



# NAVIGATOR SCHOOLS/WATSONVILLE PREP SCHOOL CHARTER PETITION 2019- 2024

## Mission

*Navigator Schools equips students to be learners and leaders in high school, college, and beyond. We develop top-tier teams of educators who continuously improve and innovate schools that deliver phenomenal outcomes for all students, regardless of their circumstances.*

# Navigator Schools Watsonville Prep School Charter Petition 2019-2024

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# Navigator Schools Watsonville Prep School Charter Petition 2019-2024

## Affirmations and Declaration

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

- WPS will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Navigator Schools declares that it shall be deemed the exclusive public school employer of the employees of WPS for the purposes of the Educational Employment Relations Act [Ref. Education Code Section 47605(b)(6)]
- WPS will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- WPS will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- WPS will admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to WPS shall not be determined according to the place of residence of the student or his or her parents within the state. Preference in the public random drawing, shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School and shall not take any action to impede the Charter School from expanding enrollment to meet pupil demand in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- WPS will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- WPS will adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities Education Improvement Act

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

- WPS will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- WPS will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- WPS will, at all times, maintain all necessary and appropriate insurance coverage.
- WPS will, for each fiscal year, offer at a minimum the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information [Ref. Education Code Section 47605(d)(3)]
- WPS will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- WPS will, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- WPS will comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 47605 and 47605.1]
- WPS will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610]
- WPS will comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- WPS will comply with the Public Records Act.

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

## Navigator Schools Background & Accomplishments

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

### **Founding Team:**

Kevin Sved, Chief Executive Officer

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

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

Kirsten Carr, Director of Community Outreach

Andrea Hernandez, Founding Principal

Founding Parent team:

Sonia Grimaldo

Luisa Hernandez

Alba Rivas

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## Staff & Program Highlights:

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

## Business & Technology Highlights:

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

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

## Instructional Highlights:

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

## Family Interactions - Current Navigator schools utilize:

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

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school scores under 80%

- Parent trainings in the evenings
- English Learner Advisory Committee (“ELAC”)

Focus on the whole student:

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



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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:

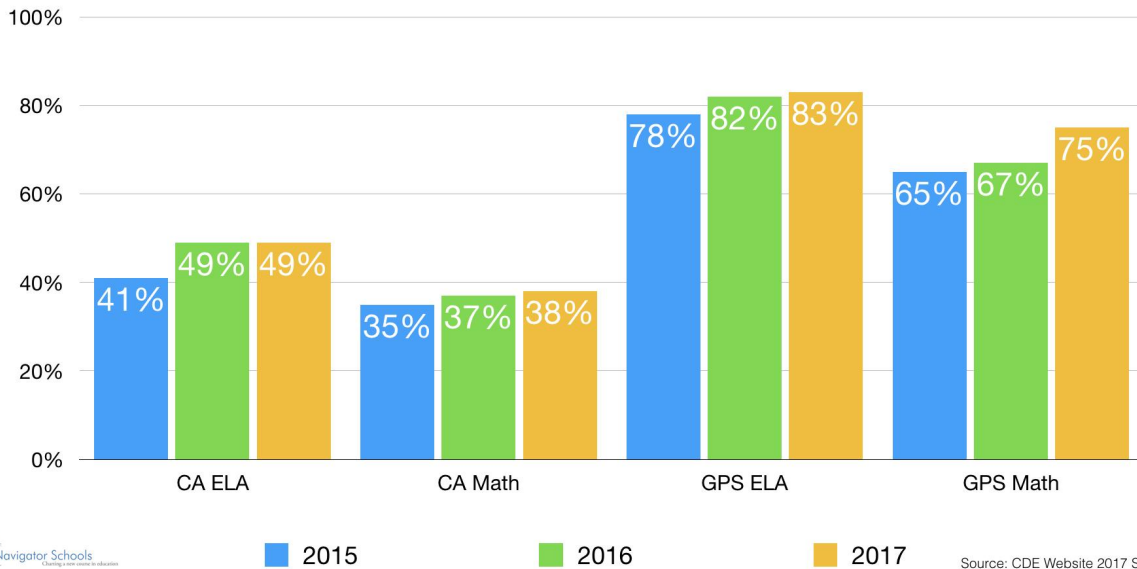
- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (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 Navigator Schools exceeds the statutory criteria required for charter renewal set forth in Education Code Section 47607(b)(1)-(4). Both GPS and HPS have shown both success and growth in the first three years of participating in the CAASPP.

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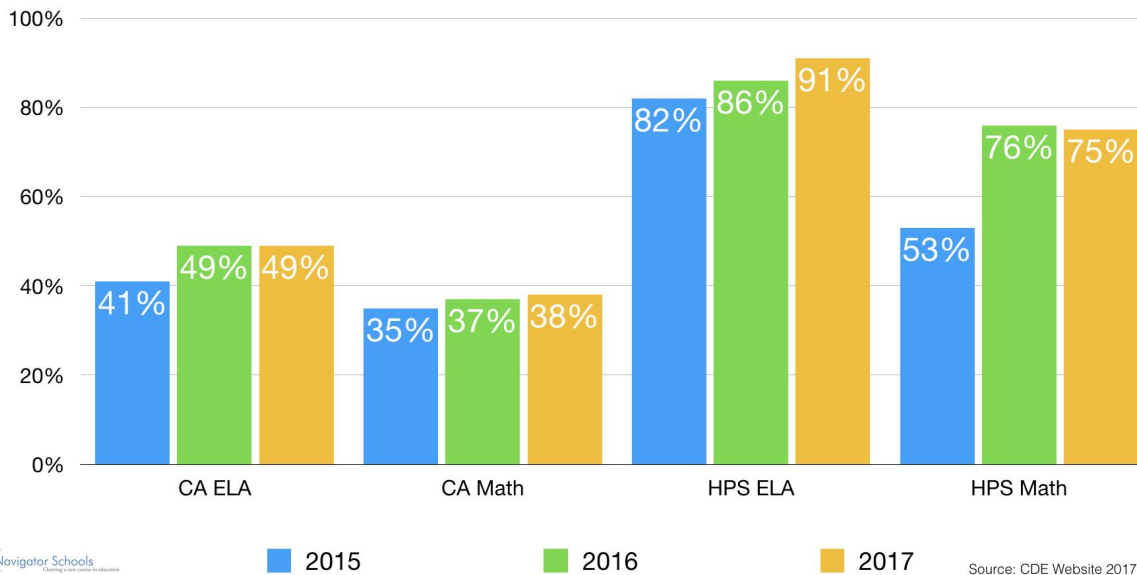
## SBAC Results – Gilroy & Hollister Prep Schools

