California Department of Education  
Charter Schools Division  
Revised 5/2018  
accs-aug24item04  
Attachment 1

# Charter School Petition Review Form: Watsonville Prep

CALIFORNIA DEPARTMENT OF EDUCATION

## Glossary of Acronyms and Initialisms

The following acronyms and initialisms are frequently used throughout this document:

* 5 *CCR*: *California Code of Regulations*, Title 5
* CDE: California Department of Education
* *EC*: California *Education Code*
* FY: Fiscal Year
* K: Kindergarten
* MOU: Memorandum of Understanding
* NA: Not Applicable
* SBE: California State Board of Education
* TK: Transitional Kindergarten

## Key Information Regarding Watsonville Prep

### Material Revision: Proposed Location and Expansion

Watsonville Prep (Charter School) currently operates at 407 Main Street in Watsonville.

The Charter School seeks to add a facility at 18 West Beach Street in Watsonville, which is adjacent to the current facility. The image in the proposed revised charter shows the proximity between the sites (Attachment 4, pp. 7 and 135–136).

### Grade Span and Build-Out Plan

Table. 2019–24 Anticipated Enrollment Plan

| Grade | 2019–20 | 2020–21 | 2021–22 | 2022–23 | 2023–24 |
| --- | --- | --- | --- | --- | --- |
| TK | NA | NA | NA | 48 | 48 |
| K | 60 | 60 | 60 | 60 | 60 |
| 1 | 60 | 60 | 60 | 60 | 60 |
| 2 | 60 | 60 | 60 | 60 | 60 |
| 3 | NA | 60 | 60 | 60 | 60 |
| 4 | NA | NA | 60 | 60 | 60 |
| 5 | NA | NA | NA | 60 | 60 |
| 6 | NA | NA | NA | NA | 60 |
| 7 | NA | NA | NA | NA | NA |
| 8 | NA | NA | NA | NA | NA |
| 9 | NA | NA | NA | NA | NA |
| 10 | NA | NA | NA | NA | NA |
| 11 | NA | NA | NA | NA | NA |
| 12 | NA | NA | NA | NA | NA |
| Total | 180 | 240 | 300 | 408 | 468 |

The SBE granted Watsonville Prep’s initial charter petition to establish a charter school serving kindergarten through second grade in 2019–20 and adding a grade level per year through eighth grade. Pursuant to *EC* Section 47607.4, Watsonville Prep was granted a three-year extension of its renewal date, changing the charter term end date from June 30, 2024, to June 30, 2027. Watsonville Prep is scheduled to add seventh grade in 2024–25 and eighth grade in 2025–26 (Attachment 4, pp. 13–14).

Watsonville Prep added TK in 2022–23 and was not required to file a material revision with the SBE. Per *EC* Section 48000(d) and (e) “transitional kindergarten is the first year of a two-year kindergarten program and should not be construed as a new program or higher level of service.”

Table. 2024–27 Anticipated Enrollment Plan

| Grade | 2024–25 | 2025–26 | 2026–27 |
| --- | --- | --- | --- |
| **TK** | 48 | 60 | 60 |
| **K** | 60 | 60 | 60 |
| **1** | 60 | 60 | 60 |
| **2** | 60 | 60 | 60 |
| **3** | 60 | 60 | 60 |
| **4** | 60 | 60 | 60 |
| **5** | 60 | 60 | 60 |
| **6** | 60 | 60 | 60 |
| **7** | 60 | 60 | 60 |
| **8** | NA | 60 | 60 |
| **9** | NA | NA | NA |
| **10** | NA | NA | NA |
| **11** | NA | NA | NA |
| **12** | NA | NA | NA |
| **Total** | 528 | 600 | 600 |

The petition states that for TK classrooms, Watsonville Prep shall meet the adult to student staffing ratios set forth in *EC* Section 48000(g) (Attachment 4, p. 26).

