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For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

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.

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all the following:

A. Improve pupil learning.
B. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
C. Encourage the use of different and innovative teaching methods.
D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
E. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
F. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

- *California Education Code Section 47601(a)-(g)*

Navigator plans to accomplish these goals with a unique academic program and environment developed based on research and best practices. Details of this program and environment are articulated throughout this charter.

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

Pursuant to Ed. Code section 47605(a)(1)(A), this charter petition has been signed by seven meaningfully interested teachers, which is more than half of the seven teachers needed in year one of the charter. Signatures for the petition are found in Appendix A.

Affirmations and Declaration

As the authorized lead petitioner, I, Kevin Sved, hereby certify that the information submitted in this petition for a California public charter school to be named Watsonville Prep School (hereinafter "Charter" or "Charter School"), and to be located within or near the boundaries of the Pajaro Valley Unified School District ("PVUSD" or "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, 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 Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Ed. Code § 47605(b)(5)(O)A

- 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 it will hold a public random drawing to determine admission. 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)(i)-(iv). 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, including immigration status, 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 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(I)]

- 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 report cards or a transcript, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

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

- 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.
- 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].

_____ _____

Signature Date

Navigator Schools Background & Accomplishments

First opening in 2011, Navigator Schools, ("Navigator") a not-for-profit charter management organization, currently operates two 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 (GPS) is considered the top performing school in Gilroy and one of the best in Santa Clara County, with Hollister Prep School (HPS) 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 and Hollister Prep Schools has led to years of positive growth and success, including significant impacts on the efforts to eliminate the achievement gap. 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.

Founding Team: (Additional information found in Appendix B)
Kevin Sved, Chief Executive Officer, Navigator Schools
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, Navigator Schools
Rita Castaneda, Community Engagement Facilitator, Navigator Schools
Andrea Hernandez, Founding Principal, Watsonville Prep School
Founding Parent team:

Maria	Luisa	Hernandez-Vega
Alba		Rivas
Sonia Grimaldo		
Rosa Soaverda		
Guadalupe Isela Gallardo		
Marcela Salas-Ibarra		

Track Record of Success
Navigator Schools was founded when a group of educators answered two basic questions:

1. "Who (is going to make necessary changes)?"
2. "When (will that happen)?"

Those questions were answered with “Us” and “Now” and Navigator has continued to not accept the status quo as good enough. That drive and relentless pursuit of excellence in education has translated into years of top academic performance and recognition. Since its inception Navigator Schools has been recognized for its academic success by:

- Innovate Public Schools - Gilroy Prep School
- Great Schools - GPS and HPS rankings of 10/10
- Silicon Schools Fund
- Christensen Institute/Public Impact

The academic achievements of students at both Gilroy and Hollister Prep are products of a concentrated effort to create an educational model that can be easily replicable and personalized to meet the needs of the community being served. The model, with its commitment to eliminating the achievement gap, has been instrumental in changing the lives of hundreds of students in both Gilroy and Hollister.

The ability for the school sites to focus on the instructional needs of students is directly related to the structure and support provided by the Navigator Schools Charter Management Organization support office. In order to grow responsibly, Navigator instituted a rigorous greenlighting process which included a focus on key areas:

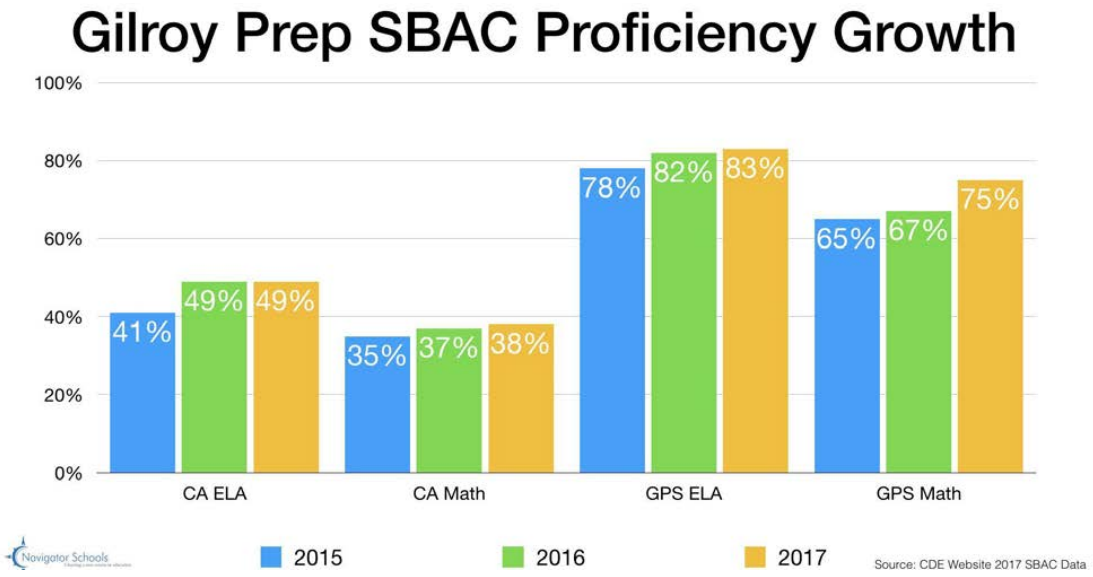
- Finance
    - Strength of Reserves
    - Ability to operate existing schools without support from outside funders
- Operations
    - Organizational health
    - Systems and structures
- School model
    - Model is codified
    - Model is replicable

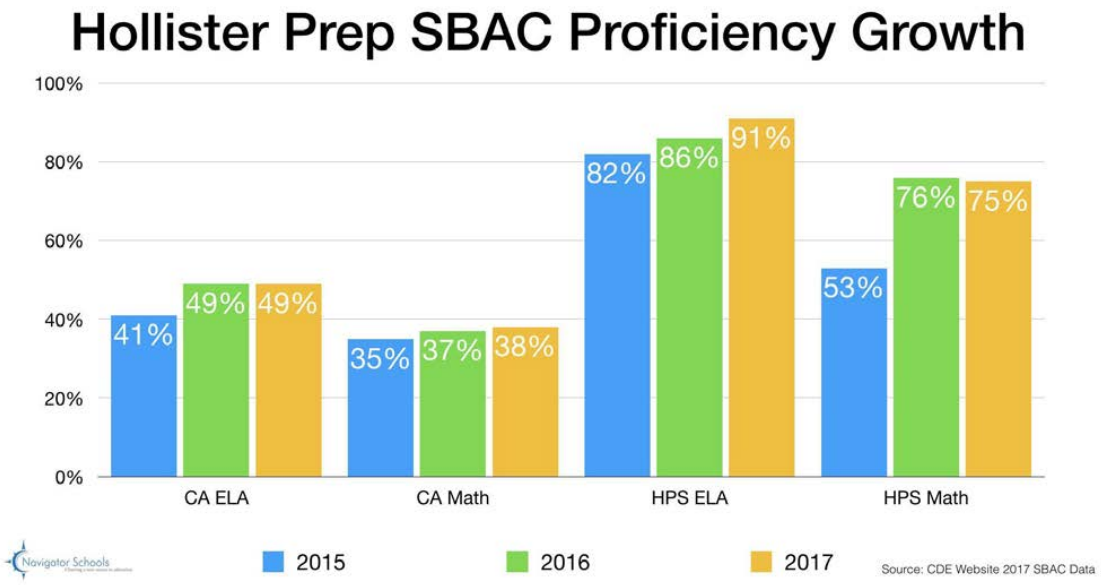
With numerous metrics associated with each goal, supporting evidence included the success of Navigator’s first school and replicated second school, the retention rate of staff, and the strong financial standing of the organization. After strong review of the greenlighting measures, staff and the Navigator Schools Board of Directors again answered those two original questions of “Who” and “When” with “Us” and “Now”. The difference now is Navigator has a track record of achievement to prove it can and will make a positive difference in the community of Watsonville and the students of the Pajaro Valley Unified School District.

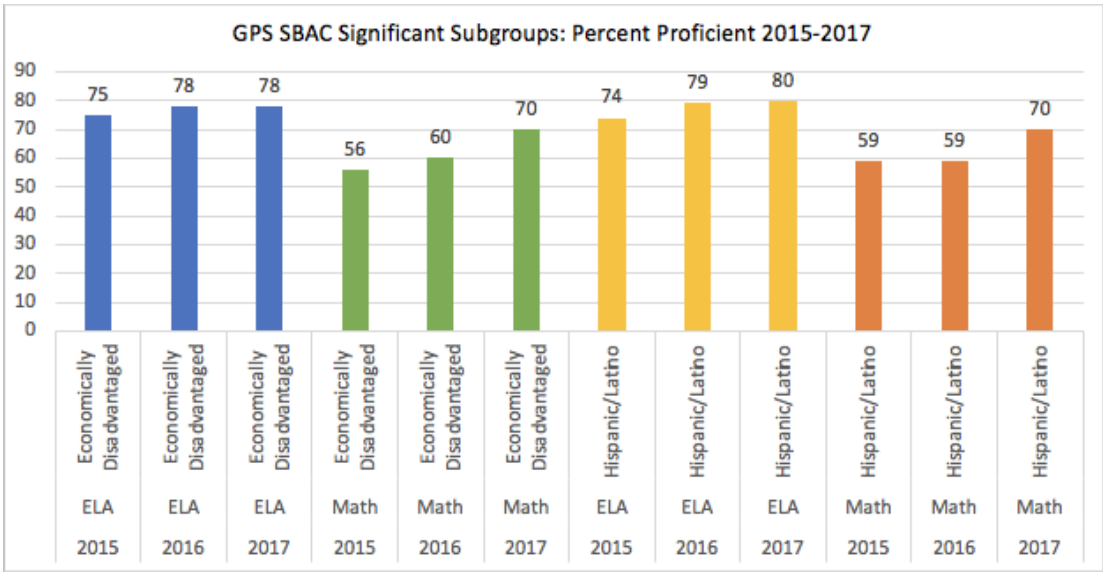
To see the functionality and structure of the Navigator Schools Support Office, please find, attached as Appendix C , an Organizational Chart for Navigator Schools.

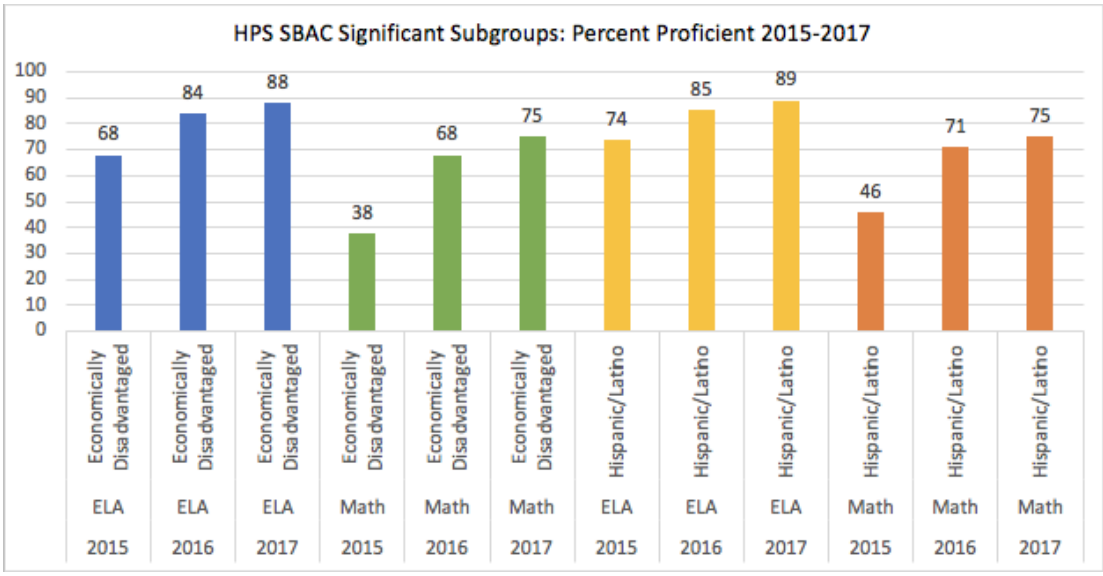
As illustrated in the following charts, both GPS and HPS have shown both success and growth in the first three years of participating in the CAASPP. Underscoring the organization's mission and focus is the performance of the students in the identified subgroups.

