, learning can take place if the prefrontal cortex is not engaged.
- The Scoreboard: The limbic system is the source of our emotions. When an instructor marks a “smiley” or “frowny” on the scoreboard, students feel a small, positive or negative, emotional jolt. By enlivening the routine with a “mighty oh yeah” the reward circuitry in the limbic system is activated.
- 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),

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Wernicke's area (hearing a lesson), and the limbic system (giving emotional content to a lesson).

- Hands and Eyes: When GPS teachers are making an important point, teachers want students to focus intensely on what they are saying. Hands and Eyes creates intense silence, eliminating all learning distractions.
- Switch: Some students talk easily while others fall into the role of passive listeners. In terms of brain structure, classes are often divided between those who are speakers and those who are listeners. By using Switch, a teacher can easily teach listening skills to the speakers and speaking skills to the listeners.
- 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. GPS 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*, names 49 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

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quick (one to three questions) designed to yield data, and make great Do Nows.

Daily Spiral Review of CCSS - Daily instruction begins with 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](#)

Cooperative Learning - Teachers use 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. GPS uses various strategies to ensure students develop the required language skills to succeed in mastering the CCSS.

Charts/monitoring systems accessible to students and parents - All GPS 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 - 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.

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 English Language Development ("ELD") acquisition levels: Beginning, Intermediate, and Advanced. This instructional practice is supported by the leading

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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.

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. [POP Video](#)

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 - GPS 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.

Bell Schedule

GPS school days run from 8:00-3:15. 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 requirements in Education Code Section 47612.5(a)(1). The 2017/18 bell [schedule is Appendix E](#). The 2017/18 calendar is [Appendix F](#).

Enrichment

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

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Curriculum

Gilroy Prep School prepares students for educational success in high performing high schools and colleges using a rigorous standards-based curriculum which also prepares them for the workplace. The most important component of the model is academic preparation. Regardless of their level of proficiency upon entrance, students must complete the eighth grade ready to successfully enter ninth grade programs. All academic content taught to ensure college and career preparedness will be driven by the CCSS anchor standards.

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 examples of what is used:

- Is it aligned with Common Core State Standards, Next Generation Science Standards (“NGSS”) or remaining appropriate State 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.

GPS uses a wide range of materials to support the mastery of Common Core State Standards in language arts, math, and the Next Generation Science 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 GPS 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.

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- SRA Corrective Reading - to increase reading fluency.
- Write From the Beginning
- Thinking Maps
- Reading Plus
- Lexia
- Read Works
- 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

Non-Core Subjects:

Arts, PE

Technology for Tomorrow:

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

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The Navigator model employs one-to-one technology in the classroom, providing them 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 include:

Fast Math
ST Math
Accelerated Reader
Lexia
Reading A-Z
Khan Academy
Reading Plus

Professional Development

Navigator Schools believes the most direct way to increase student achievement is the development and improvement of its teaching staff and site leaders. Coaching, teacher training, and support are the cornerstone of the Navigator model.

Feedback is the cornerstone of continuous improvement in classrooms and Navigator uses observation and feedback, three-way coaching, live coaching and data meetings as a way to accelerate instructional development. Because feedback is so rare in the educational field, 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.

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. 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.

During the weekly feedback session, the academic coach reiterates the observation/feedback process and purpose, which emphasizes the partnership between the coach and educator while supporting the Navigator emphasis on personal and process improvement. The coach will begin with praise for the educator's current and ongoing strengths. After identifying the

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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. 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.

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 developing a plan from a limitation of the strategies in their own 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 in the least invasive manner. To help support the implementation of a new action step or new instructional technique, the coach can use a series of increasingly invasive actions to help redirect the teacher during instruction. The least invasive include the use of hand signals or other visible indicators to remind the teacher to use the technique. In the most invasive form, the coach can take over the class for 15 to 30 seconds and demonstrate the new technique for the teacher. Ideally, the students do not realize live coaching is occurring but the teacher understands the modeling is for their development.