### Brief History

On March 28, 2018, the petitioner submitted the Watsonville Prep petition to the Pajaro Valley Unified School District (PVUSD). On May 23, 2018, the PVUSD voted to deny the Watsonville Prep petition by a vote of five to zero.

On June 19, 2018, the petitioner submitted the Watsonville Prep petition to the Santa Cruz County Board of Education (SCCBOE). On August 16, 2018, the SCCBOE voted to deny the Watsonville Prep petition by a vote of four to three.

On January 9, 2019, the SBE approved the establishment of Watsonville Prep for a five-year term effective July 1, 2019, through June 30, 2024. Through changes to *EC* Section 47607.4, Watsonville Prep was granted a total of three years of extension to its renewal date, therefore effectively changing the term to July 1, 2019, through June 30, 2027.

On or about May 28, 2024, Watsonville Prep submitted a request for a material revision of its charter to expand operations to an additional site, pursuant to *EC* Section 47605(a)(4). The description of the facilities to be used by the Charter School shall specify where the Charter School intends to be located, per *EC* Section 47605(h).

### Lead Petitioner

Caprice Young, Chief Executive Officer, Navigator Schools

## Summary of Required Charter Elements Pursuant to California *Education Code* Section 47605

| **Description of Charter Requirement** | **Subsection and Paragraph(s)** | **Meets Requirements** |
| --- | --- | --- |
| Sound Educational Practice | (c)(1) | Yes |
| Ability to Successfully Implement the Intended Program | (c)(2) | Yes |
| Required Number of Signatures | (c)(3) | Yes |
| Affirmation of Specified Conditions | (c)(4) | Yes |
| Exclusive Public-School Employer | (c)(6) | Yes |
| 1. Description of Educational Program | (c)(5)(A) | Yes |
| 1. Measurable Pupil Outcomes | (c)(5)(B) | Yes |
| 1. Method for Measuring Pupil Progress | (c)(5)(C) | Yes |
| 1. Governance Structure | (c)(5)(D) | Yes |
| 1. Employee Qualifications | (c)(5)(E) | Yes |
| 1. Health and Safety Procedures | (c)(5)(F) | Yes |
| 1. Racial and Ethnic Balance | (c)(5)(G) | Yes |
| 1. Admission Requirements | (c)(5)(H) | Yes |
| 1. Annual Independent Financial Audits | (c)(5)(I) | Yes |
| 1. Suspension and Expulsion Procedures | (c)(5)(J) | Yes |
| 1. Retirement Coverage | (c)(5)(K) | Yes |
| 1. Public School Attendance Alternatives | (c)(5)(L) | Yes |
| 1. Post-employment Rights of Employees | (c)(5)(M) | Yes |
| 1. Dispute Resolution Procedures | (c)(5)(N) | Yes |
| 1. Closure Procedures | (c)(5)(O) | Yes |
| Standards, Assessments, and Parent Consultation | (d)(1) and (2) | Yes |
| Effect on Authorizer and Financial Projections | (h) | Yes |
| Teacher Credentialing | (l) | Yes |
| Transmission of Audit Report | (m) | Yes |
| Goals to Address the Eight State Priorities | (c)(5)(A)(ii) | Yes |
| Transferability of Secondary Courses | (c)(5)(A)(iii) | NA |

## Sound Educational Practice

*EC* sections 47605(c) and (c)(1)

5 *CCR* sections 11967.5.1(a) and (b)

### Evaluation Criteria

For purposes of *EC* Section 47605(c), a charter petition shall be “consistent with sound educational practice” if, in the SBE’s judgment, it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted by the State Board of Education (SBE).

**The charter petition is consistent with sound educational practice.**

### Comments

The Watsonville Prep petition is consistent with sound educational practice. Watsonville Prep proposed to serve pupils in K through grade six within the city boundaries of Watsonville. Watsonville Prep opened in 2019 with 180 pupils in K through grade two and grew one grade per year to reach its goal of serving 420 pupils in K through grade six in 2023–24, adding TK in 2022–23, seventh grade in 2024-25, and eighth grade in 2025–26 (Attachment 4, pp. 13–14).