SBAC Results – Gilroy & Hollister Prep Schools









The ability of Navigator Schools to reach students in typically underserved communities will benefit the community of Watsonville and the greater PVUSD. The proven success of the model combined with the excitement for sharing best practices equals a commitment to providing an educational choice for the students of Watsonville. The need and interest of families throughout Watsonville is described in further detail in Element 1.

Element 1: Educational Philosophy and Program

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

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

GUIDING PRINCIPLES

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

VISION
Navigator Schools is improving our communities through education.

COMMITMENTS AND BELIEFS

Navigator Schools is committed to:

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

Navigator Schools 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 high quality 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 a large percentage of 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.

Enrollment Projections

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

Student Diversity, and Watsonville Prep School Enrollment and Growth Plan

Watsonville Prep is a proposed public charter school (grades K-8) for the Pajaro Valley Unified School District. It will open in the fall of 2019 with 180 students in grades K, 1, and 2. Future years anticipated enrollment are illustrated in the table below. WPS does not plan to operate a Transitional Kindergarten program, however, will do so if the charter authorizer so requires.

Anticipated Enrollment Plan 2019 to 2024

Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	60	60	60	60	60
1	60	60	60	60	60
2	60	60	60	60	60
3		60	60	60	60
4			60	60	60
5				60	60
6					60
7					
8					
Total	180	240	300	360	420

Navigator aims to serve a student body that is representative of the diversity of students and families residing in the Pajaro Valley Unified School District. Navigator believes creating schools that are diverse by design is in the best interests of both students and the community and that WPS should be open to students who most often are marginalized or left out of innovative educational opportunities. As such, Navigator holds sacred the goal of enrolling at a minimum the same percentages as PVUSD schools who have disabilities, students who are English Learners, students who identify as homeless or foster youth, and students who are identified as low-income or at-risk as the districts .

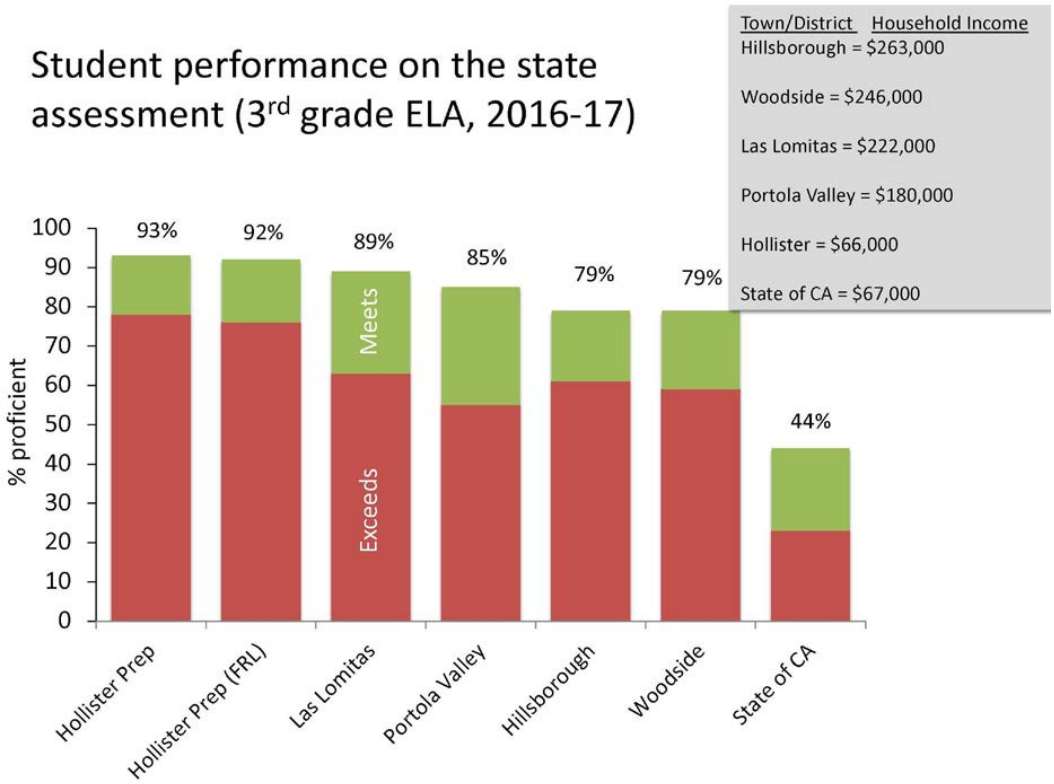
Average Daily Attendance

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

COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

Navigator will contribute to the work of the Pajaro Valley Unified School District by creating a uniquely different model of education for students still struggling in the existing public school options in Watsonville. Navigator shares the curriculum, pedagogy and organizational processes that celebrate diverse students and learning styles, and hopes to be of service to the larger PVUSD educational community through this sharing and collaboration. In addition, Navigator intends to share best practices regarding developing student agency and self-directed learning. Data from Navigator's existing schools illustrate their approach offers a different way for students to receive a high-quality education, especially for those students who struggle in more traditional school models. The Navigator approach will fill the following community needs:

1. *Rigorous college-preparatory academics*
   Navigator Schools has been recognized by Innovate Public Schools and the Silicon Schools Fund for its academic performance, especially as it relates to English learners and students who qualify for free and reduced lunch. Eliminating the achievement gap drives every decision Navigator makes. The chart below captures a snapshot of just one class at HPS versus some of the most affluent districts in the Bay Area.



While that chart shows an impressive comparison for a cohort of students at HPS, Navigator as a whole, is also succeeding across the board. The students at both sites are outperforming their peers across the state, with significant differences when compared to students in PVUSD.

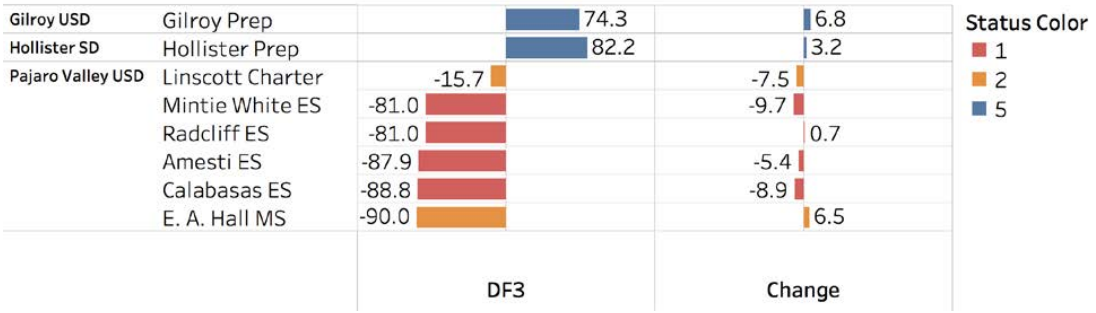
2017 SBAC Scores for sampling of Watsonville area schools and Navigator Schools

School	% Met or exceeded proficiency in ELA	% Met or exceeded proficiency in Math
Amesti Elementary	14	12
Calabasas Elementary	16	13
E.A. Hall Middle	15	7
Linscott Charter	40	30

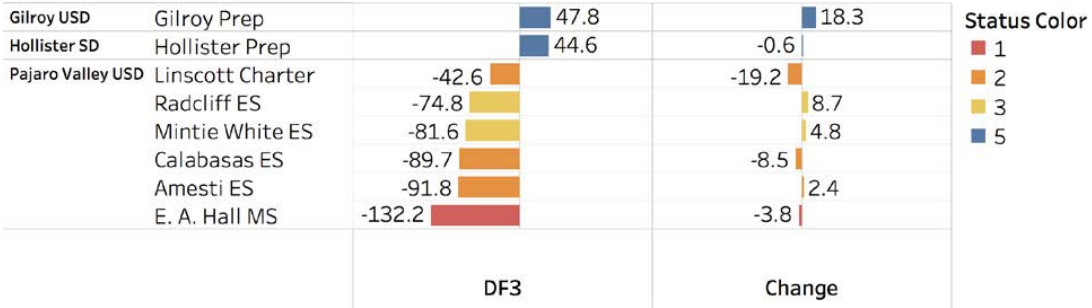
Mintie White Elementary	13	11
Radcliff Elementary	15	18
Gilroy Prep School	83	75
Hollister Prep School	91	75

The following charts illustrate, by school, Distance From Level 3 (DF3), the average number of points by which students are above or below proficiency in English Language Arts (ELA) and mathematics as reported in the CA School Dashboard.

CA Dashboard: F2017 SBA ELA DF3: All Students



CA Dashboard: F2017 SBA Math DF3: All Students



These results demonstrate the proven efficacy and immense promise of the Navigator model as we strive to improve educational options in the Watsonville community. For a more in-depth comparison of schools in the Northern Central Coast Region, including subgroup detail, see Appendix D.

2. *21st Century Instructional models*

In a 2006 employer survey, the Bureau of Labor Statistics found that five 'applied' skills—critical thinking/problem solving, oral communications, written communications, teamwork/collaboration, and the ability to productively navigate diversity—were ranked consistently higher than content knowledge or expertise. ("Are They Really Ready To Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce." Partnerships for 21st Century Learning,2006.Web.10Sept.2015.http://www.p21.org/storage/documents/FINAL_REPORT_PDF09-29-06.pdf) Subsequent research has produced similar findings. In September 2015, for example, a public private consortium found that the "4 C's"— creativity, critical thinking, communication, and collaboration—are the most important priorities for student readiness in the modern workplace. (P21 Research Briefs on 4Cs Illuminate Classroom Interventions to Boost Creativity, Critical Thinking, Communication, and Collaboration - Partnership for 21st Century Learning, 1 September 15. Web 1 Oct. 2015) The model of instruction as utilized in Navigator Schools—one empowering students of different cultures, heritages, and academic identities to learn from and alongside one another in the same school—will help equip all graduates to work successfully with diverse teams in a collaborative, 21st century workplace.

PVUSD serves a diverse array of students, many of whom require additional academic and economic support. A small school with an innovative and inclusive model for serving all students could benefit district schools as they seek new ways to meet the needs of their local populations. Navigator Schools believes that students' wide range of lived experiences can become a powerful asset in preparing students for the 21st century workplace, and has built a model that intentionally plans to bring this diversity into daily learning interactions.

3. *A school that is preparing students to be learners and leaders in high school, college, and beyond*
   From the college themed classrooms to the inspirational chants and structured focus on early literacy and math and gradual shift to agency and student independence, Navigator Schools provides a solid foundation for students to build on throughout their educational career. Navigator is continually striving for improvement and instills this perseverance and drive in their students.

4. *A school which will share best practices from around the country*
   Navigator Schools believes every child deserves access to the best educational practices available and is committed to sharing its findings and teachings with educators from authorizing and neighboring districts, from across the state, and throughout the nation. PVUSD, as a potential authorizer, could benefit from a partnership where Navigator shares, models, or helps develop all educators using the tools and techniques which have

proven to be successful in both of the current schools. The need for additional resources is evident, and Navigator is committed to helping bridge the gap between desire and success. In the recent past, Navigator has toured and shared best practices with dozens of educators and organizations including:

- Alpha Public Schools
- Aspire Public Schools
- California State Board of Education
- Gilroy Unified School District (Rod Kelley Elementary & South Valley Middle School)
- Healdsburg Unified School District
- Henry County, Georgia
- Hollister School District (Calaveras, Ladd Lane, R.O. Hardin)
- Innovate Public Schools
- Next-Gen LEAP Innovations
- Pajaro Valley Unified School District
- Schools that Can, Milwaukee
- Teach for China
- Wonderful Prep

As with its two current authorizers, Navigator's goal is to partner with the district by providing a new type of learning environment focused on coaching, personalization, innovation and student leadership.