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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 most frequently after summative benchmark assessments 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.

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 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. The Navi 101/201 series is designed by the Academic Leadership Team and taught by Navigator coaches and master teachers. [Appendix G - Navi 101/201 schedule](#)

Plan for Meeting the Needs of Diverse Learners

GPS provides a variety of supports to ensure each type of learner (English Learners, students with special needs, socio-economically disadvantaged, students not performing at grade level, independent learners,) is able to make excellent academic gains. The academic model is designed to know every student by name and need and follows a Multi-tiered System of Supports ("MTSS") framework. Students benefit from this focus on student performance and the specific data that leads to appropriate support for them.

Plan for students who are academically low achieving

The Response to Intervention model and Positive Behavioral Intervention and Supports ("PBIS") within the MTSS framework systematically coordinates services to any and all students who need additional support in areas of academics or behavior. The RtI model, as described in the literature, is designed to make more efficient use of time, money, materials, expertise, and staff

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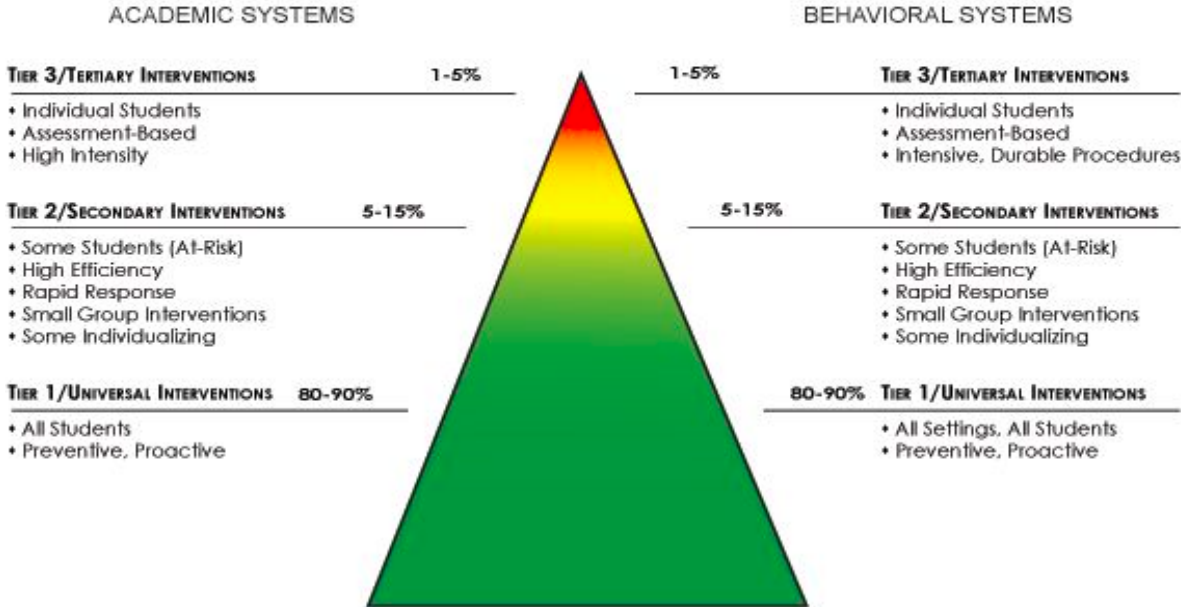
to better address the needs of below grade level students. Rtl may reduce special education referrals by providing support to students before they underachieve. The ultimate goal of Rtl is to provide early, diligent intervention to below grade level students to move them from at-risk status to functioning within a normal range for their grade level.

Interventions to support academically low achieving students permeate the foundation of the GPS classrooms with numerous approaches used throughout the day.

Review and re-teaching of standards or concepts occurs daily in small flexible groups. Daily checks for understanding highlight which students do not grasp a given standard allowing the teacher to immediately provide extra support to those students.