### Gilroy Prep SBAC Proficiency Growth



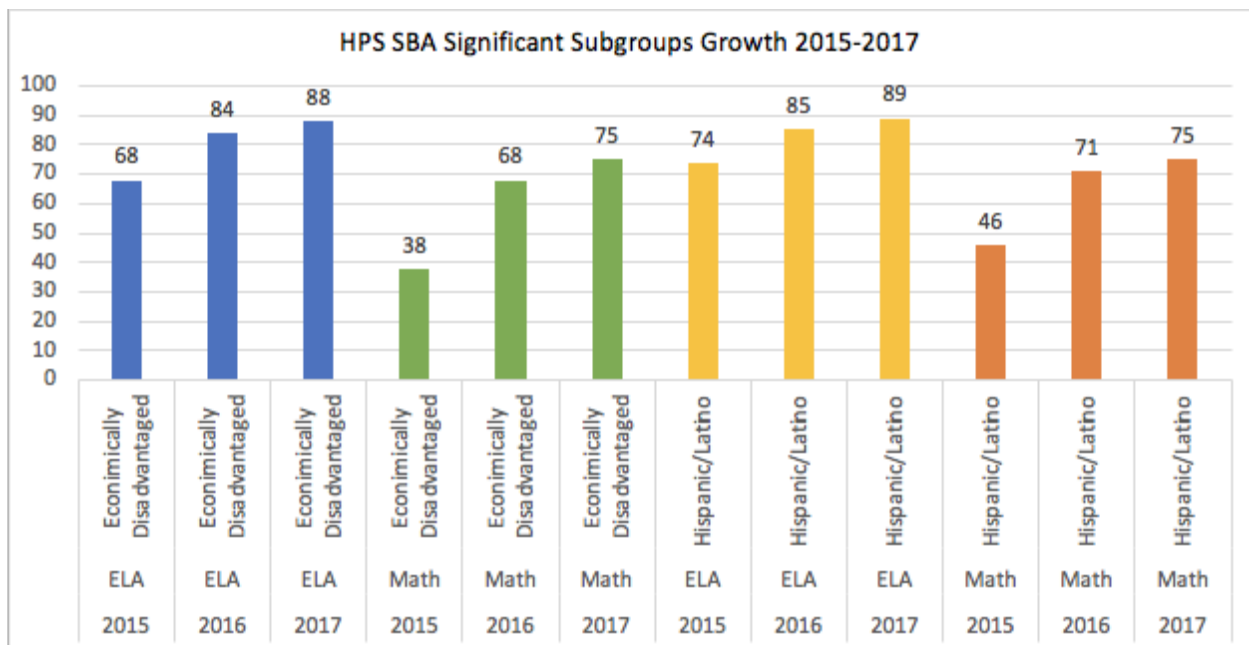
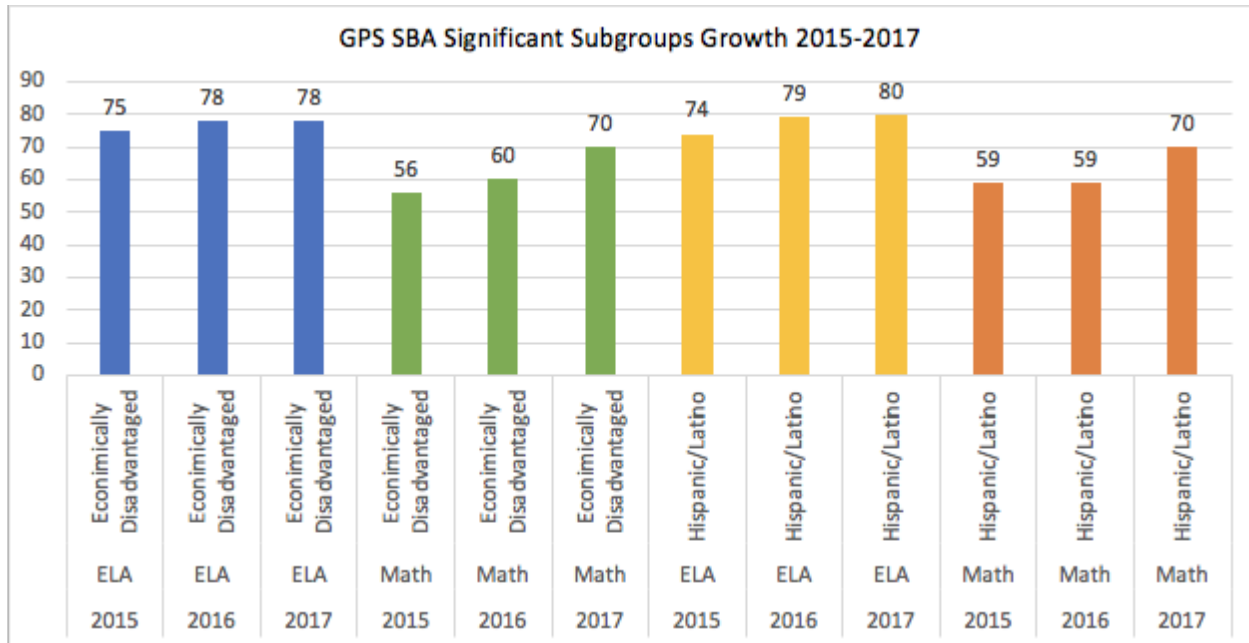
Source: CDE Website 2017 SBAC Data

### Hollister Prep SBAC Proficiency Growth



Source: CDE Website 2017 SBAC Data

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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 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”* Education Code Section 47605(b)(5)(A)(i)

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

### GUIDING PRINCIPLES

#### MISSION

*Navigator Schools equips students to be learners and leaders in high school, college, and beyond. We develop top-tier teams of educators who continuously improve and innovate schools that deliver phenomenal outcomes for all students, regardless of their circumstances.*

#### VISION

*Navigator Schools is improving our communities through education.*

### COMMITMENTS AND BELIEFS

#### Navigator Schools is committed to:

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

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## **Navigator Schools believes:**

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

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

## **STUDENTS TO BE SERVED**

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

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

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

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## **What it means to be an educated person in the 21<sup>st</sup> century**

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

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

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

### *Academic Skills*

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

### *Life Skills*

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

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

## HOW LEARNING BEST OCCURS: KEY EDUCATIONAL ELEMENTS OF WPS



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

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

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

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

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

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

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

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

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

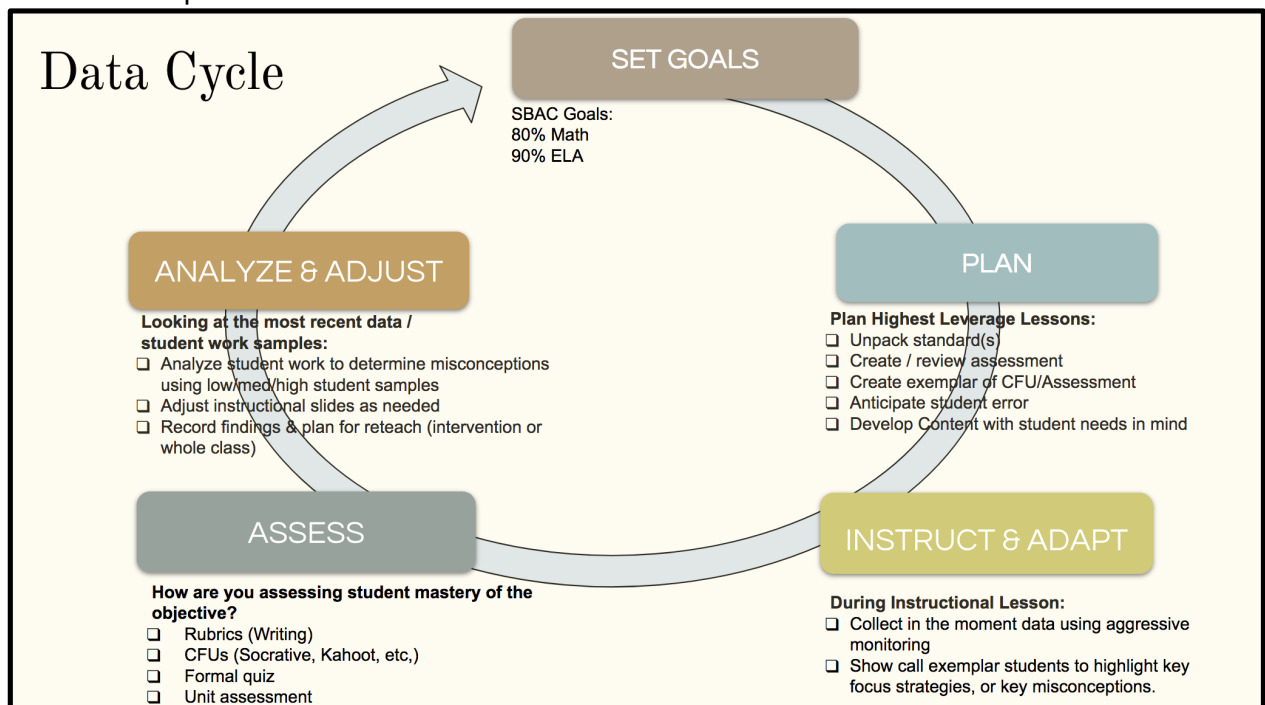
Every teacher and leader at Navigator understands that in order to make significant academic gains with their students, it is critical to utilize the data driven instruction cycle.