Community Engagement and Feedback from Parents

Several members of the Navigator founding team have deep roots in Watsonville, as natives, as former educators in PVUSD, and as products of Watsonville schools, and have been committed to providing a local quality educational option since the inception of the organization. Their commitment to providing a Navigator education to the students of Watsonville has only increased since working side by side with the parents and community members in their efforts to bring WPS to PVUSD.

Watsonville Prep parents, like all parents, want the best educational experience for their children. While they appreciate the hard work of individuals at the local elementary schools they want additional quality educational choices for their children. Their ultimate goal is to ensure their children are prepared for college and careers and that they will be able to compete for the best and most impactful jobs locally and beyond. The over 200 intent to enroll forms received by interested parents illustrates their interest and commitment in WPS. These forms can be found in Appendix Y.

In order to truly get to know future WPS families and hear their voices, concerns, and dreams for their children, Navigator staff has spent hundreds of hours building relationships with them.

This includes countless one to one meetings, community events, developing partnerships with local libraries and community centers, and most recently holding information sessions about Watsonville Prep. Establishing WPS responds to community needs as expressed by Watsonville parents.

The chart below details the ways in which parents have been engaged and attempts to quantify this work in approximate hours.

TYPES OF MEETINGS	DESCRIPTION	HOURS OF ENGAGEMENT
1 to 1 Parent Meetings	Personal meetings with families	57 Hours
Information Nights: Local Churches & Community Centers	Navigator staff sharing information about Navigator schools, the model, the process for opening a charter school, and about charter schools, in general.This has included tours of Navigator schools for the parents.	39 Hours
Parent Leader Meetings	Watsonville Prep parent leader meetings	28 Hours
Info Sessions & Other Events	Events held throughout the community (i.e. Farmers Market, Cabrillo College information sessions, indoor soccer)	46 hours
Presentations at Local Preschools	Presentations at local preschools who were interested in the WPS Options for Fall of 2019	31 Hours
TOTAL		**201 Hours**

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

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

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

Preparation for college and the workplace has become increasingly important in the complex global community in which we live. Navigator students learn basic ideas, theories, vocabulary, and facts in subject areas including the humanities, social sciences, and natural sciences. The opportunity to lead a fulfilling life and become a contributing member of society in the 21st century is greatly increased for one who has a deep and thorough understanding of all academic disciplines and is armed with the skills and capabilities to provide strong leadership in a changing world. Students will be an active part of the WPS community for valuable and impressionable years of their lives. It is imperative 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 will help students develop and internalize these habits to allow for a lifetime of learning and an ability to adapt and function effectively in the workplace of the 21st century.

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

Academic Skills

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

Life Skills

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

Civics

- Students will have a grasp and an appreciation of history and the fundamental processes of American democracy.
- Students will develop an understanding and awareness of public and community issues.
- Students will have the ability to obtain information, think critically, and enter into dialogue among others with different perspectives.
- Students will participate in their school community and have the skills, knowledge, and commitment needed to accomplish public purposes, such as group problem solving, public speaking, and voting.
- Students will develop moral and civic virtues such as concern for the rights and welfare of others, social responsibility, and tolerance.

HOW LEARNING BEST OCCURS: KEY EDUCATIONAL ELEMENTS OF WPS

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

From K 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 Charter 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 for all staff

- 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.

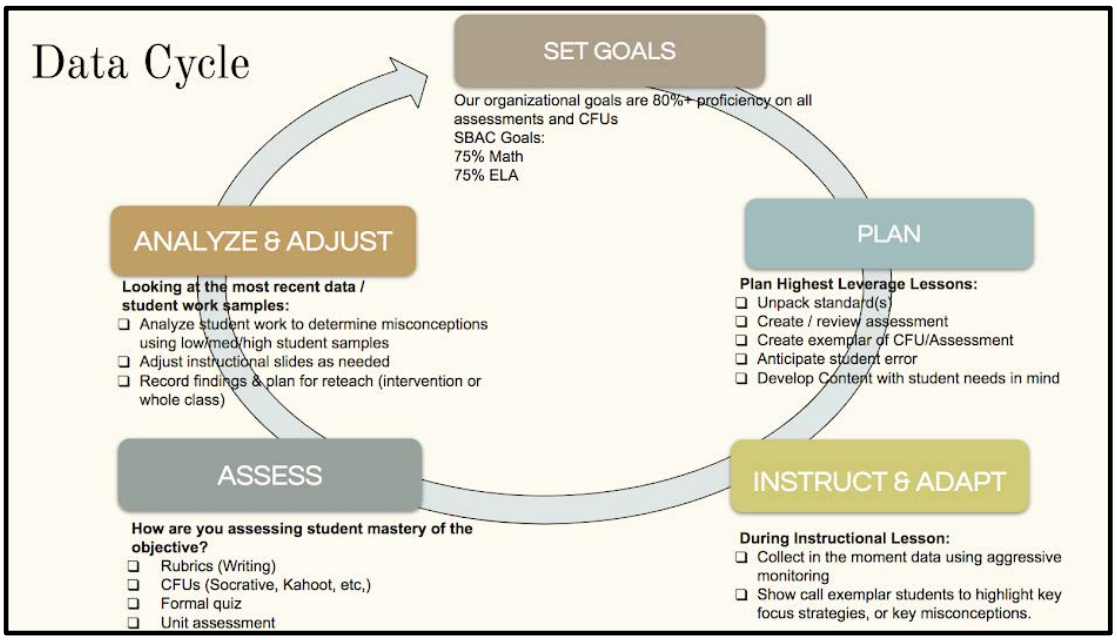
Navigator believes the backbone of a strong culture is having high expectations for academic achievement and student behavior. A culture of excellence occurs when students feel connected and challenged. As such, students at WPS will be surrounded by caring, skilled, and highly-motivated staff who will 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.

The use of academic data empowers the teacher to make instructional adjustments to ensure all students achieve their potential. Daily informal assessments as well as monthly formal assessment results are analyzed to identify students who are failing to make adequate progress on 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 Navigator Schools, teachers so frequently check for understanding that "CFU" is common language. The graphic below illustrates the data cycle used at Navigator schools to drive an instructional program that meets student needs.



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 State Standards, the Next Generation Science Standards ("NGSS"), and the California History and Social Science Content Standards, English Language Development ("ELD") Standards, and any other applicable California content standards (hereinafter, collectively the "State 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 enabled to choose and create academic materials that are mapped to these standards.

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 well-trained and highly competent 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. Please see Appendix E: Coaching Rubric, for more information.

Navigator Schools learns 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. Navigator's coaching model is strongly influenced by the Relay Graduate School of Education based in New York. All teacher coaches at Navigator Schools receive training provided by the Relay Graduate School of Education.

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), and Universal Design for Learning (UDL) provides resources leading to a systematic coordination of services and supports students who need additional assistance in academics, social emotional skills or behavior.

Navigator's beliefs and practices align with the Report of California's Statewide Task Force on Special Education, March 2015. The report proves the use of research-based, tiered supports for students, before they fall far below grade level in academics or require intensive behavioral interventions, can 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' mode of 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 use of technology at WPS will also help leverage teacher-led small group instructional time so that all students receive individual attention.

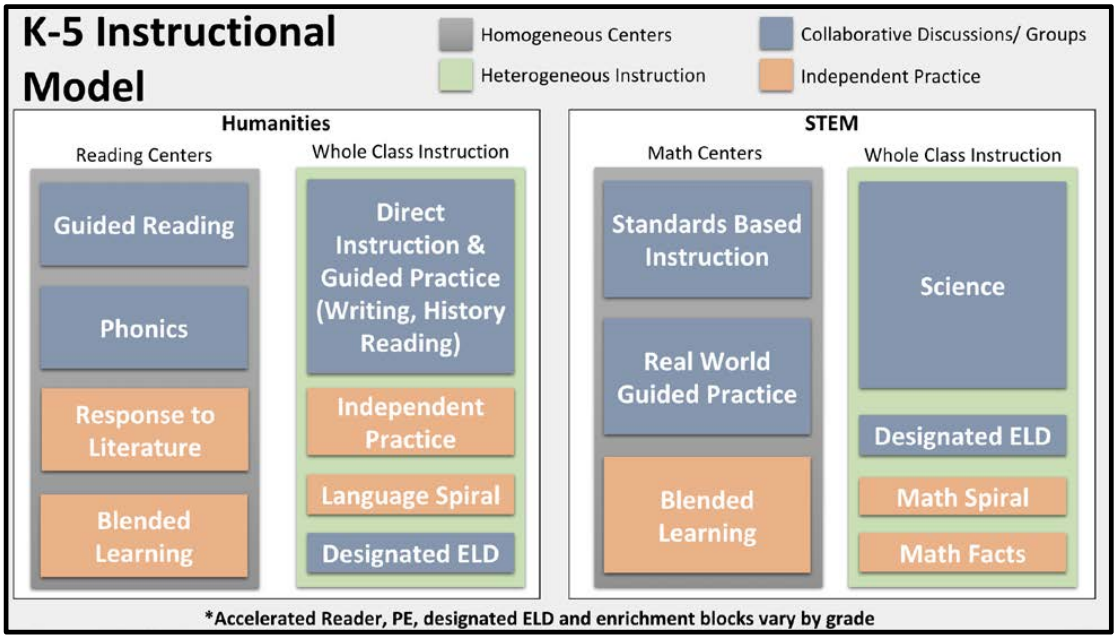
The Navigator model employs one-to-one technology in all classrooms, providing students with educationally valuable and adaptive software. Adaptive software, which adjusts the sequence of instruction based on student performance levels, serves to support classroom learning by providing students of all 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

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 day with students flexing between whole group and small group instruction several times throughout the day. The low student-teacher ratio of

small groups allows instructors to hone in on student Common Core reading writing, mathematics and language needs.



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 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 will rotate through three or four centers per week, including a center led by a teacher, a center led by a small group instructor, and 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 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 focus of the teacher center is on phonics and fluency, and in grades 2-5 the focus shifts to reading comprehension.

Phonics Center - At the phonics center, students will receive additional, personalized attention with a highly trained paraprofessional. In grades K-3 this will be a systematic, scripted phonics program such as *Corrective Reading* or *Horizons*. When homogeneous groups reach the targeted lexile level, the focus of this center will change from the 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 provide students with opportunities 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 station rotations. Every student has weekly program goals, and performance data is reviewed to ensure that students are on track to meet their end-of-year goal. The software also equips the teacher with an additional data point to help personalize instruction and intervention.

Materials Selection for Centers

Navigator believes in a balanced literacy program that combines literature that is engaging, informational text, and interacting with text in multiple ways. Leveled texts are culturally relevant to the communities we serve, and they are aligned to the California History and Social Science Standards. These attributes promote 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 and 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 work. Independent practice encompasses brief writes, essay writing, current standard practice questions, and spiral review questions. Collaborative practice includes social studies projects, book reviews, debates, Socratic seminars, and a variety of other group activities.

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 or guided practice led by a teacher, guided or 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 implement Common Core math standards with appropriate scaffolds for each homogenous group. Using standards based quizzes, teachers use the Navigator Data Cycle to create personalized lessons backwards-planned from the intended learning outcomes. Comprehensive instructional presentations are rigorous and offer multiple models to support student understanding of both the how and why behind math. Additional open ended slides offer teachers the flexibility to adjust their instruction to each group to help ensure each student gets exactly the practice they need to master the standard. Daily check for understanding data allows teachers to pivot quickly and address misconceptions with almost no lag time.

Real World Practice - The 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 new the standard or task is to the student. 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 additional insight to help personalize instruction and intervention.