Watsonville Prep serves as a direct-funded charter school operated by Navigator Schools, a California non-profit public benefit corporation, pursuant to California law. Currently, Navigator Schools operates two college prep K through grade eight schools: Hollister Prep (HP) and Gilroy Prep (GP). Watsonville Prep replicates the identical educational model implemented at both HP and GP charter schools (Attachment 4, p. 7).

## Ability to Successfully Implement the Intended Program

*EC* Section 47605(c)(2)

5 *CCR* Section 11967.5.1(c)

### Evaluation Criteria

For purposes of *EC* Section 47605(c)(2), the SBE shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program":

1. If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the SBE regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners’ control.
2. The petitioners are unfamiliar, in the SBE’s judgment, with the content of the petition or the requirements of law that would apply to the proposed charter school.
3. The petitioners have presented an unrealistic financial and operational plan for the proposed charter school (as specified).
4. The petitioners personally lack the necessary background in the following areas critical to the charter school’s success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in curriculum, instruction, assessment, and finance and business management.

**The petitioner is able to successfully implement the intended program.**

### Comments

#### Budget

Watsonville Prep’s multi-year projected budget includes the following projected pupil enrollment (Attachment 5):

* 180 K through grade two in 2019–20
* 240 K through grade three in 2020–21
* 300 K through grade four in 2021–22
* 360 K through grade five in 2022–23
* 420 K through grade six in 2023–24
* 528 TK through grade seven in 2024–25
* 600 TK through grade eight in 2025–26
* 600 TK through grade eight in 2026–27

Watsonville Prep’s fiscal year 2024–25 second interim report indicates that the Charter School is projecting a positive ending fund balance of $2,040,107 and reserves of 18.87 percent, which is above the recommended 5 percent in reserves outlined in the Memorandum of Understanding between the Chater School and the SBE.

Watsonville Prep’s fiscal year 2022–23 audit report reflected an unqualified status with an ending fund balance of $1,194,682 and a reserve designated for economic uncertainty of 18.38 percent.

The projected financial plan for Watsonville Prep is fiscally sustainable. The CDE concludes that Watsonville Prep’s multi-year financial plan provides for projected operating surpluses, increasing positive fund balances, and adequate reserves.

## Required Number of Signatures

*EC* Section 47605(c)(3)

5 *CCR* Section 11967.5.1(d)

### Evaluation Criteria

For purposes of *EC* Section 47605(c)(3), a charter petition that “does not contain the number of signatures required by [law]” …, shall be a petition that did not contain the requisite number of signatures at the time of its submission …

**The petition contained the required number of signatures at the time of its submission.**

### Comments

The Watsonville Prep petition contained the required number of teacher signatures at the time of its original submission. Teacher signatures are not required for a material revision submission.

## Affirmation of Specified Conditions

*EC* sections 47605(c)(4) and (d)

5 *CCR* Section 11967.5.1(e)

### Evaluation Criteria

For purposes of *EC* Section 47605(c)(4), a charter petition that "does not contain an affirmation of each of the conditions described in (*EC* Section 47605[d])" …, shall be a petition that fails to include a clear, unequivocal affirmation of each such condition. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* Section 47605(d).

| Criteria | Criteria Met |
| --- | --- |
| 1. [A] charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, 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 California *Penal Code*. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. | Yes |
| 1. (A) A charter school shall admit all pupils who wish to attend the school. 2. If the number of pupils who wish to attend the charter school exceeds the charter school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. 3. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand. | Yes |
| 1. 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 shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to *EC* Section 48200. | Yes |

**The petition contains the required affirmations.**

### Comments

The Watsonville Prep petition contains the required affirmations (Attachment 4, pp. 4–6 and 104–105).