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The use of academic data allows teachers to make the instructional adjustments for all students to achieve their potential. Daily informal assessments as well as monthly formal assessment results are analyzed to identify students who are failing to make adequate progress on Common Core State Standards (“CCSS”) mastery. For each student in this category, a flexible tiered-intervention program is implemented. Teachers use ongoing classroom assessments to determine if a skill or standard needs further instruction, at which time whole class instruction can be differentiated to meet the needs of individual students.

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



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

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

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

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

“By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty.” (**Leverage Leadership**, Paul Bambrick-Santoyo, Jossey-Bass 2012)

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

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

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

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

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

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

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

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

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

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

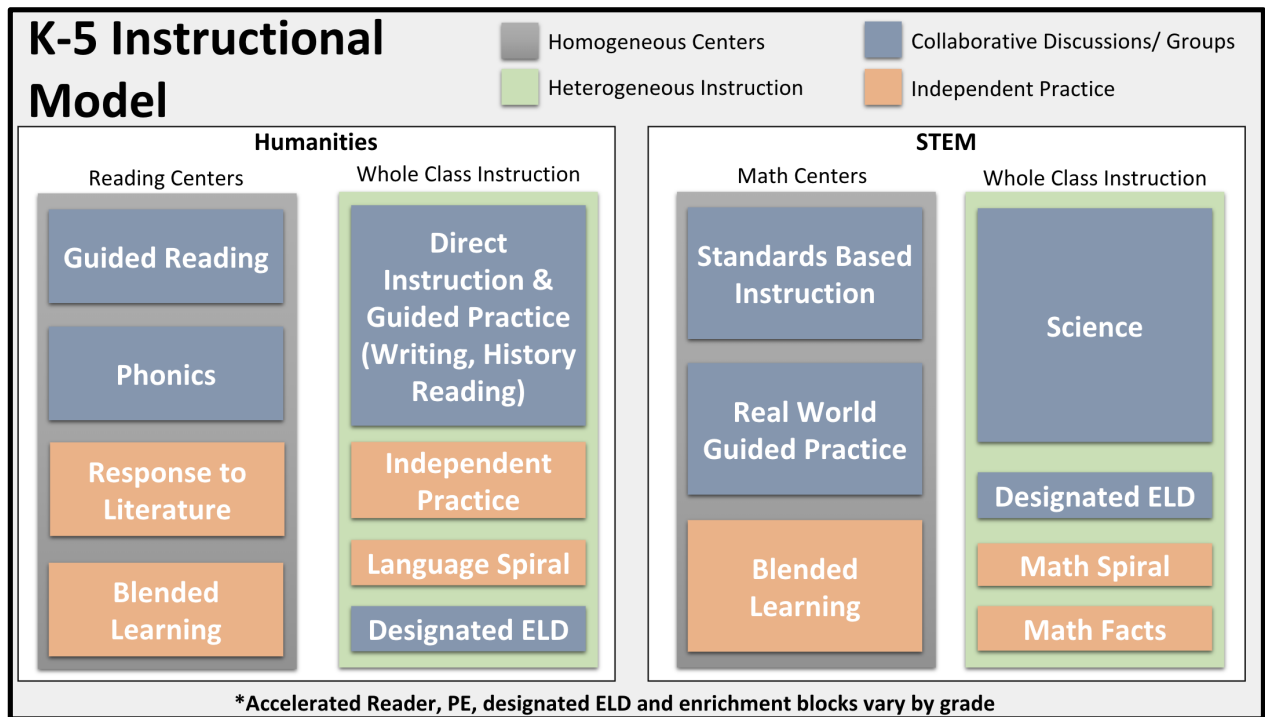
The Navigator model employs one-to-one technology in the classroom, providing students with educationally valuable and adaptive software. Adaptive software, which adjusts the sequence of instruction based on student ability, serves to support classroom learning by providing students of all abilities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

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

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## THE WPS SCHOOL MODEL

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



## K-5 Humanities

Reading is at the foundation of college and career success. Navigator believes reading instruction should be rigorous, engaging, and reflective of the shifts required by the Common Core State Standards. Reading programs should offer diverse learning opportunities including heterogenous and homogenous reading groups, as well as a balance of social and independent

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

## **Reading Center Overview**

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

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

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

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

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

## **Materials Selection for Centers**

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

## **Whole Class Humanities Instruction Overview**

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

## **K-5 STEM**

### **Math Center Overview**

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

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

Real World Practice- The SGI center is an additional center where students will get additional personalized attention with a highly trained paraprofessional. In this math center students are able to practice their new skills by applying them to a real-world situation in the form of word problems or performance tasks. This practice can be guided or independent depending on how

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

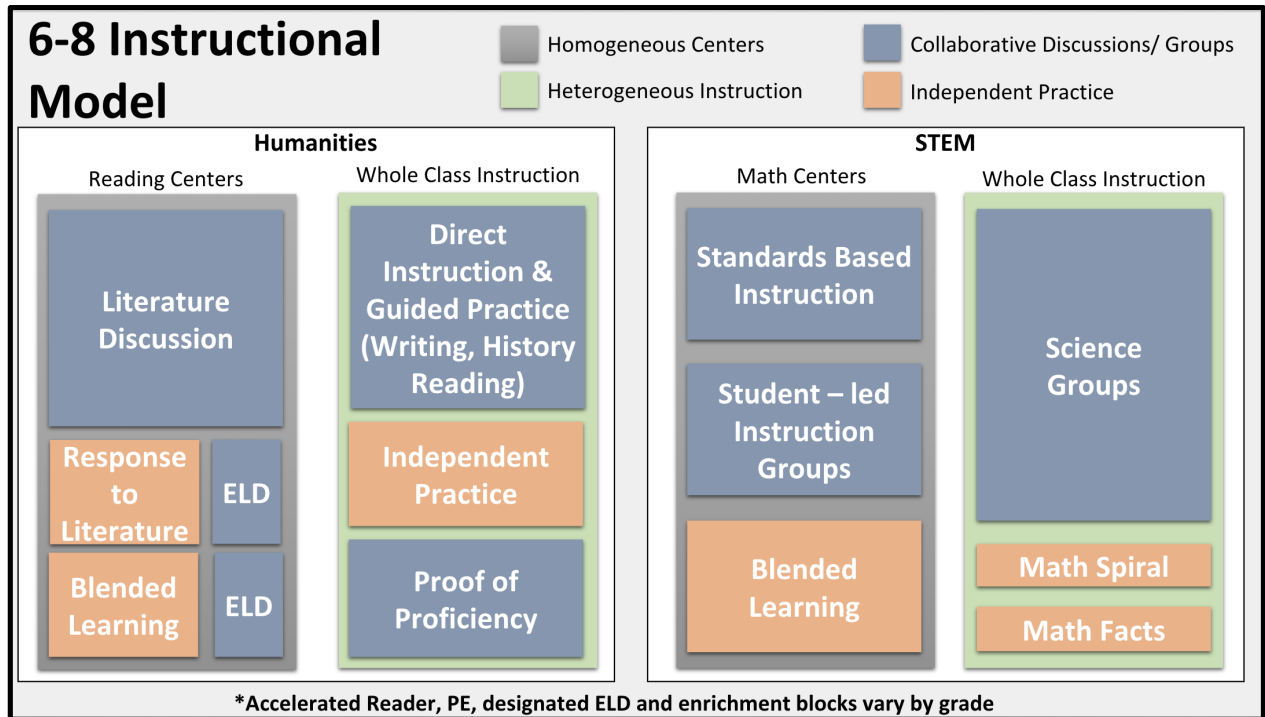
Blended Learning Center- All math rotations include a blended learning component. In grades K-5 Navigator uses ST Math as the primary learning software and further personalizes this center by incorporating other targeted programs such as IXL and Khan Academy. As with our humanities centers, leveraging smart technology for math allows for meaningful independent practice during their station rotations. Every student has weekly program goals, and the data is used to ensure students are on track to meet their end-of-year goal. The data also gives the teacher an additional data point to help personalize instruction and intervention.