Whole Class STEM Instruction

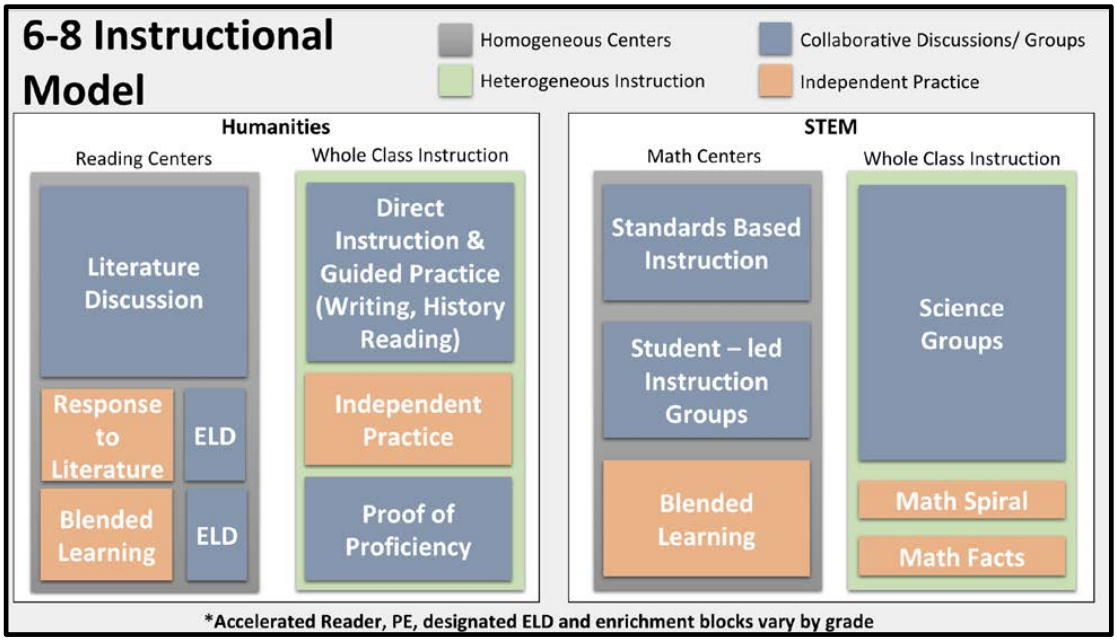
The second STEM block is heterogenous instruction of math and science. During this block teachers may introduce a new math standard to the whole class, practice math fluency, lead a whole-class reteach, or explicitly teach any related academic or domain specific vocabulary. It is most efficient to perform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

Transitional Kindergarten

Navigator Schools does interpret state laws regarding Transitional Kindergarten (TK) as requiring charter schools to provide TK, but recognizes some charter authorizers interpet state law differently. As such, WPS does not plan to operate a Transitional Kindergarten program, however, will do so if the charter authorizer so requires. If required to operate TK, WPS will ensure TK curriculum aligns with California Preschool Learning Foundations and corresponding kindergarten standards from the California Common Core State Standards, and that all teacher credentialing requirements are met, including 24 units in early childhood education.

Instructional Model for Grades 6-8

The graphic below illustrates how the instructional model is designed for grades 6-8.



<u>6-8 Humanities</u>

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 to 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*.

Following the discussions students 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. Additionally, students complete several short essays and one full length paper in each of the three writing genres.

Navigator uses a number of different computer-based programs in the middle school grades. Teachers determine which programs should be prescribed to each student and for how long based on the students' personalized needs. 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 meet daily. The number of groups that meet will be determined by the number of ELs, their levels, and cross-grade level grouping options. As ELL numbers vary across grade level, WPS will create either leveled classrooms or leveled small groups to ensure each middle school student receives designated language development daily. Teachers will use their qualitative and formative data to determine oral and written language gaps for specific skill instruction. Understanding the language gaps of each group along with the Common Core helps teachers develop tailored instruction aligned with the standards being taught. For example, if students are learning to compare and contrast in reading, the aligned ELD lesson could include interacting with the academic vocabulary necessary to be able to access that grade level content later in the week. Teachers could use sentence strips, songs, realia, Thinking Maps, and various other ELD strategies to help students exchange ideas or offer opinions through written and oral language practice. These personalized lessons will continue to develop as student needs evolve. For example, if data indicate that EL students are struggling with voice in their middle school narrative writing, the designated lesson might focus explicitly on distinguishing how different words with similar meaning produce different effects on the audience.

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

Whole Class Humanities Instruction Overview

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

6-8 STEM

Math 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 or guided practice led by a teacher, guided or independent practice led by 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 implement Common Core math standards with appropriate scaffolds for each homogenous group. Using standards-based quizzes, Teachers use the Navigator Data Cycle to create personalized lessons that are backwards-planned from the intended learning outcomes. Comprehensive instructional presentations are rigorous and offer multiple models to support student understanding of both the how and why behind math. Additional open-ended instructional slides offer teachers the flexibility to adjust their instruction to each group to help ensure each student gets exactly the practice he or she needs to master the standard. The collection of daily check- for-understanding data allows teachers to pivot quickly and address misconceptions with almost no lag time. Introducing the middle school student discussion/facilitation model to elementary school students allows them to grapple with the concepts in productive struggle in preparation for deeper conversations in middle school. 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, including real-world word problems, practice problems, and performance tasks. When students have received the appropriate amount of practice based on the data, they can begin a proof of proficiency project, including the option 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 a review of data is used to help 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. A primary resource is Discovery Techbook, a curriculum which promotes best practices for teaching Next Generation Science Standards. This resource utilizes the 5E model (Engage, Explore, Explain, Elaborate with STEM,

and Evaluate), and it incorporates Discovery Channel's vast media library. Students and teachers participate in real-world science concepts in the Earth, life, and physical sciences. The program utilizes real-time data, hands-on labs, and countless interactive tools through a web browser to inspire students.

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

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 standard materials with a variety of texts and other materials, depending on the needs of their students. An overview of our approach to curriculum development and instructional methodologies is provided 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.

Navigator began online spreadsheets known as our Scope and Sequence Greenlighting for English Language Arts (ELA) and Social Studies, Math, and Science. These documents are living documents that are updated weekly and contain all our necessary curriculum housed within one source in each of the content areas. WPS teachers will be released for planning days at least four times a year to collaborate with their colleagues from Hollister Prep and Gilroy Prep. During the release days throughout the year, the teachers will meet with Navigator's Data Analyst and Curriculum Specialist to continue developing and updating the most current resources into these documents.

Following is a list of tasks that teachers complete on those release days as they update these greenlighting documents:

- Verify pacing for the year, and adjust as needed.
- Break down their standards and identify objectives.
- Evaluate current assessments in place and adjust as needed.
- Link all teacher and student materials, along with exemplars into the Scope and Sequence.
- Resources are collected and added based on the needs of either site.
- Breakdown ELD standards and update instructional slides including designated ELD language spiral.

These documents will be updated constantly throughout the year. To view these documents please navigate to this link:

https://www.navigatorschools.org/apps/pages/curriculum_maps

Due to the nature of spreadsheets, there is no easy way to print these documents. They are an internal digital resource that WPS teachers will use daily. These spreadsheets serve as a pacing and assessment guide, a curricular resource warehouse and a data tracking document.

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. Examples of other curricula used in the program are:

- *SRA Reading Mastery* builds phonemic awareness skills, letter-sound fluency, and decoding skills in early readers.
- *SRA Horizons* builds specific decoding and comprehension skills in early readers.
- *SRA Corrective Reading* increases reading fluency.
- *Write From the Beginning*
- *Thinking Maps*
- *Reading Plus*
- *Lexia*
- *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 curricula are used:

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

History/Social Studies:
Watsonville Prep School will utilize the TCI curriculum for History/Social Studies.

Science:
Watsonville Prep School will utilize the TCI curriculum and Mystery Science in grades K-5 and plans to use Discovery Techbook in grades 6-8.

WPS Teaching Methodologies
A description of the many of the most common strategies and/or methodologies, all of which are designed to accelerate English language development for our ELL students, are found below:

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*, and *ReadWorks*.

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

Leveled small group or Centers Model (K-5) - Centers allow teachers and instructors to engage in focused instruction with small groups. Using data from formative and interim assessments allows students to be grouped by level and to rotate through centers in both guided reading and math instruction. Center rotations include:

- 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 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 in Navigator classrooms within all subject areas. Teachers provide multiple practice opportunities for fluency and decoding through independent reading times and choral reading exercises. Guided reading and teacher read-alouds are key components to building comprehension skills.

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

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 techniques which master teachers use to place students on the path to college success. Key techniques include:

- *No Opt Out*: Accepting "I don't know" to a question is not an option for a teacher. Teachers coach a student to arrive at the correct answer through peer support or by providing scaffolded cues to help the student arrive at the correct answer.
- *Circulate*: Within the first five minutes, a teacher must "break the plane" by moving away from the front of the classroom and delivering instruction at strategic points around the room. The teacher moves systematically and without pattern, engaging with students both verbally and nonverbally as he or she circulates.
- *Cold Call*: Teachers call on students regardless of whether or not they have their hands raised. Some teachers use popsicle sticks to randomize student responses, while other teachers may choose to use a student response app. Cold call increases student accountability and is always used in a positive manner and is never berating or used to "catch" students who might be off task. Supportive scaffolding described above in No Opt Out is used when student doesn't know the answer to help students develop confidence and knowledge.

- *Do Now*: When students first enter the classroom, they immediately put their pencil to paper with a three to five minute independent activity that is either a preview of the day's lesson or a review of a recent lesson.
- *At Bats:* Using multiple formats and variations, students have the opportunity to practice a given skill until they are able to do it independently. Once a student has mastered a given skill, the teacher will extend the challenge by moving to the next level with a bonus problem.
- *Exit Ticket*: The final "At Bat" comes in the form of an exit ticket. Exit tickets are quick (one to three questions) designed to yield data, and make great Do Nows.

Daily Spiral Review of 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 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.

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

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

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

Oral language sentence frames and stems - Oral language frames are embedded in all standards-based teaching slides and are utilized throughout the instructional day. The frames are based on

Integrated ELD acquisition levels: beginning, intermediate, and advanced. This instructional practice is supported by the leading practitioners of language development, including the work of Kate Kinsella and Susana Dutro. When a standard is being taught, the teacher first models the sentence frames and the students respond chorally. Then students pair-share and use the open-ended sentence frames to practice the targeted skill. The teacher then calls on students to use the frames in front of the whole class. Classmates have the opportunity to agree, disagree, and add on to the student's comments. After adequate oral language practice using the sentence frames, students use the frames to construct written responses to a standards-based question asked by the teacher.

Chants and rhymes - Choral response in the form of chants and rhymes for times tables, algorithms, grammar mechanics rules, and desired personal character qualities are utilized to increase mastery of skills and promote student engagement. A sample of chants can be found in Appendix F.

Proof of proficiency video - Students create multimedia presentations to demonstrate mastery of standards and application of skills. Students utilize a variety of software programs, including Explain Everything, PowToons, Google Slides and Prezi. For examples, see POP Videos (YouTube - The Making of POPs, James Dent, https://www.youtube.com/watch?v=h-ZgGQCyjUo&t=165s)

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. 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 skills assessments and interim assessments six times per year. Interim assessments address the following areas: reading fluency, reading comprehension, CCSS based on a year-long instructional map, math facts fluency, and several technology based assessments, including: Lexia, ST Math, STAR Reading, and STAR Math. Staff will use interim assessment results to adjust classroom intervention groups, and to increase spiral review of areas of weakness.

Enrichment - In addition to CCSS instruction, students participate in a wide range of enrichment courses, including art, chess, coding, dance, Lego Robotics, music, and sports.

Student and Staff Culture

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

Staff Morning Huddle - Every morning the staff will meet five minutes before greeting the

students to go over announcements, confirm data goals for the week, review staff outages, promote staff initiatives, celebrate teacher success, develop SEL skills, and strengthen interpersonal connections.

Morning Opener - All students, staff, and interested family members will begin every school day by assembling for the morning opener. Morning opener is a student-led community meeting during the first 10 minutes of each school day. Participants gather to engage in community building activities, such as reciting the Pledge of Allegiance, singing the Navigator school song, celebrating student growth, and sharing important announcements.