Rtl has three core components that define it. First, it applies scientific, research-based interventions. Second, it measures the student’s response to those interventions. Third, Rtl informs instruction. Rtl prevents learning difficulties and failures by providing early intervention before the student experiences academic failure. This early intervention requires a systematic, team-based approach with frequent progress monitoring to inform decision-making.

School-Wide Systems for Student Success: A Response to Intervention (Rtl) Model



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In Tier 1, educators use research-based core curriculum; this should provide adequate instruction for 80% of the students. Those students who do not respond to Tier 1 move to Tier 2. Tier 2 supplements the core curriculum and provides the students extra practice in areas of weakness; this can be done in the classroom or in small groups. Tier 2 students also undergo frequent progress monitoring to monitor improvement. Those students who do not improve in Tier 2 move to Tier 3 for more intensive intervention. Tier 3 students who fail to make progress will be evaluated for special education services.

At Navigator Schools, the Tier 1 instructional model includes, but is not limited to the following: a variety of engaging, curricula, cutting edge technology for teaching and learning, effective instructional strategies, innovative lesson designs, frequent, common assessments and data analysis, regroupings within the classroom for skills instruction, enrichment and elective opportunities, exemplary classroom management, school wide behavior supports and expectations through Positive Behavioral Intervention and Supports, various clubs and extracurricular activities. Students who demonstrate inadequate progress either in academics or behavior are provided more intensive support.

The Tier 2 intervention model begins in the classroom at Navigator. Classroom teachers rely on various data measures (student work samples, quiz scores, 'boards up,' blended learning data or behavior referrals) to identify students in need of more intensive support. These students receive extra support within the general education classes or during the extended day program. Data is reviewed at least every six weeks to monitor progress and determine next steps. Examples of Tier 2 support may include more time on blended programs, formal re-teaching of standards or specific, targeted skills instruction within a small group. Students with behavioral concerns may participate in a social skills group or be assigned a behavior contract. If students fail to make the expected progress, Tier 3 interventions are implemented, following a formal meeting with parents and the education team.

Tier 3 interventions at Navigator Schools take the form of more intensive instruction. Teacher to student ratios are very low (between 1-5 students per teacher) and progress monitoring is more frequent. Students receiving Tier 3 interventions may also be students on an Individual Education Plan. At Navigator Schools, special education staff and teachers in training may be assigned students in need of Tier 3 support. If students make progress with this level of intensive support, they would move to less intensive supports until they are fully back into Tier 1. If student do not make the expected progress, over several data cycles and new interventions, they may be referred for a more formal educational evaluation to determine strengths and learning needs.

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Within the MTSS framework, Navigator Schools is committed to promoting a school culture of inclusion where all students are full members of our learning community. Each student eligible for special education has an Individualized Education Program (“IEP”), which is a written plan identifying the student’s unique learning needs and how they will be addressed. *In accordance with best practices and legal responsibilities, Navigator Schools is committed to providing inclusive education as it is the Least Restrictive Environment.* General education teachers maintain the primary responsibility for educating any students with disabilities. Special education staff work collaboratively with general educators to ensure students with disabilities maintain access the core curriculum and continue to gain an educational benefit from instruction.

Plan for students who are academically high achieving

The very basis of instruction in GPS classrooms supports the academically high achieving student population through leveled reading groups, adaptive software, student led discussion groups, and independent learning opportunities. 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 books, literature circles, and guided reading opportunities.

A hallmark of GPS is the daily use of adaptive software which 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. Adaptive software allows advanced students to progress as quickly as they can, unlike traditional classroom instruction that typically focuses on grade level content.

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

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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.

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

- Implementation of the 2012 California ELD standards in alignment with the CCSS and NGSS.
- Designated ELD scheduled during the day at a protected time implementing 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)

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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.” (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.