## **Whole Class STEM Instruction**

The second STEM block is heterogenous instruction of math and science. During this block teachers may introduce a new math standard to the whole class, practice math fluency, do a whole class reteach or explicitly teach any related academic or domain specific vocabulary. It is an important time saver to do these activities/lessons with the whole class and leave centers time for the personalized deep dive into the concepts. The whole class time is also used for direct instruction of the Next Generation Science Standards (NGSS) using Mystery Science and TCI. All science lessons follow best practices in science instruction including inquiry and investigation to help students think deeply about answering questions and solving problems. Proof of proficiency in science could also be in the form of student created instructional videos, live demonstrations or technical writing.

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

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## 6-8 Humanities

### Reading Centers Overview

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

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

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



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## **Whole Class Humanities Instruction Overview**

Similar to K-5, the second humanities block is heterogenous, whole class *direct instruction*. During this block students will have the opportunity to learn Common Core reading, writing, speaking & listening, language and history standards through grade level text selections, however, there is an emphasis on student facilitated discussions and collaborative proof of proficiency projects. *Proof of proficiency* projects are an exhibition of understanding through several multimedia options. These options could include producing an instructional video using Explain Everything, PowToons or other publication application, a live demonstration or an essay. Although the block has quite a bit of collaboration time, teachers will also ballance this group work with *independent practice* time which could include brief writes, blog posts, essay writing, current standard practice questions, and spiral review questions.

## **6-8 STEM**

### **Math Center Overview**

Students at WPS will regularly have their math levels and skills assessed so that the teacher can provide data-driven small group instruction. Students rotate through three centers which include direct instruction/guided practice led by a teacher, guided/independent practice led by a student leaders, and a blended learning center. Centers occur at least twice a week. Additional days are used for whole class direct instruction, assessment or proof of proficiency projects.

Standards Based Instruction- Direct instruction is the focus of the teacher-led center in grades 6-8. Teachers are able to teach the Common Core math standards with the appropriate scaffolds in place for each homogenous group. Using standards based quizzes, Navigator teachers use the Navigator Data Cycle to create personalized lessons that work backwards from the intended learning outcomes. Comprehensive instructional presentations are rigorous and offer multiple models so students can truly understand both the how and why behind math. Additional open ended slides offer teachers the flexibility to adjust their instruction to each group to ensure each student gets exactly the practice they need to master the standard. Daily check for understanding data allows teachers to pivot quickly and address misconceptions with almost no lag time. The build in middle school to the elementary school model, is the teachers give students more time to facilitate the discussions themselves, grappling with the concepts in productive struggle. The teacher is there to ensure that the collaborative discussions are leading to deep understanding of the concepts.

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

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

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

## **Whole Class STEM Instruction**

The second STEM block is heterogenous instruction of science using Discovery Techbook curriculum which follows best practices when teaching Next Generation Science Standards (NGSS). Discovery Techbook utilizes the 5E model (Engage, Explore, Explain, Elaborate with STEM, Evaluate) along with all of the backing of Discovery Channel's incredible media library. Students and teachers participate in real-world science concepts in the Earth, life and physical sciences. The program utilizes real-time data, hands-on labs and countless interactive tools through a web browser to inspire students.

Students most often work in groups, practicing their collaborative and leadership skills as they work to deeply understand the how and why behind science. Students will spend up to a week diving deeply into each concept such as plate tectonics, conservation of energy, or photosynthesis. Each concept culminates in a student created presentation call a Proof of proficiency project in the form of student created instructional videos, live demonstrations or technical writing.

## *WPS Instructional Vision*

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

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

## *WPS Curriculum*

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

- Is it aligned with Common Core State Standards, Next Generation Science Standards (“NGSS”) or California History / Social Studies Standards?
- Is there research that shows the curricula is successful for our student population?
- Is this curriculum used in other high performing schools?
- Does the curriculum emphasize our core academic beliefs - is it challenging, personalized, engaging, and conducive to continuous improvement?

Navigator leadership is continually looking for new curriculum that can improve the educational experience for our students, as well as the professional experience for our teachers. As we pilot new curriculum, we shall closely and continually evaluate its effectiveness and focus on what works.

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

## *English Language Arts:*

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

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

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

## *Mathematics:*

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

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

## History/Social Studies:

TCI

## Science:

TCI

Discovery Techbook

## *WPS Teaching Methodologies*

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

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

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

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

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

- Teacher led
- Small Group Instructor (“SGI”) led
- Blended Learning and/or independent

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

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

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

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

- Teach-Okay: Research indicates students learn the most when they are engaged in teaching others. By emphasizing energetic, instructional gesturing, students engage five of students’ most powerful brain areas: visual cortex (seeing gestures), motor cortex (making gestures), Broca’s area (verbalizing a lesson), Wernicke’s area (hearing a lesson), and the limbic system (giving emotional content to a lesson).
- Mirror: Many brain scientists believe students learn by mirroring the gestures and activities of others. They have identified mirror neurons scattered throughout the brain which are activated by mimicking the behavior we observe. WPS teachers believe when a class mirrors a teacher’s gesture and repeats their words, a powerful learning bond is created between students and teachers.

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

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

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

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

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

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

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

**Systematic vocabulary instruction** - All students, especially ELs, require systematic vocabulary instruction to advance in the area of literacy. WPS will use various strategies to ensure students develop the required language skills to succeed in mastering the CCSS. Current Navigator practices include 1) direct instruction of vocabulary prior to encountering them in context, 2) ensuring that words are utilized in context multiple times, 3) associating an image with the new word and 4) selecting words that are critical to understanding the key ideas of new content.

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

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

**Oral Language Sentence Frames and Stems** - Oral language frames are embedded in all academic standards-based teaching slides and are utilized throughout the instructional day. The frames are based on Integrated English Language Development ("ELD") acquisition levels: Beginning, Intermediate, and Advanced. This instructional practice is supported by the leading practitioners of language development including the work of Kate Kinsella and Susana Dutro. When a standard is being instructed, the teacher first models the sentence frames and the students respond chorally. Then students pair-share and use the open-ended sentence frames to practice the targeted skill. The teacher then calls on students to use the frames in front of the whole class. Classmates have the opportunity to agree, disagree, and add on to the student's comments. After adequate oral language practice using the sentence frames, students use the frames to construct written responses to a standards-based question asked by the teacher.

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

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

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

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

## **Enrichment**

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

## **Student and Staff Culture**

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

### Staff Morning Huddle

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

### Morning Opener

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



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

## Weekly Character Conversations

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

## Dress Code

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

## Aspirational Banners

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

## College Named Classrooms

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

## PBIS

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

## TLAC

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

## **Bell Schedule**

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

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

The proposed bell schedule for 2019/20 is [Appendix A](#). A sample calendar from 2017/18 is [Appendix B](#).