## Exclusive Public School Employer

*EC* Section 47605(c)(6)

5 *CCR* Section 11967.5.1(f)(15)

### Evaluation Criteria

The declaration of whether or not the district shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 [commencing with Section 3540] of Division 4 of Title 1 of the California *Government Code*), as required by *EC* Section 47605(c)(6), recognizes that the SBE is not an exclusive public school employer and that, therefore, the charter school must be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (EERA).

**The petition includes the necessary declaration.**

### Comments

The Watsonville Prep petition includes the necessary declaration (Attachment 4, p. 4).

**THE 15 CHARTER ELEMENTS**

## 1. Description of Educational Program

*EC* Section 47605(c)(5)(A)

5 *CCR* Section 11967.5.1(f)(1)

### Evaluation Criteria

The description of the educational program …, as required by *EC* Section 47605(c)(5)(A), at a minimum:

| **Criteria** | **Criteria Met** |
| --- | --- |
| 1. Indicates the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges. | Yes |
| 1. Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person” in the twenty-first century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners. | Yes |
| 1. Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population. | Yes |
| 1. Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, technology-based education). | Yes |
| 1. Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school’s pupils to master the content standards for the four core curriculum areas adopted by the SBE pursuant to *EC* Section 60605 and to achieve the objectives specified in the charter. | Yes |
| 1. Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels. | Yes |
| 1. Indicates how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations. | Yes |
| 1. Specifies the charter school’s special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of *EC* Section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school’s understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities. | Yes |

**The petition presents a reasonably comprehensive description of the educational program.**

### Comments

The Watsonville Prep petition presents a reasonably comprehensive description of the educational program.

#### Educational Program

Watsonville Prep opened in the 2019–20 school year serving K through grade two and grew a grade per year to serve pupils in grades K through six in 2023–24. Watsonville Prep is located within the city boundaries of Watsonville. The mission and vision of Navigator Schools is to equip pupils to be learners and leaders in high school, college, and beyond as well as improve communities through education (Attachment 4, p. 11).

The petition describes instructional models for both K through grade five and grade six through grade eight (Attachment 4, pp. 26–40). Watsonville Prep works with pupils continuously from K through grade eight serving pupils in a small, community-based school setting. The following five key educational elements define a pupil’s K through grade eight experience at Watsonville Prep (Attachment 4, pp. 22–23):

* 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 pupils for the future
* A strong culture of excellence

#### Plan for Low-Achieving Pupils

The Watsonville Prep petition states that Watsonville Prep educators identify all pupils at risk of having any difficulties that interfere with learning. Additionally, pupils are identified for intervention through regular data monitoring by Watsonville Prep staff that utilizes state test results, formative and summative assessments, and teacher data. Watsonville Prep follows the Response to Intervention (RTI) process to provide focused intervention to low-achieving pupils with the purpose of mitigating the underlying academic, social-emotional, or behavioral issues they might present The petition states that the RTI model is based on the following tiers of support (Attachment 4, pp. 25, 43–45):

* Tier 1–Academic and behavioral supports are provided in the general education classroom and are accessible to all pupils.
* Tier 2–Supports are provided to pupils using a full inclusion model via small groups of pupils within the general education classroom.
* Tier 3–Intensive supports are provided to pupils who continue to struggle after consistent provisions of Tier 2 supports.

#### Plan for High-Achieving Pupils

The Watsonville Prep petition states that high-achieving pupils are identified by state test results, formative and summative assessments, and teacher observations. Watsonville Prep supports high-achieving pupils through leveled reading groups, adaptive software, pupil-led discussion groups, and independent learning projects. Parents are notified monthly when pupils demonstrate high achievement in mathematics and reading, and when pupils meet blended learning goals. Independent learning projects will allow high-achieving pupils to demonstrate the acquisition, application, and expansion of skills (Attachment 4, pp. 47–48).