Designated ELD occurs during two blocks during a student’s day at our schools. The focus standards for each of the two blocks are outlined in the table *Designated ELD Focus Standards*.

1. EL students participate in daily language spiral, which addresses the ELD standards and correlated CA CCSS. Students spend 15-20 minutes daily reviewing language standards.
2. Students are leveled for reading and writing instruction for at least twenty minutes per day and receive designated ELD instruction during this time

Designated ELD Focus Standards

<p>Language Spiral (15 minutes 4 times per week)</p>	<p><u>Part I</u> C. Productive 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p> <p><u>Part II</u></p>
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	<p>B. Expanding and Enriching Ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases</p> <p>C. Connecting and Condensing Ideas 6. Connecting ideas 7. Condensing ideas</p>
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**Leveled Reading
and Writing**
(20 minutes 4
times per week)

Part I

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)
3. Offering and supporting opinions and negotiating with others in communicative exchanges
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

B. Interpretive

5. Listening actively to spoken English in a range of social and academic contexts
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area
8. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area

C. Productive

9. Expressing information and ideas in formal oral presentations on academic topics
10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
11. Supporting own opinions and evaluating others' opinions in speaking and writing
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II

A. Structuring Cohesive Texts

1. Understanding text structure
2. Understanding cohesion

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	B. Expanding and Enriching Ideas 5. Modifying to add details
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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 GPS enrollment paperwork to ensure an HLS is completed.

- English Language Proficiency Testing - GPS administered the California English Language Development Test (“CELDT”) in Fall of 2017 and in prior years and will begin administering the English Language Proficiency Assessments for California (“ELPAC”) beginning Spring of 2018. All students who indicate their home language is other than English will be CELDT/ELPAC tested within thirty (30) days of initial enrollment¹ and at least annually thereafter between July 1st and October 31st until reclassified as fluent English proficient.

- GPS will notify all parents of its responsibility for CELDT/ELPAC testing and of CELDT/ELPAC results within thirty (30) days of receiving results from the publisher. The CELDT/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:

- CELDT/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

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

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requirements. Education Code Section 313(f) specifies that multiple measures be used to 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 CELDT/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. ([See Appendix H](#))

Reclassified students are monitored ([See Appendix H](#)) 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

Gilroy 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

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- California Charter School Association (“CCSA”) annual conference
- Designated ELD instruction
- Lesson planning & online resources
- 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
- CELDT, Emerging Literacy and Language Assessment (“ELLA”), ELPAC, etc.

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 GPS 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. (see daily schedule in Appendix___) During the Designated ELD time, instructors focus on teaching specific linguistic skills and ELD standards to students so that they can continue to build upon their English Language skills within academically rigorous courses such as science and social studies.

We recognize and appreciate the particular needs of EL students and continually evaluate our educational program with that population of students in mind. As part of our ongoing staff development, all teachers have been trained on the California ELD Standards and utilize a variety of ELD techniques and strategies. See Appendix___ for an example of an ELD training

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module.

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 GPS 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, planned opportunities for interaction, and modified language used during 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 are 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 GPS 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 accommodations 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 abilities and needs. GPS 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.

Monitoring and Evaluation of Program Effectiveness:

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The evaluation for the program effectiveness for EL students at GPS 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

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”).

Gilroy Prep School shall be its own local educational agency (“LEA”), and is a member of good standing with the El Dorado County Charter SELPA (see letter in Appendix I).

In the event the Charter School seeks membership in a different state-approved SELPA, 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 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

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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 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.

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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 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.

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.

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

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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 District of all requests it receives for students who transfer out the Charter School. The Charter School shall follow SELPA policies as they apply to all SELPA members for responding to implementation of special education services. The Charter School shall adopt and implement 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 district 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

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provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with 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 GPS 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 Gilroy Prep representatives who are knowledgeable about the regular education program at Gilroy Prep 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

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transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by 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

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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 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.