## Professional Development

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

### Observation and Feedback

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

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

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

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

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## Three-way coaching

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

## Live coaching

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

## Data meetings

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

## Instructional Planning

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

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standard and determine how they will measure students' proficiency through formal and informal assessments. Exemplars are created for all assessments. These exemplars will be used before, during, and after instruction as a "roadmap for rigor." Student work will be compared to the teacher exemplar in order to analyze gaps in understanding and plan appropriate next steps for student mastery, such as a reteach. Once standards are unpacked, objectives are written, assessments and exemplars are created, teachers then proceed to plan their daily lessons. Teachers use "double planning" when creating their daily lessons; not only do they plan what the teacher will say and do during each lesson, but also what the students will say and do. This allows the teacher to further anticipate student error and plan for strategies that may be used for necessary in-the-moment adjustments. **A planning exemplar is included in Appendix E**

## Navi 101 & Navi 201

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

## **Plan for Meeting the Needs of Diverse Learners**

The WPS instructional model is designed to meet the needs of the diverse learners that will comprise the student body of WPS, including English Learners, migrant students, students with special needs, foster youths, socio-economically disadvantaged students, students below grade level or those performing above grade level.

### Plan for students who are academically low achieving

#### MTSS/RTI Model for At-Risk Intervention

According to the CDE, "MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. California has a long history of providing numerous systems of support. These include the interventions within the RtI2 processes, supports for Special Education, Title I, Title

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III, support services for English Learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.”

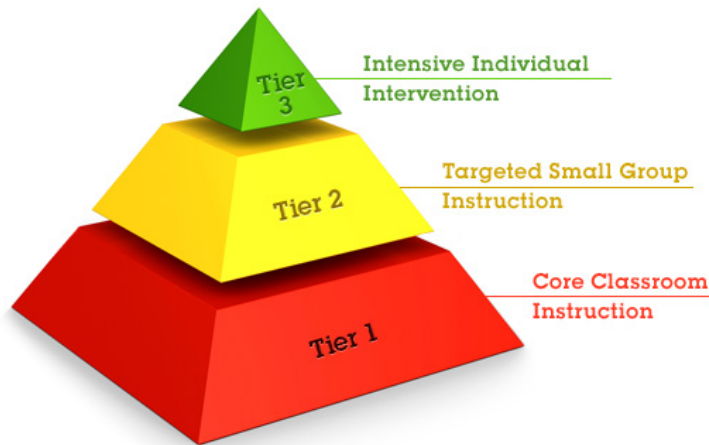
In addition, “RTI is a systematic, data-driven approach to instruction that benefits every student. RTI integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and tiered levels of interventions to benefit every student.”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

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

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

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

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## RTI (Response To Intervention) 3 Tiers of Support

The chart below summarizes the purpose of each level of RTI support and illustrates possible interventions WPS will utilize to best support students.

Intervention Overview	Possible Types of Intervention	Time of School Day Provided
<p><b>Tier 1</b> supports are provided in the general education classroom and are accessible to all students. Supports are both academic and behavioral.</p>	<ul style="list-style-type: none"> <li>● Standards-aligned instruction</li> <li>● Personalized and differentiation of instruction</li> <li>● Gradual release model of instruction to foster student mastery of content (I do, we do, etc...)</li> <li>● Use of graphic organizers, thinking maps, sentence stems, and other accommodations used to foster student understanding</li> <li>● Frequent check-ins from teachers on progress</li> <li>● Seat changes</li> <li>● Whiteboard configuration to clearly state objectives and learning agenda</li> <li>● Use of class jobs, classroom management systems, and other</li> </ul>	<p>Throughout instructional time, across all parts of the school day</p>

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	structures to invest students in the classroom environment.	
<p><b>Tier 2</b> supports are provided when there is data to demonstrate Tier 1 supports are not enough to ensure student success. Tier 2 Supports are provided to students via small group interventions. With a full inclusion model, most Tier 2 supports will be provided to small groups of students within the general education classroom.</p>	<p>Tier 2 interventions will be provided to small groups of students (2-6 students typically). Interventions are research based and assigned based on student assessment data. Examples include:</p> <ul style="list-style-type: none"> <li>● Targeted fluency/decoding support</li> <li>● Reading comprehension strategy support</li> <li>● Support to access the text/finding textual evidence</li> <li>● Numeracy &amp; fluency support</li> <li>● Mathematics problem solving strategies</li> </ul> <p>Tier 2 behavioral supports may include:</p> <ul style="list-style-type: none"> <li>● Socio-emotional strategy/affinity groups</li> <li>● Behavior trackers/incentive plans</li> <li>● Small group check ins with teacher</li> </ul>	<p>Academic rotations, extended day support</p>
<p>When students continue to struggle after consistent provision of Tier 2 supports, they may be eligible to receive <b>Tier 3</b> supports. These supports are the most intensive and will often be provided to</p>	<p>Interventions are research based and assigned based on student assessment data. Examples include:</p> <ul style="list-style-type: none"> <li>● Targeted fluency/decoding support</li> <li>● Reading comprehension strategy support</li> <li>● Support to access the text/finding textual evidence</li> <li>● Numeracy &amp; fluency support</li> <li>● Mathematics problem solving strategies</li> </ul> <p>Tier 3 behavioral supports may include:</p> <ul style="list-style-type: none"> <li>● Socio-emotional strategy/affinity groups</li> <li>● Behavior trackers/incentive plans</li> <li>● Small group check ins with teacher</li> <li>● Referral for counseling and/or individual behavior support sessions.</li> </ul>	<p>Academic rotations, extended day support</p>

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Teams of teachers will meet to review students' progress as supports are provided. Parents and students are informed as students move through these levels of tiered support. If a student needs to be moved from Level 2 to Level 3, an Intervention Meeting is scheduled with the student, if appropriate, and the family.

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

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

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

### ***Student Success Team and Response to Intervention***

If the supports outlined above do not lead to sufficient progress in the student's achievement level for academic, behavioral or social emotional concerns, WPS will form a Student Success Team (SST) to consider additional or alternative supports to meet the child's specific needs. This team will be comprised of the key people responsible for the child's learning and success, including the student's teachers, parents, the Special Education Teachers, and the administration. The team will collect data, discuss observed student strengths, areas of concern, and brainstorm interventions to address the student's needs. The team will evaluate the students' plans every eight weeks to monitor progress, and will meet at the end of that period to evaluate the effectiveness of the intervention. At the end of the monitoring period, if the student's achievement has not improved sufficiently, the team will request parent consent for referral for Special Education evaluation and testing for specific learning disabilities.

### ***Plan for students who are academically high achieving***

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



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books, literature circles, and guided reading opportunities.

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

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

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

## Plan for English Learners

In accordance with CA ELD Standards, Navigator Schools is dedicated to providing students who are ELs with a high-quality instructional program that will equip them to attain proficiency in English. ELs at Navigator will have full access to English language arts, mathematics, science, and social studies content, as well as other subjects, at the same time that they are progressing through the ELD-level continuum. Within the growth expectations of the State of California, each English learner at Navigator will effectively develop skills and confidence in English listening, speaking, reading, and writing that are at the core of achievement inside and outside of the classroom.

The Navigator instructional model provides developmental access to the core curriculum through instructional modifications designed to make instruction comprehensible to an English learner at any point on the continuum. The model is designed to build academic English language proficiency in tandem with mastering the content standards adopted by the California State Board of Education. Navigator classrooms implement integrated and designated ELD and students who are English learners participate in both ELD instructional segments until they have met all reclassification criteria and are designated fluent English proficient (“FEP”). Educators meet frequently to discuss student needs and change flexible groupings. Teams of educators also meet quarterly to monitor English learner progress and to determine reclassification candidates.