Weekly Character Conversations - Students will participate in weekly, systematic character development activities with their homeroom teacher. Teachers will utilize a social-emotional learning program to support student development of communication tools and coping strategies. Navigator is currently piloting the PATHS program at GPS and HPS.

Dress Code - The Navigator dress code is a strong component of school culture. It provides students with a sense of belonging and equality. The dress code eliminates distractions and contributes to our culture of excellence.

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

College-Named Classrooms - Each classroom will be assigned a college name for the year. This will help distinguish between the two classes at each grade level, and it will reinforce 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. Navigator uses a variety of incentives based on points students earn by demonstrating desired behavior or improvement. These points will be used to earn both classroom and school-wide rewards on a regular basis.

TLAC - WPS will use Doug Lemov's *Teach Like a Champion 2.0* to guide coaching. This resource offers classroom management, student engagement, and instructional strategies to help educators improve and refine the craft of teaching very quickly. The strategies promote positive culture for both students and staff.

Bell Schedule

WPS proposes a school day of 8:00-3:15 with extended time added for students who need additional instructional time. Current Kindergarten runs from 8:00-2:30. The number of instructional minutes offered for all grades meets or exceeds the State's requirements in Education Code Section 47612.5(a)(1). The charter school will have at least 175 days of

instruction and will, for each fiscal year, offer, at a minimum, the following number of minutes of instruction:

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

The proposed bell schedule for 2019/20 and master schedule is listed in Appendix G. A sample calendar from 2017-18 is included in Appendix H.

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 to accelerate instructional development.

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

Academic coaches play a key role in the observation/feedback cycle. The assigned coach begins each weekly meeting with praise for the educator's current and ongoing strengths. After identifying the strengths, the coach encourages the educator to self-evaluate, identifying areas for improvement through probing questions that guide the educator toward the action items. One or two action steps are assigned. Action steps must be measurable, high impact, and bite-sized. These action items are practiced with the coach 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. 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 classroom instruction 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.

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 facilitates a discussion with the observing teacher to develop a plan to implement the strategies in the teacher's classroom. At Navigator, 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 the modeling is for their development, and the students most often do not realize that live coaching is occuring.

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. 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 the discretion of the coach 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. A data meeting template is included in Appendix I.

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 standard and determine how they will measure student proficiency using formal and informal assessments. Exemplars are created for all assessments. These exemplars will be used before, during, and after instruction as a "roadmap for rigor." Student work will be compared to the teacher exemplar in order to

analyze gaps in understanding and to plan appropriate next steps for student mastery. Once standards are unpacked, objectives are written, assessments and exemplars are created, and teachers proceed to plan their daily lessons. Teachers use "double planning" when creating their daily lessons; not only do they plan what the teacher will say and do during each lesson, but also what the students will say and do. This allows the teacher to further anticipate student error and to identify strategies that may be used for necessary in-the-moment adjustments.

Navi 101 & Navi 201

Differentiated professional development for all staff members takes place 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 common vocabulary, common procedures, and common expectations that are essential components of Navigator culture. New and returning teachers participate in Navi 201, a one week training on areas of focus for the coming year. Prior Navi 201 topics have included personalized learning, writing, student agency, response to intervention (RTI), and full inclusion. The Navi 101/201 series is designed by the Academic Leadership Team, and it is taught by Navigator coaches and mentor teachers. Sample Navi 101 and 201 schedules are included in Appendix J.

General Assurance of LCAP Compliance

The school will comply with all requirements pursuant to California Education Code and 47605(b)(5)(ii), including the development of schoolwide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d). The school will comply with all elements of the Local Control Accountability Plan (LCAP), including the adoption of any templates required by the State Board of Education.

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, and students performing above grade level. The model follows the comprehensive Multi-tiered System of Supports (MTSS) framework and Response to Intervention (RTI) process, as provided by the CDE.

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 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." (Definition of MTSS, California Department of Education, https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp)

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)

Plan for students who are academically low achieving

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

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

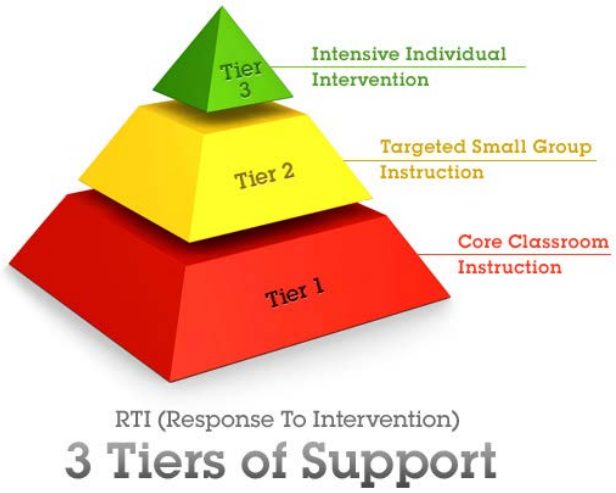


Image source: http://www.rcps.info/departments/instructional_department/virginia_tiered_systems_of_supports__rti_

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

Intervention Overview	Possible Types of Intervention	Time of School Day Provided
Tier 1 supports are provided in the general education classroom and are accessible to all students. Supports are both academic and behavioral.	● Standards-aligned instruction ● Personalized and differentiation of instruction ● Gradual release model of instruction to foster student mastery of content (i.e. I do, we do) ● Use of graphic organizers, thinking maps, sentence stems, and other accommodations used to foster student understanding ● Frequent check-ins from teachers on progress ● Seat changes ● Whiteboard configuration to clearly state objectives and learning agenda ● Use of class jobs, classroom management systems, and other structures to invest students in the classroom environment.	Throughout instructional time, across all parts of the school day

Tier 2 supports are provided when there is data to demonstrate Tier 1 supports are not enough to ensure student success. Tier 2 Supports are provided to students via small group interventions. With a full inclusion model, most Tier 2 supports will be provided to small groups of students within the general education classroom.	Tier 2 interventions will be provided to small groups of students (2-6 students typically). Interventions are research based and assigned based on student assessment data. Examples include: ● Targeted fluency/decoding support ● Reading comprehension strategy support ● Support to access the text/finding textual evidence ● Numeracy & fluency support ● Mathematics problem solving strategies Tier 2 behavioral supports may include: ● Socio-emotional strategy/affinity groups ● Behavior trackers/incentive plans ● Small group check ins with teacher	Academic rotations, extended day support
When students continue to struggle after consistent provision of Tier 2 supports, they may be eligible to receive **Tier 3** supports. These supports are the most intensive.	Interventions are research based and assigned based on student assessment data. Examples include: ● Targeted fluency, decoding support ● Reading comprehension strategy support ● Support to access the text/finding textual evidence ● Numeracy & fluency support ● Mathematics problem solving strategies Tier 3 behavioral supports may include: ● Socio-emotional strategy/affinity groups ● Behavior trackers/incentive plans ● Small group check ins with teacher ● Referral for counseling and/or individual behavior support sessions.	Academic rotations, extended day support

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

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

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

Student Success Team and Response to Intervention

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

Plan for 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. Every month parents are notified when students demonstrate high achievement in math and reading. In addition, parents are notified when students meet blended learning goals. Student who meet or exceed proficiency on the SBAC are publicly recognized at an assembly in August. Students who received a perfect score on the SBAC are recognized at a NS board of directors meeting in September.

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

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

Opportunities will be provided for high-achieving students to lead inquiry-based small group

discussions within language arts and STEM rotations. 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 have led to students learning basic teaching management strategies, presentation skills using technology, ways to scaffold information for different learners, and increased student agency.

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

Plan for English Learners

The charter school will meet all applicable legal requirements for English learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. WPS will implement policies to protect the rights of students and parents and to assure proper placement, evaluation, and communication regarding English language learners. An English Learner Advisory Committee (ELAC) will be formed when there are more than 21 EL students at the school.

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

The 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 redesignated fluent English proficient (RFEP). Educators meet frequently to discuss student needs and to change flexible groupings. Teams of educators also meet quarterly to monitor English learner progress and to determine reclassification candidates.

The WPS ELD program includes the following key components:

- Implementation of the 2012 California ELD standards in alignment with the CCSS and

NGSS

- Designated ELD is data-driven and personalized as teachers identify specific language gaps through ELD formative assessments
- Designated ELD is scheduled during the day at a protected time utilizing the CA ELD standards as the focal standards
- Integrated ELD is used by all teachers with EL students 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 English learners 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 Specially 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
- Instruction develops proficiency in formal, academic English
- Instruction provides access to the core curriculum through rigorous lessons, using scaffolding as needed

Integrated ELD

The ELA/ELD Framework "uses the term integrated ELD to refer to ELD throughout the day and across the disciplines. All teachers with 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)

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

Designated ELD

Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the 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. The master schedule provides an example of the specific time during each instructional day that designated ELD instruction will be provided.

Assessment and Identification

- Home Language Survey - The Home Language Survey (HLS) is administered upon every student's initial enrollment into the Charter School as part of Navigator's standard enrollment form completion process.

- English Language Proficiency Testing - WPS will administer the English Language Proficiency Assessments for California (ELPAC), described in more detail below. All students who indicate their home language is other than English will be ELPAC tested within thirty (30) days of initial enrollment 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 under the Every Student Succeeds Act for annual English proficiency testing.

English Language Proficiency Assessment

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

The ELPAC consists of two separate assessments:

- Initial Assessment (IA)
  The ELPAC IA is used to identify students as either an English learner, or as fluent in English. The IA is administered once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K-12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment (SA)
  ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC IA and SA are paper-and-pencil assessments administered in seven grade spans -K, 1, 2, 3-5, 6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually.

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

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

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

Assessment, Monitoring, and Reclassification Process

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

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

A student is reclassified as fluent English proficient using criteria consistent with legal requirements, including

- Current ELPAC Scores Overall (need to be 4 or 5, no more than one subscore can be a 3)
- ELA SBAC Previous Year Must be a 3 or 4
- Teacher and administration meeting regarding approval on overall performance with an emphasis on writing.
- Consultation with parents

Education Code Section 313(f) specifies that multiple measures be used to reclassify ELs but measures 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 four years to ensure their continued ability to achieve mastery of CCSS English Language Arts standards and to provide additional support, if needed.

Materials

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

ELD Professional Development

Watsonville Prep 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.

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

- Unpacking the 2012 ELD standards
- 2014 ELA/ELD Framework
- Training and support for administration and site leadership
- EL program options and reclassification criteria
- Current EL assessments, research and policy
- English Language Advisory Committee training and support
- California Charter School Association (CCSA) annual conference
- Designated ELD instruction
- Lesson planning and online resources
- Integrated ELD training for core subjects
- Supporting English learners in the mathematics classroom

- Project-Based Learning (PBL)
- Thinking Maps
- Guided reading
- Effective instruction and best practices refreshers
- Kate Kinsella: Speaking Frames, Vocabulary, and English 3D Technology integration and CUE conferences
- CAASPP assessment analysis
- Project GLAD strategies
- ELPAC assessment analysis
- Unpacking CCSS and NGSS

Monitoring and Evaluation of Program Effectiveness:
The evaluation for the program effectiveness for EL students at WPS will include:

- Adhering to charter school-adopted academic benchmarks by language proficiency level and years in program to determine annual progress
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring of student identification and placement
- 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 English learners. It promotes language acquisition and proficiency, oral language development, and enriched learning opportunities. The inclusive and collaborative environment at WPS gives ELs a setting to learn from and with English-speaking peers, as well as other ELs. 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 ELs 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 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 during designated and integrated ELD include:

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

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.

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

Leveled reading groups: 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.

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").

The Charter School will join the El Dorado County Charter SELPA and understands that the Charter School shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence. 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 K).

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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a records of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be

carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

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

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

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, the 504 team will make a referral for assessment under the IDEA.

If the student is found by the 504 team to be eligible for accommodations under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure the student receives a free 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 L. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and small group instructors, must have a copy of each student's 504 plan. The Principal or Coach will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEA

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

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School will comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. A copy of SELPA procedures, participation agreement and applicable forms, is available in Appendix M. 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.