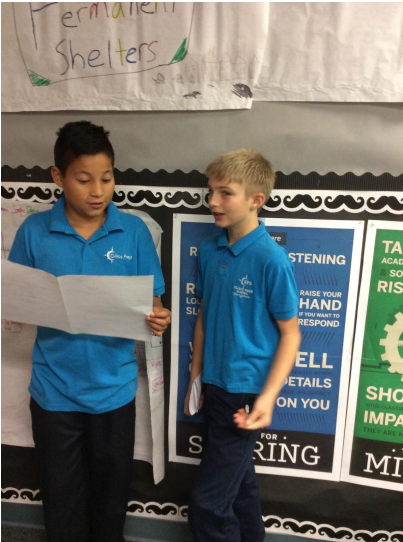
Funding

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.

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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 [].



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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).

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, attached as Appendix [].

The attached LCAP delineates Gilroy Prep School’s schoolwide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by GPS, 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 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.

Gilroy Prep School continues to deliver high quality educational services for all student groups as demonstrated by spring 2016 SBAC scores. This year’s LCAP supports ongoing academic growth by continuing with a steady focus on strategies that have proven successful for Gilroy Prep: creating a culture of excellence, data driven instruction, coaching for continuous improvement, response to intervention, and effective integration of technology to support blended learning and personalized learning. A key feature of the 2017-18 LCAP is to implement strategies that lower the number of students being suspended and the overall number of suspension days. GPS will reduce suspension by improving its implementation of Positive Behavior Support and Intervention.

The current LCAP is on file with the District and is also available on our website at [GPS LCAP](#) and in [Appendix ##](#). 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

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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 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.

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

Administration of State and National Tests

Student assessment is the cornerstone of GPS's ability to reach proficiency and advanced levels for our students. GPS administers all components of state and national tests for grades K-8, including SBAC, CELDT or ELPAC (when applicable) and the California Physical Fitness Test.

Additional assessments

GPS has developed and administers 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 GPS:

	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

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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. 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 GPS curriculum development.

Use and Reporting of Data

GPS uses 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”).

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Once a week, GPS 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

GPS 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 GPS’ performance and compliance with the terms of this charter.

Pursuant to Education Code Section 47604.3 GPS 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.

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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

Gilroy Prep School is a directly funded independent charter school operated by Navigator Schools, a California nonprofit public benefit corporation, pursuant to California law. While GPS intends to collaborate and work cooperatively with the District, GPS 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 GPS, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by GPS 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

GPS 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 GPS 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, 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.

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Composition of Navigator Schools Board of Directors

The Navigator Schools Board of Directors strives to be representative of the community. Board members serve voluntarily because they believe in the goals of Navigator Schools. Navigator Schools will seek to ensure its Board members will represent a broad area of expertise and a broad cross-section of the charter schools' communities and community-at-large, including financial expertise, community and educational leadership. The Board shall include representatives and members of the community, including one (1) parent representative from Gilroy Prep School and one (1) parent representative from Hollister 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, Gilroy 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 Gilroy 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 Gilroy Prep School;
- Provide support to Navigator Schools for additional fund-raising, marketing, and other services as needs arise;
- Advocate on behalf of Navigator Schools, including working to establish partnerships

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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;

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 noted above, the Conflict of Interest Code is attached within **Appendix P**. As required, the Conflict of Interest Code has been 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 GPS Leadership Responsibilities

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

Staff, Student, and Community Involvement in Governance

Navigator Schools will provide opportunities for staff, students, and the community to become involved in GPS' 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.

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

Organizational Chart

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

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

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

Navigator Schools shall comply with applicable provisions of the Every Student Succeeds Act as they apply to certificated and paraprofessional employees of 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.

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

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- 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
- 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

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- 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

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

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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:

- 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

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- 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

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

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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
- 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

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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

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

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- 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

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

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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.