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

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

## Integrated ELD

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

## Designated ELD

“Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in

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English... an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.” (CA ELA/ELD Framework, Ch. 2, p. 91)

## **Navigator Schools Designated ELD**

Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English... an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.

### Assessment and Identification

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

### Assessment, Monitoring, and Reclassification Process

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

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

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

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

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

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

### Materials:

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

### ELD Professional Development

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

### Professional Development Topics & Conferences:

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

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

### Monitoring and Evaluation of Program Effectiveness:

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

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

### ELD Instructional Strategies

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

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

Within the Navigator School’s schedule there is a dedicated time for Designated ELD instruction in which EL’s received leveled ELD instruction within a small group setting. During the Designated ELD time, instructors focus on teaching specific linguistic skills and ELD standards to students so that they can continue to build upon their English Language skills within

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academically rigorous courses such as science and social studies.

As part of Navigator's ongoing staff development, all teachers have been and will be trained on the California ELD Standards and utilize a variety of ELD techniques and strategies.

On professional development days, during weekly coaching sessions, and in weekly data meetings, teachers regularly discuss the needs and performance of EL students, based on both formal and informal assessments. They are then able to plan for both the integrated and designated ELD instruction that is critical for the success of EL students.

*Specific strategies that support our English Learners include:*

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

Spiral review/preview of content: Opportunities for repeated exposure to academic vocabulary are critical for acquiring language for EL student success. Brain research has proven children need between ten and twenty experiences with a concept, problem or vocabulary to internalize and convert learning to long-term memory. Spiral review provides these opportunities while previewing content and front-loading vocabulary, thereby increasing comprehension and learning.

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

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

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## Plan for students with special needs:

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

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

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

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

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

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

## Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability that substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations.

The 504 team will review the student’s existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation

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

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

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

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

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

A sample of 504 procedures can be found in **Appendix J**. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and small group instructors, must have a copy of each student's 504 plan. The Principal or Coach will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall



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be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

### Services for Students under the IDEA

The following provisions are meant to summarize the Charter School's procedures for special education instruction and related services as provided by the Charter School with support from the El Dorado County Charter SELPA (referred to as the SELPA)

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

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

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## Staffing

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

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

## Notification and Coordination

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

## Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. This includes the Charter School's Response to Intervention framework, outlined in a previous section. The oversight entity shall have access to the school's student records and information in order to conduct oversight audits.

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

## Assessments

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

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

## IEP Meetings

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

## IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the of the SELPA and State and Federal law.

## IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

## Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in

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consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

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

## Non-Public Placements/Non-Public Agencies

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

## IDEA Non-Discrimination

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

## Parent/Guardian Concerns and Complaints

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

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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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## Element 2: Measurable Student Outcomes

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

### **Charter School Goals and Actions to Achieve the Eight State Priorities**

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

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

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

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

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through

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

### **Administration of State and National Tests**

Student assessment is the cornerstone of Navigator’s ability to reach proficiency and advanced levels for r students. WPS will administer all components of state and national tests for grades K-8, including SBAC, ELPAC (when applicable) and the California Physical Fitness Test.

### **Additional assessments**

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

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

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

**Normed-based and Reading inventories** – These tests including Basic Phonics Skills Tests (“BPSTs”) and Star Reading / SRI Lexile will be used to assess reading fluency, comprehension and pre-reading skills. These reading inventories will be administered to students as a means to gather baseline data, inform teachers about students overall instructional level, independent reading level and as a means to monitor progress.

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

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

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

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

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

### ***Use and Reporting of Data***

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

Reports from assessments are made available to students, parents, and the Navigator School Board as requested. This information, along with the results from state and/or federal assessments will be included in the School Accountability Report Card (“SARC”).

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

### ***Authorizer Evaluation***

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

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

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

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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**

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

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

### **Board of Directors**

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

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

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

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

### Composition of Navigator Schools Board of Directors

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The Navigator Schools Board of Directors strives to be representative of the community. Board members serve voluntarily because they believe in the goals of Navigator Schools. Navigator Schools will seek to ensure its Board members will represent a broad area of expertise and a broad cross-section of the charter schools' communities and community-at-large, including financial expertise, community and educational leadership. The Board shall include representatives and members of the community, including one (1) parent representative from Gilroy Prep School, one (1) parent representative from Hollister Prep School, and one (1) parent from Watsonville Prep School. The Board will adopt a set of bylaws that address future Board appointments and turnover. Navigator Schools will also look for people with backgrounds in real estate, law, educational pedagogy, public accountancy, business, and philanthropy to play a role in governance.

## 2017-18 Board of Directors:

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

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

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint additional directors to ensure an odd number of Board members.

## Board Meetings and Responsibilities

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

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

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

The Board may delegate the management of the corporation's activities to any person(s), management company or committees, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual Board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

### Navigator Schools and WPS Leadership Responsibilities

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

### Staff, Student, and Community Involvement in Governance

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

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

### **Organizational Chart**

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

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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 Watsonville Prep School shall be considered employees of Navigator Schools. Navigator recruits professional, effective, qualified, and mission-driven personnel to serve in administrative, instructional support, and non-instructional support capacities. Navigator recognizes the importance of employing a diverse staff who values teamwork, collaborative decision-making, technology and innovation, and who are passionate about eliminating the achievement gap. Navigator staff also illustrate a deep commitment to their own professional growth and excellence. Navigator works to foster an environment where all employees play an important role in creating a positive school culture and effective learning atmosphere to provide for optimal student success. Because academic coaching is so critical in a teacher’s development, Navigator has taken great pains to develop a culture of improvement that begins as early as the first interview. During the hiring process, new instructors are given the opportunity to teach a lesson to students and immediately receive feedback from one of the site’s academic coaches.

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

Navigator Schools shall comply with applicable provisions of the Every Student Succeeds Act as they apply to certificated and paraprofessional employees of charter schools. Navigator Schools will employ or retain teachers who hold a Commission for Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

### **Chief Executive Officer**

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

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## CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

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

### **Chief Academic Officer (“CAO”)**

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

## CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

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



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

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## **Principal**

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

## **CANDIDATE REQUIREMENTS**

The ideal candidate will possess the following qualifications:

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

## **Vice Principal of Academics & Intervention ("A&I")**

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

## **CANDIDATE REQUIREMENTS**

The ideal candidate will possess the following qualifications:

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

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

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

## **CANDIDATE REQUIREMENTS**

The ideal candidate will possess the following qualifications:

- Bachelor's Degree Required
- Previous experience working with a diverse student population preferred
- Ability to provide rigorous weekly coaching to approximately 1/3 of school teaching staff
- Ability to lead and navigate positively conversations and meetings that include divergent opinions and conflict
- Must be able to work effectively under pressure with frequent interruptions
- Must be able to understand and carry out oral and written instructions; establish and maintain cooperative and effective relationships with those contacted in the course of work
- Ability to successfully lead school scheduling and operations to ensure school runs safely and effectively, including, but not limited to: scheduling, purchasing, safety, fundraising, compliance, field trips, and facilities
- Must be able to maximize program utility and student/staff satisfaction
- Must be able to lead school culture initiatives to promote a positive and inclusive learning environment that upholds high expectations for all students and staff members
- Bilingual in Spanish a plus

## **Teachers**

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

## CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

- Bachelor's degree and valid California Teaching Credential required
- 1-3 years of teaching experience working with a diverse student population preferred
- Ability to deliver rigorous instruction using a variety of methods, including direct whole group, small group circles, 1-on-1 tutoring, and blended technology tools
- Must be able to develop and implement curriculum in alignment with Common Core standards
- Ability to manage student behavior according to common Navigator practices
- Must maintain high expectations for self and students at all times; commit to 100% student engagement
- Bilingual Spanish a plus

## Resource Specialist

The Navigator Resource Specialist, as the special education case manager, is driven to impact the lives of traditionally underserved students. The Resource Specialist ensures top quality special education services are provided to students with all types of learning differences by directly delivering services to students, making sure that appropriate contractors are a part of the IEP team, ensuring compliance with requisite laws, and developing and growing Navigator's full inclusion Special Education model through ongoing professional development.