#### Plan for English Learners

The petition states that Watsonville Prep will meet all applicable legal requirements for English Learners (ELs) as they pertain to annual notification to parents; pupil identification; placement; program options; EL and core content instruction; teacher qualifications and training; reclassification to fluent English proficient (RFEP) status; monitoring; evaluating program effectiveness; and standardized testing requirements. The Watsonville Prep petition states that the Home Language Survey is administered upon every pupil’s enrollment into Watsonville Prep. Watsonville Prep will administer English Language Proficiency Assessments for California (ELPAC). All pupils who indicate their home language is other than English will be tested within 30 days of initial enrollment and at least annually thereafter until reclassified as RFEP. The Watsonville Prep petition states that Navigator classrooms implement integrated and designated English language development (ELD), and pupils who are ELs participate in both integrated and designated ELD instructional segments until they have met all reclassification criteria and are RFEP. Reclassified pupils are monitored for at least four years to ensure their continued ability to achieve mastery of Common Core State Standards and English language arts standards, and to provide additional support, if needed. Additionally, Watsonville Prep will provide professional development to improve instruction for ELs and all pupils. The Watsonville Prep petition outlines the evaluation for the program effectiveness for EL pupils at Watsonville Prep (Attachment 4, pp. 48–54).

#### Plan for Special Education

The petition states that Watsonville Prep will comply with all applicable state and federal laws in serving pupils with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Improvement Act. The petition identifies a plan for pupils with disabilities, including identification, assessment referrals, interim and initial placements, implementation of the Individualized Education Program, reporting, and due process (Attachment 4, pp. 54–62).

## 2. Measurable Pupil Outcomes

*EC* Section 47605(c)(5)(B)

5 *CCR* Section 11967.5.1(f)(2)

### Evaluation Criteria

Measurable pupil outcomes, as required by *EC* Section 47605(c)(5)(B), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Specify skills, knowledge, and attitudes that reflect the school’s educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students. | Yes |
| 1. Include the school’s API growth target, if applicable. | NA |

**The petition presents a reasonably comprehensive description of measurable pupil outcomes.**

### Comments

The Watsonville Prep petition presents a reasonably comprehensive description of measurable pupil outcomes (MPOs); however, the petition does not include a description of each subgroup of pupils.

The petition includes a table that outlines the goals, actions, measurable outcomes and method of measurement, and person(s) responsible for each of the eight state priorities (Attachment 4, p. 63). The Watsonville Prep petition states that Navigator Schools enrolls at a minimum the same percentages as PVUSD schools for pupils with disabilities, ELs, homeless/foster youth, and socio-economically disadvantaged (SED) pupils (Attachment 4, p. 14). Additionally, the petition states that Watsonville Prep will focus recruitment efforts on the EL and SED populations (Attachment 4, pp. 101–102).

The CDE notes that the table Watsonville Prep uses to outline the goals, actions, measurable outcomes and method of measurement, and person(s) responsible for each of the eight state priorities has been updated for legal requirements and that the revised goals, actions, and outcomes are reflected in the Charter School’s Local Control Accountability Plan (LCAP) (Attachment 4, pp. 64–74).

## 3. Method for Measuring Pupil Progress

*EC* Section 47605(c)(5)(C)

5 *CCR* Section 11967.5.1(f)(3)

### Evaluation Criteria

The method for measuring pupil progress, as required by *EC* Section 47605(c)(5)(C), at a minimum:

| **Criteria** | **Criteria Met** |
| --- | --- |
| 1. Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the measurable pupil outcomes. | Yes |
| 1. Includes the annual assessment results from the Standardized Testing and Reporting (STAR) program. | NA |
| 1. Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils’ parents and guardians, and for utilizing the data continuously to monitor and improve the charter school’s educational program. | Yes |

**The petition presents a reasonably comprehensive description of the method for measuring pupil progress.**

### Comments

The Watsonville Prep petition presents a reasonably comprehensive description of the method for measuring pupil progress. The petition includes a table outlining the assessment, content area, description, and use of assessment (Attachment 4, pp. 75–77).