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

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

Staffing

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

The short-term staffing model for WPS includes a full-time special education teacher and two or more special education paraprofessionals depending on the needs of the students. Speech therapy services, occupational therapy services, psychological services, counseling services, and any other service provider listed on a student's IEP, will be provided through contracted staff,

unless the CMO has already hired one of the needed service providers. As the school grows, more special education staff will be hired by the Charter School.

A long-term staffing model for WPS may include the following full time staff: additional special education paraprofessionals, a speech pathologist, a counselor and a psychologist.

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. No assessment or evaluation will be used for admission purposes. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the 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 Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.The oversight entity shall have access to the Charter 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 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.

Referral for a special education assessment might come through the Student Study Team (SST) process. When a student is determined to be in need of more intensive interventions, the student is referred to the SST. At this meeting parents, intervention staff, teachers and an administrator

review data and create an intervention plan to implement for at least 4 weeks. A follow-up meeting is scheduled to determine if the interventions were effective. If the interventions were not effective, a new intervention plan is created, a follow-up meeting scheduled where intervention efficacy is reviewed again. If the student is not making satisfactory progress, a referral might be made for a special education assessment or a new cycle of intervention occurs. Parents will be informed that special education and related services are provided at no cost to them and includes assessment guidelines and assurances that if conflicting with SELPA policies and procedures, then SELPA policies and procedures will govern.

In the event that the Charter receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and follow SELPA policies, procedures, and timelines. Charter shall respond to a written request for assessment within 15 days. If Charter concludes that an assessment is appropriate, it will send written Assessment Plan within 15 days, and upon receipt, conduct the evaluation and hold the IEP within 60 days.

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. Timelines for meetings include the following: Yearly to review student's progress; every three years to review the results of a mandatory comprehensive reevaluation; after student has received a formal assessment or reassessment; within 30 days of a parent's request; when an Individual Transition Plan (ITP) is required at the appropriate age; if manifestation determination is required.

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. Every student who is assessed for special education will have an IEP that documents assessment results and eligibility for special education services.

Assurances of modifications and accommodations and Least Restrictive Environment (LRE) Assurance that IEP goals and services will be linguistically appropriate as per Ed Code Section 56345 (b). A copy of the IEP will be given to the parent in accordance with state laws and policies on SELPA forms.

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with 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 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.

Reporting
Assurances that Charter will collaborate with authorizer or SELPA to collect/maintain information required by IDEA and lists: age, grade, type of disability, ELL status, and number of students receiving service, number of students receiving and types of test modifications and exemptions; settings of service; suspension data, and reasons for charter exiting. All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Charter staff member.

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 for investigation.

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

Due Process Hearings

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

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.

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 of 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. The school has clearly defined schoolwide outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d)."

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).

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 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.

Outcomes Aligned to State Priorities

The outcomes for the students of WPS that were outlined are aligned with state priorities and goals. The table below describes the alignment and reorganizes the metrics around the state goal they support.

Watsonville Prep Outcomes Aligned to State Priorities			
State Priority #1. The degree to which teachers are appropriately assigned (E.C. Section 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. Section 60119), and school facilities are maintained in good repair (E.C. Section 17002(d))			
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	Person(s) Responsible
• WPS will maintain appropriately assigned classified and certificated employees in 100% of classrooms • WPS will develop and utilize the most up-to- date standards aligned instructional materials that prepare students for college and career	• An annual audit is performed to verify appropriate placement of classified and certificated employees • Ongoing support is provided to certificated staff to allow them to move from an intern to a fully credentialed employee • An annual staff survey is implemented • WPS staff completes all mandatory state	• 100% appropriated credentialing from annual audit • 100% of staff receive personalized professional development through coaching • WPS achieves 80% retention of staff after two years • 90% of faculty reports that they have the necessary resources to	Director of HR, Principal and Operations staff

• School facilities are maintained and in good repair	trainings • Operations staff conducts monthly site walkthroughs to ensure facilities are maintained and in good repair	succeed in the classroom on annual staff survey • 90% of community members agree that the school is clean and orderly on community survey • 90% of school and operational leaders rate the school condition as acceptable on the monthly walkthrough	

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency			
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	PERSON RESPONSIBLE
• All WPS math and language arts curriculum are aligned to CCSS • All WPS curriculum will be designed to support ELs and other subgroups	• WPS develops a school calendar that allows for weekly professional development opportunities to address implementation of the common core standards with a focus on	• 75% of ELs make progress towards EL proficiency as measured by the CELDT/ELPAC • Monthly, 100% of teachers will participate in professional development including CCSS	Classroom teachers with support from Principal and VP of Academics

	EL students • Standards based quizzes and interim assessments are administered at all grade levels. Immediately following, the teacher and coach will conduct data analysis to identify strength and next steps • Resources, materials, and software aligned to CCSS are be provided schoolwide to enhance student outcomes • All curriculum maps have goals and strategies to support ELs • Professional development includes dedicated days each year for training on implementing CCSS and on supporting ELs	implementation through current technology • School leadership conducts yearly audit of curriculum maps to ensure alignment to CCSS and include supports for ELs and struggling students	

	and struggling students • Provide educators on-going coaching that focuses on CCSS practices • In order to enhance CCSS learning, current technology and on-going training and support will be provided • WPS provides various professional opportunities for teachers to learn ELD standards and how to integrate them explicitly into instruction		
State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation			
ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	PERSON(S) RESPONSIBLE
• WPS increase parent involvement in	• The school site promotes and encourages	• Greater than 75% of parents	Director of Community Outreach, VP

school and solicits parent feedback • Parents demonstrate high satisfaction with the school's program	parents to attend school-based informational meetings, councils, and volunteer activities through newsletters, signage, direct communication, and social media • Parents provide feedback through an annual survey	complete community survey • 90% of parents feel they have ample opportunities to engage in volunteerism and community meetings, as measured by the annual parent survey • 80% of parents "likely" or "highly likely" to recommend the school to a friend	of Culture, Principal

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

A. Statewide assessments (SBAC, or any subsequent assessment as certified by SBE)
B. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT/ELPAC
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. Section99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	PERSON(S) RESPONSIBLE

• Academic achievement on the annual SBAC testing consistently surpasses the CA state average • In ELA and mathematics, by fifth grade and beyond, 75% of students will show mastery of California Common Core State Standards as measured by a score of proficient or advanced on the SBAC • 75% of students meet annual growth goals of one performance level each year on ELPAC • Students are redesignated as Fluent English	• Standards based quizzes and interim assessments are analyzed to determine individual students strengths and next steps; in-class intervention targets any and all students needing extra support; additional after-school intervention may be utilized based on data collection • Specialized intervention groups are formed to target specific learning needs; CCSS- aligned curriculum and software are provided to these intervention groups as needed • Summer school is provided annually for	• 90% of ELs reclassified as English proficient within six years of original designation • 75% of students are proficient or above on CAASPP assessments by fifth grade • 75% of all subgroups score a proficient or above on CAASPP assessments by fifth grade • 75% of ELs make annual progress towards EL proficiency as measured by the CELDT /ELPAC • 90% of students feel safe at school as measured on the annual student survey	Classroom teachers, principal

Proficient within six years of entering WPS • Students demonstrate college and career readiness through SBAC scores	struggling students • WPS provides a broad course of study for students; students are provided with enrichment and field trip opportunities including but not limited to STEM, physical education and the arts • Social and emotional skills are explicitly taught during weekly class meetings; PBIS model is utilized to promote positive behavior		

State Priority #5. Pupil engagement, as measured by all of the following, as applicable: A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC Section 52052.1(a)(3)) D. High school dropout rates E. High school graduation rates			
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	PERSON(S) RESPONSIBLE

• WPS students attend school regularly, consistently and on time	• WPS implements an Attendance and Truancy Policy • Parents are informed of chronic absence and truancies specified in the Attendance and Truancy Policy • WPS provides training to site staff on the Attendance and Truancy Policy	• 95% Average Daily Attendance (ADA) • Less than 3% of WPS students are tardy per day • WPS maintains an annual Chronic Absentee Rate of less than 2%	Principal / Office manager
State Priority #6. School climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness			
ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	PERSON(S) RESPONSIBLE
• Students are collaborative and engaged citizens within their community • Students consistently implement strong SEL skills and represent core	• WPS engages in extensive community building through whole-school morning messages and parent involvement opportunities, as well as other school events	• < 1% suspensions per school year • <1% expulsions per school year • 80% of students would say other students consistently demonstrate our core values	Principal, Vice Principal of Operations and Culture, Vice Principal of Academics, Director of Community Outreach, Director of Student Services, Teachers, Small Group Instructors, SPED

values through their actions	• A social-emotional curriculum is taught during school community meetings and reinforced throughout the day by all staff.Culture surveys for students, parents, and staff are administered multiple times per year	on our annual culture survey • 90% of students would say they are satisfied with WPS on our culture survey • 90% of parents say they are satisfied with WPS on our culture survey • > 10% student transfer rate per year	Paraprofessionals, Yard Duty staff

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. Section 42238.02) and students with exceptional needs.

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

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. Section 51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. Section 51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	PERSON(S) RESPONSIBLE
• WPS students, including students from	• WPS's model offers students an all-	• 100% of WPS students including students from all	Principal

all sub groups, have access to all instructional programs as detailed in the charter	inclusive environment in all academic and instructional programs; this includes push-in service from special education staff in classrooms to support both students with IEPs and at-risk students	sub groups will have access to academic and instructional programs including core subjects, PE, enrichments, and electives as detailed in the charter	
State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.			
ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	PERSON(S) RESPONSIBLE
• Students at WPS will become proficient readers and writers of the English Language and will be proficient speakers and communicators of the English Language • Students at WPS will become proficient in	• WPS implements standards-based curriculum maps • WaPS implements regular formative and benchmark assessments aligned to standards • WPS implements a robust intervention	• 75% of students demonstrate annual growth as measured by the STAR Math and STAR Reading • By fifth grade, 75% of all students and all subgroups (EL, SED, Latinos, African Americans, and SED) are proficient or advanced as measured by the English, math, and/or science	Teachers, Principal

mathematical skills and content • Students at WPS will become proficient in scientific thinking and concepts • Students at WPS will become proficient in social science and history standards	program including in-class, afterschool, and summer school interventions • Curriculum maps are designed to support ELs and struggling students • Curriculum maps are aligned to assessments based on CCSS • Professional development and weekly coaching and data meetings are implemented to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups	portions of CAASPP assessments • School leadership yearly audit of curriculum maps demonstrates that 100% of curriculum maps are aligned to CCSS and have supports for ELs and students requiring intervention	

Element 3: Methods by Which Pupil Progress Toward Meeting Outcomes Will Be Measured

"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 and blended data, a mid-year interim assessment, and an annual summative assessment provides the educational leadership team with a variety of information to inform instructional decisions.

Administration of State and National Tests
Student assessment is the cornerstone of Navigator's ability to guide students toward proficiency and advanced levels of achievement.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.

Navigator Assessments			
Assessment	Content Areas	Description	Use of assessment
SBAC	English, mathematics	End of the year state mandated assessment on grade-level standards	Measures student absolute performance and mastery of California

		for Math and English	State Standards
NWEA MAP for Grades K-2	English language arts, mathematics	Nationally-normed assessment that compares a student's performance against the performance of same-grade peers nationally	Allows the school to determine how much growth students have made over time and how that growth compares to students at similar schools nationwide
ELPAC	English learner development	Test administered at the beginning of the year to students who have a home language other than English	Measures students' mastery of the English language and allows schools to monitor students' progress toward English proficiency
STAR Reading STAR Math	Reading, mathematics	Nationally-normed test that identifies students' reading level and Lexile level as well as percentile and grade equivalency for math	Allows teacher to group students for literacy-based instruction and monitor progress
Interim Assessments Created by Navigator	English language arts, social studies, and science	Internally-created assessments for English, science, and social studies	Allows teachers to group and reteach based on data and to assess students' mastery of California Common Core State Standards; uses question frames and types similar to the Smarter Balanced Assessment to prepare students for the SBAC

Weekly Quizzes	English language arts, mathematics	Comprehension and vocabulary quizzes based on the texts read that week and the math standard of the week	Data drives instruction for the next week, highlights areas for whole class re-teaching, and informs creation of groups for additional support
Daily Exit Tickets	English, mathematics, science, social studies	2-3 short questions given at the end of every lesson	Teachers will use this data to pull groups for focus at the end of the day, or plan a re-teach for the entire class should that data warrant it
Proof of Proficiency Projects (POP)	Science, social studies	Projects include essays, speeches, video productions, or demonstrations	Teachers use POP projects to measure students' mastery of the content; checkpoints along the way allow for instructional shifts
California Science Test (CAST)	Science	State assessment used to measure state standards for science	Measures student mastery of science based on the California Next Generation Science Standards (NGSS) in grades 5 and 8
California Alternative Assessment (CAA)	English, mathematics, science	State assessment aligned with alternate achievement standards	Helps teachers identify and address gaps in knowledge or skills early so students can receive the support they need

Students will also complete the California Mandated Fitness Test in their 5th and 8th grade years.