## CANDIDATE REQUIREMENTS

The ideal candidate will possess the following qualifications:

- Bachelor's Degree and Valid California Resource Specialist Special Education Credential Required
- Graduate Degree a plus
- 1-4 years of teaching experience working with a diverse student population preferred
- Excellent Communication Skills (both oral and written)
- Ability to use discretion and good judgment when dealing with confidential and sensitive information
- Knowledgeable of federal, state, and local special education laws and regulations

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- Ability to provide direct instruction at least 70% of the time and services for students whose needs are identified in a written IEP and who are assigned to general education classrooms for a majority of the day
- Must collaborate in the development and implementation of behavior management techniques as appropriate, observes student behavior in the general education classrooms and consults with teachers regarding these behaviors, communicates regularly with students and parents
- Must work closely with school psychologist, speech and language pathologist and other providers of related services for special needs students to ensure optimal services as provided and that the compliance-related issues are addressed in a timely manner
- Ability to coordinate IEP processes and timelines; Facilitates necessary accommodations for standardized testing, in accordance with the goals and objectives in each student's IEP
- Must maintain detailed student special education records and electronic databases for special education and all related paperwork
- Must effectively communicate and work cooperatively with all other school personnel, parents, and other agencies for the best interests of each student
- Must maintain high expectations for self and students at all times; build positive culture among school site special education staff that aligns with Navigator wide norms
- Performs other duties as assigned
- Bilingual in Spanish a plus

## **Small Group Instructors**

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

## **CANDIDATE REQUIREMENTS**

The ideal candidate will possess the following qualifications:

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

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## **Paraprofessionals**

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

### **CANDIDATE REQUIREMENTS**

The ideal candidate will possess the following qualifications:

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

## **Teachers-in-Training**

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

### **CANDIDATE REQUIREMENTS**

The ideal candidate will possess the following qualifications:

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

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## **Non-Instructional**

All non-instructional staff such as the office manager, assistant office manager, clerical, custodial, and lunch duty personnel must possess experience and expertise appropriate for their position.

## **CANDIDATE REQUIREMENTS**

The ideal candidate will possess the following qualifications:

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

## **Evaluation**

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

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

## **Salaries and Benefits**

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

(Appendix R: Navigator Schools Employee Handbook)

(Appendix S: Sample Benefits Record)

(Appendix T: Sample evaluation form)

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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 will be on file at WPS, and available for review upon request. These policies are incorporated into the Charter School’s student and staff handbooks and shall be reviewed on an ongoing basis by the Principal and Board of Directors.

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

### **Procedures for Background Checks**

Employees and contractors of Navigator Schools are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of Human Resources and the CEO monitor compliance with this policy and report to the Board of Directors on a regular basis. Volunteers who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering with the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All employees are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### **Tuberculosis Risk Assessment and Examination**

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



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## **Immunizations**

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

## **Medication in School**

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

## **Vision, Hearing, and Scoliosis**

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

## **Diabetes**

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

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

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

## **Suicide Prevention Policy**

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

## **Blood Borne Pathogens**

WPS will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact

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with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

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

## **Drug-, Alcohol-, and Smoke-Free Environment**

WPS will function as a drug-, alcohol, and smoke-free environment.

## **Facility Safety**

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

## **Fire, Earthquake, and Evacuation Drills**

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

## **Emergency Preparedness**

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

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

## **CPR Training**

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

## **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

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

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marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Navigator Schools has developed a comprehensive policy to immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

### **Integrated Complaint and Investigation**

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

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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).*

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

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

### **Outreach and Recruitment Plan**

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

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

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

## **Targeted Community**

While WPS will focus its recruitment efforts on the English Learner and socio-economically disadvantaged populations, WPS remains committed to serving any child who wishes to attend the Charter School. Ongoing community outreach in English and Spanish will promote WPS as an educational alternative for any interested families. Outreach efforts highlight Navigator's commitment to equity in education to ensure families of students with special needs understand Navigator's model of inclusion and dedication to providing all students with a high quality educational experience.

## **Achieving Racial & Ethnic Balance**

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

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## Element 8: Admission Requirements

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

### **Legal Assurances**

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

WPS shall admit all grade-level eligible pupils who wish to attend the Charter School, up to the capacity of WPS, in accordance with Education Code Section 47605(d)(2)(A). WPS is a school of choice and, in accordance with Education Code Section 47605(f), no student is required to attend WPS. Admission is not determined based on the place of residence of the pupil or of his/her parent or guardian within the state of California; however, in the event of a public random drawing, admission preference is granted to residents of Pajaro Valley Unified School District. No test or assessment will be administered to determine acceptance or enrollment in WPS. WPS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Proof of age must be presented at the time of enrollment as described in Education Code Section 48002.

### **Open Enrollment and Timeline**

Open enrollment at WPS will start the first day of school and run through March 31. During this defined period all applications received are eligible to enter the WPS lottery. All other applicants will be placed on the waitlist for the grade on their application. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

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

1. Siblings of enrolled students
2. Children of founding team parents
3. Children of employees of Navigator Schools (limited to 5% of total enrollment)
4. Applicants eligible for Free or Reduced-Price Meals
5. Residents of the Pajaro Valley Unified School District
6. All other applicants

### Assurances:

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

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- WPS lottery will be held in April and the event will be held in a public space large enough to accommodate all interested parties
- An uninterested party will be charged with conducting the process
- Parents do not have to be present to participate
- Parents will be notified within 72 hours of being selected and will have one week to respond.
- Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
- In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

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

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

## **Summary of the lottery application process**

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

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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)(l)*

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

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

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

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

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

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as WPS’ policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with the legal requirements. WPS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy, and its procedures, shall be distributed as part of the student handbook and will clearly describe discipline expectations.

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

The WPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy and procedures are available on request in the school office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Watsonville Prep School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general

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education students except when federal and state law mandates additional or different procedures. Watsonville Prep School follows all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom WPS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

## **Grounds for Suspension and Expulsion of Students**

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

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

## **Enumerated Offenses**

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude

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that the replica is a firearm.

- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any

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of grades 4 to 12, inclusive.

- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or

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attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

**2. Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

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

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

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- b) Willfully used force of violence upon the person, or another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great

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bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it was made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - v. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - vi. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - vii. Causing a reasonable student to experience substantial interference with his or her academic performance.



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

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- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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

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

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

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

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

### **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

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## 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee, with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

## 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

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

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

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

## **Authority to Expel**

A student may be expelled by the Navigator Schools Board of Directors following a hearing before it or by the Board upon the recommendation of an Administrative Panel, to be assigned by the Board as needed. The Administrative Panel will consist of at least three (3) members who are certificated and neither a teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

## **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

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

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

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school in which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

## **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

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

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

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

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

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

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

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

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

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believes is prompting, swaying, or influencing the witness.

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

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

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

## **Record of Hearing**

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

## **Presentation of the Evidence**

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and

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the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

## **Written Notice to Expel**

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

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

## **Disciplinary Records**

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

## **No Right to Appeal**

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

## **Expelled Pupils/Alternative Education**

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

## **Rehabilitation Plans**

Students who are expelled from WPS will be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not

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limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the WPS for readmission.