Additionally, reports from assessments are made available to pupils, parents, and the Navigator School Board as requested and will be accessible to parents daily through a live parent portal. The petition states that the school is dedicated to continuous improvement and will annually reevaluate the mission and vision of Watsonville Prep with various stakeholders (Attachment 4, pp. 77).

## 4. Governance Structure

*EC* Section 47605(c)(5)(D)

5 *CCR* Section 11967.5.1(f)(4)

### Evaluation Criteria

The governance structure of the charter school, including, but not limited to, the process … to ensure parental involvement …, as required by *EC* Section 47605(c)(5)(D), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Includes evidence of the charter school’s incorporation as a non-profit public benefit corporation, if applicable. | Yes |
| 1. Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:    1. The charter school will become and remain a viable enterprise.    2. There will be active and effective representation of interested parties, including, but not limited to parents (guardians).    3. The educational program will be successful. | Yes |

**The petition presents a reasonably comprehensive description of the school’s governance structure.**

### Comments

The petition presents a reasonably comprehensive description of the Watsonville Prep governance structure. Watsonville Prep is a direct-funded independent charter school operated by Navigator Schools, a California non-profit public benefit corporation, pursuant to California law. Watsonville Prep is governed by Navigator Schools Board of Directors in accordance with its adopted bylaws and the governance, policy-making authority, and fiduciary responsibility for Watsonville Prep rests with the Navigator Schools Board of Directors. The Watsonville Prep petition lists the responsibilities of the Navigator Schools Board (Attachment 4, pp. 79–81).

## 5. Employee Qualifications

*EC* Section 47605(c)(5)(E)

5 *CCR* Section 11967.5.1(f)(5)

### Evaluation Criteria

The qualifications (of the school’s employees), as required by *EC* Section 47605(c)(5)(E), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health and safety of the school’s faculty, staff, and pupils. | Yes |
| 1. Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions. | Yes |
| 1. Specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to, credentials as necessary. | Yes |

**The petition presents a reasonably comprehensive description of employee qualifications.**

### Comments

The Watsonville Prep petition presents a reasonably comprehensive description of employee qualifications (Attachment 4, pp. 85–93).

## 6. Health and Safety Procedures

*EC* Section 47605(c)(5)(F)

5 *CCR* Section 11967.5.1(f)(6)

### Evaluation Criteria

The procedures …, to ensure the health and safety of pupils and staff, as required by *EC* Section 47605(b)(5)(F), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Require that each employee of the school furnish the school with a criminal record summary as described in *EC* Section 44237 and comply with *EC* Section 44830.1. | Yes |
| 1. Include the examination of faculty and staff for tuberculosis as described in *EC* Section 49406. | Yes |
| 1. Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. | Yes |
| 1. Provide for the screening of pupils’ vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school. | Yes |

**The petition presents a reasonably comprehensive description of health and safety procedures.**

### Comments

The Watsonville Prep petition presents a reasonably comprehensive description of health and safety procedures. The petition states that Navigator Schools has adopted and implemented a comprehensive set of health, safety, and risk management policies and procedures for its charter schools. The petition states that 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 *EC* sections 44237 and 45125.1. The charter school shall not hire any person in either a certified or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law in accordance with *EC* sections 44830.1 and 45122.1. Employees and volunteers who have frequent or prolonged contact with pupils will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with pupils, and for employees at least once each four years thereafter, as required by *EC* Section 49406. The petition states that all enrolled pupils and staff will be required to provide records documenting immunizations and all rising seventh grade pupils must be immunized with a pertussis vaccine booster. Pupils shall be screened for vision, hearing, and scoliosis (Attachment 4, p. 95).