Watsonville Prep is dedicated to continuous improvement and will annually reevaluate our execution of our mission and vision with various stakeholders. Thus, an annual survey will be sent home for parents to complete. Staff will complete this survey two times per year to give feedback and suggestions to the school. Additionally, students will complete an annual survey that includes questions regarding culture of their classrooms and the safety of the environment and elicits suggestions for overall school improvement. Data from these key stakeholder surveys will be used to inform improvement to WPS. Comprehensive summaries of all qualitative and quantitative survey results will be provided to the board for its annual review.

Use and Reporting of Data

WPS will use a student information system in conjunction with the Charter School's data dashboard to warehouse and report student performance on the various assessments. Currently Navigator Schools utilizes Illuminate as the student information system.

Reports from assessments are made available to students, parents, and the Navigator School Board as requested and will be accessible to parents daily through a live parent portal. Teachers will update student data on an ongoing basis. Quarterly, parents will receive printed student progress reports. Teachers will be provided with student data from the previous school year and will input all current student data into Illuminate on a weekly basis. Site leaders will also use the Illuminate database to course correct and develop professional development plans based on local and state assessments. Additionally, WPS staff will present annual results and metrics to the Navigator Schools board and the PVUSD board as requested.

This information, along with the results from state and federal assessments will be included in the School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English learners, socioeconomically disadvantaged students, and students with disabilities.)

Once a week, WPS staff will meet during an early-release period to review weekly assessment data. It is at these meetings that curriculum and instruction adjustments will be 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 the Charter School's performance and compliance with the terms of this charter.

Pursuant to Education Code Section 47604.3 WPS shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the 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.

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

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 school's communities and community-at-large, including financial expertise, community and educational leadership. The Board shall include representatives and members of the community, including one (1) parent representative from Gilroy Prep School, and one (1) parent representative from Hollister Prep School (Foundational Schools). The Board bylaws 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.

The Board has created a Governance Committee to implement a process to nominate new board members.

a. Each spring (or as needed due to unplanned vacancies), the Governance Committee will identify existing vacancies, or vacancies that are bound to arise due to expiring Board terms. Though the Governance Committee is responsible for the vetting of all potential board candidates, any member of the Board may identify potential members and submit a resume for the candidate to the Governance Committee.
b. When a vacancy exists in either, or both, of the Parent Representative seats from the Foundational Schools, the Governance Committee shall provide a notification to the respective school site council who shall put forth up to five (5) qualified parent candidates for the Governance Committee to interview (during a public meeting).
c. The Governance Committee will review resumes for, have conversations with, discuss and rank all prospective candidates.
d.The Governance Committee will recommend candidates to the Board and bring the nomination to the Board for a vote at the next Board meeting.
e. The full Board will review the candidate's resume and vote to approve new members by majority vote.
f. If the Board does not vote to approve a parent candidate recommended by the

Governance Committee (from a list put forth by the appropriate school-site council), the Board will request that a new list of parents candidates be generated and provided to the Board following the same process (the school site council will provide up to 5 candidates for the Governance Committee to interview and then the Governance Committee will forward one or more candidates to the Board to choose from).
g. New members will begin their term of office in July, or as needed when there is a vacancy. Once members have been sworn in, the Navigator Schools Board of Directors will partake in a mandatory board introductory training as well as the annual board training. New members will be presented with the past history of the board, by laws and policies, as well as all full board and committee responsibilities.
h. New members will be elected to the Board when a previous member's term expires at an annual meeting occurring during the last quarter of the fiscal year. If vacancies occur mid-year or the Board wishes to grow in size between annual meetings, new members may be added at any Board meeting held for this purpose.

2017-18 Board of Directors: (Biographies can be found in Appendix Q)
The Navigator Schools Board of Directors currently includes the following members:

- JP Anderson, Gilroy Prep School parent, KeyPoint Credit Union
- Nora Crivello, Hollister Prep School parent, WestPak, Inc.
- John Flaherty, Gilroy resident, former Chief of Staff, U.S. Department of Transportation
- Alicia Gallegos-Fambrini, Innovate Public Schools Board member, former educator
- John Glover, Alpha Public Schools
- Joyce Montgomery, Summit Public Schools
- Fiauu Ohmann, Pajaro Valley Chamber of Commerce and Agriculture
- 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 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;

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.

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 and Governance
All stakeholders in the school community play a very active and important role in the accomplishments of Watsonville Prep School. Cultivating and continuing a strong partnership will ensure the success of all Navigator Schools. This collaboration greatly enriches both the academic and social programs. Stakeholders will be involved in all levels of decision-making at Watsonville Prep School and their participation will help to fulfill the promise of a well-rounded education for all students.

Staff, students, and community members are invited to attend board meetings, committee meetings, school site meetings, and annual LCAP meetings. Meeting times and locations are planned so it is convenient for parents and community members to attend. Notification will be posted at the school site, through hard copy and electronic messages, and on the WPS website. Staff, students, and families also participate in annual surveys to ensure school community voice is included as decisions are made about Watsonville Prep School.

Governing Board

Parents and community members will be encouraged to apply to serve on the Navigator Board of Directors. Furthermore, parents and community members will be invited to serve on each of the school's Governing and Executive Committees, that could include but would not be limited to: personnel, curriculum, budget, safety, academics, technology, arts, professional development, and facilities.

Parents attend monthly School Site Council (SSC) and English Learner Advisory Committee (ELAC) parent meetings where they elect their own officers and representatives.

School Site Council (SSC)

School Site Council's role is to develop, review, update, recommend approval of the Single Plan for Student Achievement (SPSA) to the Governing Board of Navigator Schools, and give regular input on Navigator Schools LCAP. Watsonville Prep SSC will have the responsibility for allocating categorical block grant resources and setting the site-based practices and procedures to achieve the school's program goals, thus promoting the best educational program possible for students.

Involvement in the School Site Council will provide for direct parent and teacher collaboration in the ongoing process of reviewing and revising the school's educational program. This will enable Navigator to continue meeting the unique and changing needs of each Watsonville Prep student.

All meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public and an agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 24 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comment" period will be added to a later agenda for official discussion. Minutes of meetings will be posted on the school campus in the main office and on the website.

Selection Process of School Site Council Members

Members of the Watsonville Prep School Site Council shall serve two-year terms. The voting members of the SSC shall include representatives from the school's various constituencies and will be comprised of:

- The principal
- Chairperson
- Three certificated representatives (to be elected by certificated staff)

- One classified representative (to be elected by classified staff)
- 5 WPS parent members (to be elected by parents of WPS students)

English Learner Advisory Committee

The English Learner Advisory Committee's (ELAC) role is to advise the principal and SSC on programs and services for English Learners. The ELAC acts in an advisory capacity and serves as a voice for the English learner community. Under CA laws, all schools with more than 21 ELs must have an ELAC. Committee membership must include parents of ELs, but may also include other duly elected family and community members. The percentage of parents who are elected must be equal to the percentage of ELs at the school. (For example, if 50% of students at the school are ELs, at least 50% of the ELAC must be parents.) The remaining percentage of the committee can be comprised of the principal, community members, parent liaisons, and teachers and other staff. However, only parents of ELs are empowered to elect additional members to the ELAC.

The ELAC is required by law to be involved in the following tasks:

- Monitoring and evaluating the school's EL program, including the review of the school's plan for English learners
- Advising on the school's SPSA
- Analyzing and reviewing the school's needs assessment
- Analyzing and reviewing the school's annual language census report (R-30 LC Report)
- Ensuring that other parents are aware of the importance of regular school attendance
- Developing the Title I Parent Involvement Policy and School-Parent Compact, which will describe how parents, school staff, and students will share responsibility for improved student academic achievement and proficiency on the Common Core State Standards

Watsonville Prep will strive to have the ELAC and SSC overlap to the extent possible under the law. The two committees will convene to ensure alignment on the SPSA and LCAP Plan, as they both play development and monitoring roles.

Other leadership and participation opportunities

Watsonville Prep School staff, parents, and other community members will be invited to participate in the parent club, attend monthly bilingual parent coffees, attend parent/teacher conferences, volunteer in the classroom, and attend morning openers. Navigator Schools will honor, encourage, and respect the voice of stakeholders to ensure WPS continuously serves the needs of the community.

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 value teamwork, collaborative decision-making, technology and innovation, and who are passionate about eliminating the achievement gap. Navigator staff also manifest 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 Schools will not discriminate or harass based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law. The Charter School is a School of Choice and no employee will be forced to work for the Charter School. Navigator Schools will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

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

CANDIDATE REQUIREMENTS
The ideal candidate will possess the following qualifications:

- Masters or Doctorate degree or equivalent work experience preferred
- A proven track record as an effective leader
- Experienced manager of managers
- 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
- 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
- Bilingual in Spanish a plus

Chief Academic Officer (CAO)
The Chief Academic Officer is charged with driving exceptional academic achievement and positive school culture. 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
- A minimum of seven years of leadership experience with success in many of the following areas: leading a high performing/high poverty school, successfully leading and supporting school leaders, implementing and supporting rigorous curricula, supporting Special Education, effectively managing data and assessment
- Strong instructional acumen and the ability to use data to evaluate strategic options and generate recommendations
- Significant experience in high poverty communities with a passion for empowering students and families
- Commitment to building relationships and trust with leaders, teachers, students, parents, and community
- A track record of leading, motivating, and developing diverse and high-performing teams
- Belief in and insistence on a strengths-based approach, recognizing that the only way to grow is to build from people's strengths
- 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
- Bilingual in Spanish a plus

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, and 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 positively navigate 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
- Ability to establish and maintain cooperative and effective relationships with those contacted in the course of work
- Bilingual in Spanish a plus

Vice Principal of Academics and Intervention (A&I)
The Vice Principal of Academics and 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 member of the Charter School administrative team.