(see Appendix Q Navigator Schools Employee Handbook)

(See Appendix R Sample Benefits Record)

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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 are on file at GPS, 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.

Immunizations

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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

GPS adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

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

Diabetes

GPS provides an information sheet regarding Type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but shall not be limited to, all of the following:

- A description of Type 2 diabetes
- A description of the risk factors and warning signs associated with Type 2 diabetes
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 diabetes should be screened for Type 2 diabetes
- A description of treatments and prevention methods of Type 2 diabetes
- A description of the different types of diabetes screening tests available

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

Suicide Prevention Policy

In accordance with Education Code Section 215, the Charter School adopted a policy on student suicide prevention. [Appendix XXX](#)

Blood Borne Pathogens

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

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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

GPS functions as a drug-, alcohol, and smoke-free environment.

Facility Safety

GPS complies 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. GPS 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

GPS 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.

CPR Training

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Navigator Schools is committed to providing a school free from discrimination and sexual harassment, as well as any harassment based upon as the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or

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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.

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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).

Gilroy Prep School 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 Gilroy Unified School District. GPS will continue to institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure all Gilroy residents are given an equal opportunity to enroll their children at GPS. As a public charter school in the state of California, we must comply with the state laws governing admissions of charter schools. Therefore:

- GPS remains committed to actively recruiting families and students dedicated to carrying forth the mission and vision of Navigator Schools.
- GPS welcomes all applications and does not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristics that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) or income in its admissions policy and procedures.
- GPS complies with and enforces 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 Gilroy 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 GPS and to meet prospective students and their families.
- Distribution of promotional material to local businesses, libraries, and community resource centers throughout Gilroy.
- Open houses and school tour visits for prospective students and their families to learn more about the Charter School, Navigator Schools’ mission, and the GPS model.

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Targeted Community

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

Achieving Racial & Ethnic Balance

GPS 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.

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Element 8: Admission Requirements

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

Legal Assurances

GPS 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.

GPS shall admit all grade-level eligible pupils who wish to attend the Charter School, up to the capacity of GPS, in accordance with Education Code Section 47605(d)(2)(A). GPS is a school of choice and, in accordance with Education Code Section 47605(f), no student is required to attend GPS. 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 Gilroy Unified School District. No test or assessment will be administered to determine acceptance or enrollment in GPS. GPS complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Proof of age must be presented at the time of enrollment as described in Education Code Section 48002.

Open Enrollment and Timeline

Open enrollment at GPS starts the first day of school and runs through March 31. During this defined period all applications received are eligible to enter the GPS 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 employees of Navigator Schools (limited to 5% of total enrollment)
3. Applicants eligible for Free or Reduced Price Meals
4. Residents of the Gilroy Unified School District
5. All other applicants

Assurances:

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- The GPS lottery will be public, transparent, and fair
- GPS 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.

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

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- 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.

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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 GUSD, 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 GUSD 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.

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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 Gilroy 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.* GPS 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 GPS' 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. GPS 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 GPS 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 Gilroy 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 education

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students except when federal and state law mandates additional or different procedures. Gilroy 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 GPS 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.

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- 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 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

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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:
 - 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 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

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- 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.
- 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,

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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.
- 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.
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- 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

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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 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,

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- 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.
 - 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

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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 (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.

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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:

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.

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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) 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

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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 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 Gilroy 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.

GPS 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

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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, GPS must present evidence the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the 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

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

Presentation of the Evidence

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

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

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 GPS.

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

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Gilroy 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 GPS 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. Gilroy 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 GPS will be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the GPS for readmission.

Readmission

The decision to readmit a pupil or to 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 GPS'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

GPS 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 GPS or the SELPA would be deemed to have knowledge that the student had a disability.

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2. Services During Suspension

Students suspended for more than ten (10) school days in a school year will continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, GPS, 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 GPS, 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 GPS, 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 GPS 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 GPS agree to change of placement as part of the modification of the behavioral intervention plan.