## 7. Racial and Ethnic Balance

*EC* Section 47605(c)(5)(G)

5 *CCR* Section 11967.5.1(f)(7)

### Evaluation Criteria

Recognizing the limitations on admissions to charter schools imposed by *EC* Section 47605(d), the means by which the school(s) 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 …, as required by *EC* Section 47605(c)(5)(G), shall be presumed to have been met, absent specific information to the contrary.

**The petition presents a reasonably comprehensive description of means for achieving racial and ethnic balance.**

### Comments

The Watsonville Prep petition presents a reasonably comprehensive description of means for achieving racial and ethnic balance. The petition states that 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 pupils that is reflective of the general population residing within PVUSD (Attachment 4, pp. 101–102).

## 8. Admission Requirements, If Applicable

*EC* Section 47605(c)(5)(H)

5 *CCR* Section 11967.5.1(f)(8)

### Evaluation Criteria

To the extent admission requirements are included in keeping with *EC* Section 47605(c)(5)(H), the requirements shall be in compliance with the requirements of *EC* Section 47605(e)(2)(B) and any other applicable provision of law.

**The petition presents a reasonably comprehensive description of admission requirements.**

### Comments

The Watsonville Prep petition presents a reasonably comprehensive description of admission requirements. The petition states that admission preferences in the case of a public random drawing shall be given to pupils in the following order:

1. Siblings of current pupils
2. Children of teachers, staff, and founders identified in the original charter (not to exceed 10 percent of the total enrollment)
3. Residents of PVUSD who reside within the city boundaries of Watsonville
4. Other residents of PVUSD
5. All other applicants

There is no weighted priority assigned to the preference categories; rather, within each grade level, pupils are 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 pupils in a preference category than there are spaces available, a random drawing is held from within that preference category until all available spaces are filled (Attachment 4, pp. 103–105).

## 9. Annual Independent Financial Audits

*EC* Section 47605(c)(5)(I)

5 *CCR* Section 11967.5.1(f)(9)

### Evaluation Criteria

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 SBE’s satisfaction, as required by *EC* Section 47605(c)(5)(I), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Specify who is responsible for contracting and overseeing the independent audit. | Yes |
| 1. Specify that the auditor will have experience in education finance. | Yes |
| 1. Outline the process of providing audit reports to the SBE, CDE, or other agency as the SBE may direct, and specifying the timeline in which audit exceptions will typically be addressed. | Yes |
| 1. Indicate the process that the charter school(s) will follow to address any audit findings and/or resolve any audit exceptions. | Yes |

**The petition presents a reasonably comprehensive description of annual independent financial audits.**

### Comments

The Watsonville Prep petition presents a reasonably comprehensive description of annual independent financial audits (Attachment 4, p. 106).

## 10. Suspension and Expulsion Procedures

*EC* Section 47605(c)(5)(J)

5 *CCR* Section 11967.5.1(f)(10)

### Evaluation Criteria

The procedures by which pupils can be suspended or expelled, as required by *EC* Section 47605(c)(5)(J), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners’ reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools. | Yes |
| 1. Identify the procedures by which pupils can be suspended or expelled. | Yes |
| 1. Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion. | Yes |
| 1. Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school’s pupils and their parents (guardians). | Yes |
| 1. If not otherwise covered under subparagraphs (A), (B), (C), and (D): 2. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion. 3. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion. | Yes |

**The petition presents a reasonably comprehensive description of suspension and expulsion procedures.**

### Comments

The Watsonville Prep petition presents a reasonably comprehensive description of suspension and expulsion procedures at the time of original approval (2018).

Addressing evaluation criteria A, B, and C, the original petition states that the pupil suspension and expulsion policy has been established in order to promote learning and protect the safety and well-being of all pupils at Watsonville Prep. The petition lists discretionary and non-discretionary offenses and procedures for suspension and expulsion (Attachment 4, pp. 108–116). Additionally, the original petition states that Watsonville Prep is committed to annual review and modification of the list of offenses and policies and procedures surrounding suspensions and expulsions (Attachment 4, p. 108).