CANDIDATE REQUIREMENTS
The ideal candidate will possess the following qualifications:
- Bachelor's degree and valid California Teaching Credential required
- Minimum 3 years of teaching experience required and a minimum of five 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 positively navigate 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
- Ability to establish and maintain cooperative and effective relationships with those contacted in the course of work
- Bilingual in Spanish a plus

Vice Principal of Culture and Operations (C&O)
The Vice Principal of Culture and 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 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
- Ability to establish and maintain cooperative and effective relationships with those contacted in the course of work
- Ability to successfully lead school scheduling and operations to ensure school runs safely and effectively, including, but not limited to: scheduling, purchasing, safety, fundraising, compliance, field trips, and facilities
- Must be able to maximize program utility and student/staff satisfaction
- Must be able to lead school culture initiatives to promote a positive and inclusive learning environment that upholds high expectations for all students and staff members
- Bilingual in Spanish a plus

Teachers
Teachers at Navigator Schools are specifically trained in the Navigator instructional model, and they are 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, and transform children into 21st century citizens. Another key attribute of Navigator teacher is that s/he maintains 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:

- K-8: Bachelor's degree and at least one 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

- Ability 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 and commit to 100% student engagement
- Bilingual Spanish a plus

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

CANDIDATE REQUIREMENTS
The ideal candidate will possess the following qualifications:

- Bachelor's Degree and Valid California Resource Specialist Special Education Credential Required
- Graduate degree a plus
- 1-4 years of teaching experience working with a diverse student population preferred
- Excellent communication skills (both oral and written)
- Ability to use discretion and good judgment when dealing with confidential and sensitive information
- Knowledgeable of federal, state, and local special education laws and regulations
- Ability to provide direct instruction at least 70% of the time and services for students whose needs are identified in a written IEP and who are assigned to general education classrooms for a majority of the day
- Must collaborate in the development and implementation of behavior management techniques as appropriate
- Observes student behavior in the general education classrooms and consults with teachers regarding these behaviors
- Communicates regularly with students and parents
- Must work closely with school psychologist, speech and language pathologist, and other providers of related services for special needs students to ensure optimal services as provided and that 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 Charter School

personnel, parents, and other agencies for the best interests of each student
- Must maintain high expectations for self and students at all times
- Builds 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 Instructor (SGI)
The Small Group Instructor is responsible for working with teachers and students to help facilitate learning in the classroom. An SGI 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:
- Associate's Degree and High School Diploma or GED required, Bachelor's degree Preferred
- Commitment to student success and learning
- Knowledge of commonly used concepts, practices, and procedures within the field
- Reliance on instructions and pre-established guidelines to perform job functions
- Desire to improve professionally; open to receiving coaching and feedback
- Flexible to changing work environment; always presents with a positive attitude
- Ability to read and write simple correspondence
- Possesses effective communication skills
- Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages
- Bilingual in Spanish a plus

Paraprofessional
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:
- Associate's degree and High School Diploma or GED required, Bachelor's Degree Preferred
- Commitment to student success and learning

- Knowledge of commonly used concepts, practices, and procedures within the field
- Reliance on instructions and pre-established guidelines to perform job functions
- Desire to improve professionally; open to receiving coaching and feedback
- Flexible to changing work environment; always presents with a positive attitude
- Ability to read and write simple correspondence
- Possesses effective communication skills
- Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages
- Bilingual in Spanish a plus

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

CANDIDATE REQUIREMENTS
The ideal candidate will possess the following qualifications:

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

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

CANDIDATE REQUIREMENTS
The ideal candidate will possess the following qualifications:

- Experience in working in charter schools, education, and/or non-profits preferred
- Knowledge of commonly used concepts, practices, and procedures within the field
- Reliance on instructions and pre-established guidelines to perform job functions
- Desire to improve professionally, open to receiving coaching and feedback

- Flexible to changing work environment; always presents with a positive attitude
- Ability to read and write simple correspondence
- Possesses effective communication skills
- Bilingual in Spanish a plus

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

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

Salaries and Benefits
Employee salaries are determined 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)

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 the charter school 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. Navigator Schools will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

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. The Board Chair and Director of Human Resources will monitor the fingerprinting and background clearance of the CEO. Volunteers who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering with the direct supervision of a credentialed employee.

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

Tuberculosis Risk Assessment and Examination
Employees and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and

working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations
All enrolled students and staff 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, Navigator Schools has adopted a policy on student suicide prevention, which shall be applicable to Watsonville Prep School. (Appendix T)

Feminine Hygiene Products
The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

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 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-Free, Alcohol-Free, and Smoke-Free Environment
WPS will function as a drug-free, alcohol-free, 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 are compliant with the California Building Standards Code, including provisions for seismic safety. WPS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure they are maintained in an operable condition at all times. Navigator Schools will receive a Certificate of Occupancy before start of school and follow all state guidelines for fire inspections.

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 Schools 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. Please see Appendix U for the 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, 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.

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

"The means by which the charter 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.

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, farmer's markets, grocery stores, and shopping centers to promote WPS and to meet prospective students and their families.
- Distribution of promotional material to local businesses, libraries, and community resource centers throughout Watsonville.
- Open houses and school tour visits for prospective students and their families to learn more about the Charter School, Navigator Schools' mission, and the WPS model.

Targeted Community
While WPS will 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. See Appendix V for outreach plan.

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.

Element 8: Admission Requirements

"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d)." 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. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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.

Open Enrollment and Timeline
Open enrollment at WPS will starts the first day of school each year and run through March 31.

During this defined period all applications received are eligible to enter the WPS lottery. 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 current students
2. Children of teachers, staff, and founders identified in the original charter (not to exceed 10% of the total enrollment)
3. Residents of the Pajaro Valley Unified School District who reside within the city boundaries of Watsonville
4. Other residents of the Pajaro Valley Unified School District
5. All other applicants

The Charter School intends to apply for the federally-funded Public Charter School Grant Program (PCSGP) and reserves the right to modify the lottery preferences if needed to comply with the terms and conditions of the PCSGP. The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv)

<u>Assurances</u>

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

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Chief Executive Officer). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order

beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available at that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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 public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Families who submitted completed application forms prior to the deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process at least two weeks prior to the public random drawing date. Families do not have to be present to participate in the lottery.

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
      - Proof of immunization
      - Home language survey
      - Emergency medical information
      - Release of records
      - Kinder orientation (for newly admitted kindergarten students)

<u>Minimum Age for Enrollment</u>

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

Element 9: Annual Financial Audit

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

An annual independent financial audit of the books and records of Navigator Schools will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Navigator Schools are kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit will 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.

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. 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.

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.

Element 10: Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

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

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." 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 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily

removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

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, which includes, but is not limited to, electronic files and databases.
g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of 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, which includes, but is not limited to, electronic files and databases.
l) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that

the replica is a firearm.

m) 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, which includes, but is not limited to, electronic files and databases. 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, which includes, but is not limited to, electronic files and databases, 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 school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the

rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
        iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    2) "Electronic Act" means the creation or transmission originated on or off the 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 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.
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, which includes, but is not limited to, electronic files and databases.
g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of 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 which includes, but is not limited to, electronic files and databases.
l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m) 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, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it was made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property which includes, but is not limited to, electronic files and databases, 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 school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This 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.

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.

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:

1. Conference
For suspensions of fewer than 10 days, Charter School will provide written notice of the charges against the student. If the student denies the charges, Charter School will provide explanation of the evidence that supports the charges, and an opportunity for the student to present his or her side of the story.

For suspensions of 10 days or more, Charter School will provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within 30 days, the school will also hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

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, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. 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 parent/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.

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

Authority to Expel
As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Navigator Schools Board of Directors following a hearing before it or by the Board upon the recommendation of a neutral and impartial 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. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures
Charter School will provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within 30 days, the school will hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

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. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
Navigator Schools 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 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 entity 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.

Involuntary Student Disenrollment, Dismissal, or Transfer

A clear statement that no student will be involuntarily disenrolled, expelled or dismissed by the

charter school for any reason unless the parent or guardian has been provided written notice of intent to remove the student at least five school days before the effective date. The written notice must be in the student's native language and inform him or her of the right to initiate hearing procedures. The notice will be provided to the parent via email, certified or registered mail or hand delivered. The notice Includes an assurance that, if the student's parent or guardian initiates the hearing procedures, the student will remain enrolled until the charter school issues a final decision.

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

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

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

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 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 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.

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 in the student's file, including the child's IEP/504 Plan, and teacher observations, and any 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 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.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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 to be eligible for special education and related services and who has violated a code of student conduct may assert the procedural safeguards if the Charter School had knowledge that the student was disabled before the behavior occurred. Knowledge on the part of the Charter School includes:

The parent/guardian has expressed concern in writing, or orally, to supervisory or administrative personnel of the Charter School that the child is in need of special education and related services.

The parent/guardian has requested a special education evaluation of the child.

The student is in the process of being assessed for special education.

The student has a section 504 plan.

The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child to the director of special education of the Charter School or to other supervisory personnel of the Charter School.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 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.

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.

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.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Navigator. Employment by Navigator Schools provides no rights of employment at any other entity, including any rights in the case of closure of WPS.

Element 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)

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

Disputes between Navigator Schools and the Authorizing District
Navigator Schools and the District will attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. Navigator Schools acknowledges the District's on-going right to inspect and observe 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 which both parties mutually agree, in advance. During this process, neither party will make public comment.

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 internal complaint policies and procedures, including a Uniform Complaint Policy and Procedure, as adopted by the Board of Directors, and required by state law. 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)

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

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

Miscellaneous Charter Provisions

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 also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation." Education Code Section 47605(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
- Five year budget projections
- Revenue and Expenditure assumptions
- Five-year monthly cash flow projections
- Evidence of a strong reserve fund

Navigator Schools will provide reports to the District and County Superintendent of Schools, as follows, in accordance with Education Code Section 47604.33, and will provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- By July 1, a local control and accountability plan and an annual update to LCAP required 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, California 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.

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. Detail of the anticipated COLA can be found in Appendix X.

Staffing

Navigator is fully staffed to support the program as described but may add additional staff to support programs. A detailed year-by-year staffing plan with projected salary and benefit costs is included in Appendix X.

Staff Development

Navigator commits annually to funding professional development. Detailed projected expenditures for staff development are included in Appendix X.

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 will seek to operate in District facilities, as it is important for the Charter School to be located within the Watsonville community. In partnership with the District, WPS will be interested in securing a long-term lease on District facilities to provide a stable, safe learning environment for students and families. WPS may exercise its rights under Proposition 39 to secure affordable, quality facilities. (To illustrate this interest, see Appendix Y for Intent to Enroll Forms) WPS will be committed to serving the Watsonville community and thus intends to operate within the city boundaries of Watsonville. To ensure that WPS is able to provide its entire academic program and extra-curricular activities necessary for a kindergarten through eighth grade program, the facility will require access to the following:

- Classrooms: A minimum of 20 classrooms of at least 960 square feet per classroom
- Multipurpose room, gymnasium and cafeteria with adequate space to safely prepare and serve breakfast and lunch to the entire student body
- Special education resource room
- Sufficient number of restrooms for students and staff
- Office space for administrative staff (including Principal, Vice Principals, Office Manager, Office Assistant, and Counselor)
- Routine access to fields large enough for physical education and afterschool sports programs

Whereas addressing charter school facilities needs can put a strain on the relationship between a school district and the charter school, and whereas Watsonville Prep desires to develop a positive and collaborative relationship with PVUSD, and whereas WPS seeks to positively contribute to the overall student housing needs for students residing in Watsonville, WPS is actively evaluating available community facilities not owned by PVUSD to operate WPS in accordance with all local permitting and building code requirements.

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
Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. Pursuant to Education Code Section 47613(a) , the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03. Navigator Schools' operating budget reflects the oversight fee to be paid annually to the District.

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.

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

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 intends to enter into a memorandum of understanding with the district, 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 charter 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 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.

Appendices

Appendix A Intent to Enroll Forms/Signatures of Interested Teachers
Appendix B Background Information of Founding Team
Appendix C Organization Chart for Navigator Schools
Appendix D Northern Central Coast Regional School Performance
Appendix E Coaching Rubric & Checklist
Appendix F Sample Chants
Appendix G Proposed Bell Schedule & Master Schedule
Appendix H Sample Calendar (2017/2018)
Appendix I Data Meeting Template
Appendix J Navi 101/201 Schedule
Appendix K El Dorado County Charter SELPA Letter of Good Standing & Intent
Appendix L Sample 504 Procedures
Appendix M SELPA Procedures, Participation Agreement, and Forms
Appendix N Navigator Schools Articles of Incorporation
Appendix O Navigator Schools Corporate Bylaws
Appendix P Navigator Schools Conflict of Interest Code
Appendix Q Biographies of Navigator Schools Board of Directors
Appendix R Navigator Schools Employee Handbook
Appendix S Sample Benefits Record
Appendix T Suicide Prevention Policy
Appendix U Emergency Preparedness Plan
Appendix V Watsonville Prep School Outreach Plan
Appendix W Navigator Schools Family Handbook
Appendix X Financial Materials, Including 5-Year Budget Projections and Cash Flow
Appendix Y Intent to Enroll Forms