## **Readmission**

The decision to readmit a pupil or the admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee will make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon WPS's capacity at the time the student seeks readmission.

## **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

### **1. Notification of SELPA**

WPS will immediately notify the SELPA and coordinate with the procedures in this policy with the SELPA of the discipline of any student with a disability or student who WPS or the SELPA would be deemed to have knowledge that the student had a disability.

### **2. Services During Suspension**

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



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### **3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, WPS, the parent, and relevant members of the IEP/504 Team will review all relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If WPS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct will be determined to be a manifestation of the child's disability.

If WPS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team will:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that WPS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and WPS agree to change of placement as part of the modification of the behavioral intervention plan.

If WPS, the parent, and relevant members of the IEP/504 Team determine the behavior was not a manifestation of the student's disability and the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then WPS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### **4. Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or WPS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

## **5. Special Circumstances**

WPS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without a regard to whether the behavior is determined to be a manifestation of the student's disability in cases where the student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## **6. Interim Alternative Educational Setting**

The student's interim alternative educational setting will be determined by the student's IEP/504 Team.

## **7. Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated WPS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if WPS had knowledge that the student was disabled before the behavior occurred.

WPS will be deemed to have knowledge the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to WPS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other WPS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Student Services or to other WPS supervisory personnel.

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If WPS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay put.

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

WPS will not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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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 WPS shall participate in the State Teachers’ Retirement System (“STRS”) and all other employees not eligible for STRS shall participate in the federal social security system. Employees accumulate service credit years in the same manner as all other members of STRS, and contribute at the rate established by STRS. Employees are offered a benefits package that is competitive with that of local school districts. Non-certificated employees participate in federal Social Security. Additionally, Navigator Schools offers a 403(b) option to all employees. Navigator Schools informs all applicants for eligible positions within the organization of the retirement system options for employees. Navigator Schools’ business office is responsible for ensuring all required deductions and contributions are made.

Navigator Schools retains the option for its Board of Directors to elect to participate in another retirement system or reciprocal system in the future, should it find that participation enables Navigator Schools to attract and retain a high-quality staff.

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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 Watsonville Prep School. Students who reside within the District who choose not to attend WPS may attend school within the District according to District policy or at another school district or school within the District through the District’s intra-and inter-district transfer policies. Parents and guardians of each student enrolled in WPS will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in WPS, except to the extent that such a right is extended by the local education agency.

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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 WPS.

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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 ongoing right to inspect and observe Watsonville Prep School under Education Code Section 47607, and such inspection and observation is not subject to this dispute resolution mechanism.

In the event of a dispute between WPS and the District, the staff, employees, and Board members of Navigator Schools and the District agree first to frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and the Chief Executive Officer of Navigator Schools, or their respective designees. In the event the District believes the dispute relates to an issue that could lead to the revocation of the charter in accordance with Education Code Section 47607, Navigator requests this be noted in the written dispute statement although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the District’s ability to proceed with revocation with Education Code Section 47607 and its implementing regulations.

The CEO and the Superintendent, or their respective designees, will informally meet and confer in a timely fashion to attempt to resolve the dispute, no later than ten (10) business days from receipt of the dispute statement. In the event this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective governing boards who shall jointly meet with the Superintendent and the CEO, or their respective designees, and attempt to resolve the dispute within twenty (20) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the CEO, or their respective designees, will meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session will be developed jointly by the Superintendent and the CEO, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator will be split equally between the District and Navigator Schools. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and Navigator Schools. The only binding results are those to

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which both parties mutually agree, in advance.

## **Internal Disputes at WPS**

Disputes regarding internal matters of WPS, such as complaints or concerns from students, parents/guardians, community members, and staff, will be handled in accordance with the complaint policies and procedures, including a Uniform Complaint Policy and Procedure, as adopted by the Board of Directors. Students, parents/guardians, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's complaint policies and procedures. Should the District receive any complaints regarding WPS, it will promptly forward them to Navigator Schools for investigation and resolution.

(Appendix W Sample Family Handbook)



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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 Watsonville Prep School will be documented by official action of the Navigator Schools Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of WPS, the District, the Santa Cruz County Office of Education, Navigator’s SELPA, the retirement systems in which Navigator Schools’ employees participate (e.g. State Teachers’ Retirement System and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure, the pupils’ school districts of residence, and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure the closure notification to the parents and students of WPS provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close Watsonville Prep School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, WPS will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. Section 1232g. WPS will ask the District to store original records of WPS students. All pupil records of WPS shall be transferred to the District upon the closure of the Charter School. If the District will not or cannot store the records, WPS will work with the County Office of Education to determine a suitable alternative location for storage.

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

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accordance with applicable law.

As soon as reasonably practical, WPS will prepare final financial records. Navigator Schools will also have an independent audit completed within six months after closure. Navigator Schools will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Navigator Schools Board of Directors and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable, an inventory of property, equipment, other items of value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to WPS.

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

On closure of WPS, all assets of Navigator Schools, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending WPS, remain the sole property of Navigator Schools and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Navigator Schools shall remain solely responsible for all liabilities arising from the operation of WPS.

As Watsonville Prep School will be operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of WPS, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget within **Appendix X**, Navigator Schools will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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## Required Supplemental Information

### Term

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

### Budgets and Financial Reporting

*“The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.” Education Code Section 47605(g).*

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

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

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

- By July 1, a preliminary budget for the current fiscal year
- By July 1, an annual update (LCAP) pursuant to Education Code Section 47606.5
- By December 15, an interim financial report for the current fiscal year, reflecting changes through October 31. Additionally, on December 15, a copy of Navigator Schools’ annual independent financial audit report for the preceding fiscal year will be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all Navigator’s receipts and expenditures for the preceding fiscal year.

### Enrollment Projections

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

### Average Daily Attendance

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

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

## **Cost of Living**

Navigator Schools has assumed a modest COLA during the 5-year period. Keeping revenue projections conservative, Navigator has continued to increase salary levels and expense costs at inflationary or above projections.

## **Staffing**

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

## **Staff Development**

Navigator commits annually to funding professional development.

## **Facilities**

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

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

## **Potential Civil Liability Effects**

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

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

## **Oversight Fee**

Pursuant to Education Code Section 47613, the District collects an oversight fee of 1% of the LCFF revenue of WPS. "Revenue" is defined in Education Code Section 47632(a) as the general purpose entitlement as computed by the local control funding formula pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03. Navigator Schools' operating budget reflects the oversight fee paid annually to the District.

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## **Insurance Coverage**

WPS will maintain insurance which is based on requirements outlined in the MOU between Navigator and PVUSD, including but not limited to general liability, workers' compensation, and other necessary insurance.

## **Liability and Indemnity**

Watsonville Prep School is operated by Navigator Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation will not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Navigator Schools will work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District will not be liable for the operation of Navigator Schools.

Further, Navigator Schools and the District will renegotiate the memorandum of understanding, wherein Navigator Schools will indemnify the District for the actions of WPS under this charter.

The corporate bylaws of Navigator Schools provide for indemnification of the Board, officers, agents, and employees, and Navigator shall purchase and maintain general liability insurance, Board members' & officers' insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are based on the terms of the MOU. The District is named an additional insured on the general liability insurance of Navigator Schools.

The Navigator Schools Board of Directors institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **Administrative Services**

*"The manner in which administrative services of the school are to be provided." Education Code Section 47605(g).*

Navigator Schools provides most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development. When appropriate, Navigator Schools contracts with

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appropriately qualified and/or credentialed outside, third-party contractors to provide administrative services as necessary. In the event any administrative services are to be provided by the District, the specifics will be agreed to in a Memorandum of Understanding, between Navigator Schools and Pajaro Valley Unified School District.

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

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## Appendices

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