If GPS, 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 GPS may apply the relevant disciplinary

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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 GPS 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 GPS, the student will remain in the interim 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 GPS agree otherwise.

5. Special Circumstances

GPS 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 GPS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if GPS had knowledge that the student was disabled

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before the behavior occurred.

GPS 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 GPS 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 GPS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Student Services or to other GPS supervisory personnel.

If GPS 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 GPS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. GPS will conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by GPS pending results of the evaluation.

GPS 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.

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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 GPS 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.

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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 Gilroy Prep School. Students who reside within the District who choose not to attend GPS 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 GPS 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 GPS, except to the extent that such a right is extended by the local education agency.

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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 GPS.

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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 on-going right to inspect and observe Gilroy 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 GPS 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, GPS 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 which both parties mutually agree, in advance.

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Internal Disputes at GPS

Disputes regarding internal matters of GPS, 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 GPS, it will promptly forward them to Navigator Schools for investigation and resolution.

(Appendix T: Family Handbook)

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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 Gilroy 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 GPS, the District, the Santa Clara 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 GPS 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 Gilroy 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, GPS 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. GPS will ask the District to store original records of GPS students. All pupil records of GPS shall be transferred to the District upon the closure of the Charter School. If the District will not or cannot store the records, GPS will work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

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As soon as reasonably practical, GPS 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 GPS.

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

On closure of GPS, 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 GPS, 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 GPS.

As Gilroy Prep School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of GPS, 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 (See **Appendix U**), Navigator Schools will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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Required Supplemental Information

Term

The term of the charter shall begin on July 1, 2018 and expire on June 30, 2023

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 _____**, the following budget documents are included:

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

Navigator Schools provides 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

GPS has based its projections on historical attendance, and current and projected waitlists. Based on the level of interest, GPS anticipates an enrollment lottery at every grade level.

Average Daily Attendance

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GPS projects the daily average daily attendance to be approximately 513 based on a K-8 enrollment of 540 and an average attendance 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).

Gilroy Prep School is currently located at:
277 I.O.O.F. Avenue
Gilroy, CA 95020

This above site is provided by Gilroy Unified School District in accordance with Proposition 39. Navigator Schools and GUSD will continue to negotiate the terms of GPS’s location and the use of the facility in the Facilities Use Agreement.

Potential Civil Liability Effects

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

Gilroy Prep School is operated by Navigator Schools, a California non-profit public benefit corporation with a 501(c)(3) tax-exempt designation by the IRS. GPS has a minimal impact on the Gilroy 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 GPS. “Revenue” is defined in Education Code Section 47632(a) as the general

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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.

Insurance Coverage

GPS has and maintains insurance which is based on requirements outlined in the MOU between Navigator and GUSD, including but not limited to general liability, workers' compensation, and other necessary insurance.

Liability and Indemnity

Gilroy 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 GPS 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

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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 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 Gilroy Unified School District.

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

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Appendices

Appendix A	Innovate Public Schools report, Top Bay Area Schools for Underserved Students
Appendix B	Coaching Rubric
Appendix C	Thinking Map Powerpoint
Appendix D	Sample of Chants
Appendix E	2017/18 Bell Schedule
Appendix F	2017/18 Academic Calendar
Appendix G	Navi 101/201 Schedule
Appendix H	ELD Plan & Resources
Appendix I	El Dorado County Charter SELPA letter
Appendix J	Sample 504 Plan
Appendix K	Copy of SELPA Plan
Appendix L	SELPA forms
Appendix M	LCAP
Appendix N	Articles of Incorporation
Appendix O	Bylaws
Appendix P	Conflict of Interest Code
Appendix Q	Employee Handbook
Appendix R	Sample Benefits Record
Appendix S	Annual Fiscal Audits
Appendix T	Family Handbook
Appendix U	2017-18 Budget