Addressing evaluation criteria D and E, the original Watsonville Prep petition states that when an appeal relating to the placement of the pupil or the manifestation determination has been requested by either the parent or Watsonville Prep, the pupil will remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 United States Code (U.S.C.) Section 1415(k), until the expiration of the 45-day time period provided for in an interim alternative educational setting, unless the parent and Watsonville Prep agree otherwise. In accordance with 20 U.S.C. Section 1415(k)(3), if a parent or guardian disagrees with any decision regarding placement, or the manifestation determination, or if Watsonville Prep believes that maintaining the current placement of the pupil is substantially likely to result in injury to the pupil or to others, the parent or guardian or Watsonville Prep may request a hearing. In such an appeal, a hearing officer may: (1) return a pupil with a disability to the placement from which the pupil was removed or (2) order a change of placement of a pupil with a disability to an appropriate interim alternative setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such pupils is substantially likely to result in injury to the pupil or to others (Attachment 4, p. 125).

## 11. Teachers’ and Public Employees’ Retirement System, and Social Security Coverage

*EC* Section 47605(c)(5)(K)

5 *CCR* Section 11967.5.1(f)(11)

### Evaluation Criteria

The manner by which staff members of the charter schools will be covered by California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), or federal social security, as required by *EC* Section 47605(c)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.

**The petition presents a reasonably comprehensive description of CalSTRS, CalPERS, and social security coverage.**

### Comments

The petition presents a reasonably comprehensive description of CalSTRS and social security coverage. The petition states that certificated employees at Watsonville Prep shall participate in the CalSTRS and all other employees not eligible for CalSTRS shall participate in the federal social security system. Additionally, Navigator Schools offers a 403(b) option to all employees. Navigator Schools’ business office is responsible for ensuring all required deductions and contributions are made (Attachment 4, p. 127).

## 12. Public School Attendance Alternatives

*EC* Section 47605(c)(5)(L)

5 *CCR* Section 11967.5.1(f)(12)

### Evaluation Criteria

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by *EC* Section 47605(c)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

**The petition presents a reasonably comprehensive description of public school attendance alternatives.**

### Comments

The Watsonville Prep petition presents a reasonably comprehensive description of public school attendance alternatives (Attachment 4, p. 128).

## 13. Post-Employment Rights of Employees

*EC* Section 47605(c)(5)(M)

5 *CCR* Section 11967.5.1(f)(13)

### Evaluation Criteria

The description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school, as required by *EC* Section 47605(c)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights:

| Criteria | Criteria Met |
| --- | --- |
| 1. Any rights upon leaving the employment of an LEA to work in the charter school that the LEA may specify. | Yes |
| 1. Any rights of return to employment in an LEA after employment in the charter school as the LEA may specify. | Yes |
| 1. Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the SBE determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school. | Yes |

**The petition presents a reasonably comprehensive description of post-employment rights of employees.**

### Comments

The Watsonville Prep petition presents a reasonably comprehensive description of post-employment rights of employees (Attachment 4, p. 129).

## 14. Dispute Resolution Procedures

*EC* Section 47605(c)(5)(N)

5 *CCR* Section 11967.5.1(f)(14)

### Evaluation Criteria

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter, as required by *EC* Section 47605(c)(5)(N), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Include any specific provisions relating to dispute resolution that the SBE determines necessary and appropriate in recognition of the fact that the SBE is not a LEA. | Yes |
| 1. Describe how the costs of the dispute resolution process, if needed, would be funded. | Yes |
| 1. Recognize that, because it is not a LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter. | Yes |
| 1. Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with *EC* Section 47604.5, the matter will be addressed at the SBE’s discretion in accordance with that provision of law and any regulations pertaining thereto. | Yes |

**The petition presents a reasonably comprehensive description of dispute resolution procedures.**

### Comments

The petition presents a reasonably comprehensive description of dispute resolution procedures (Attachment 4, pp. 130–131).

However, if approved by the SBE, as a condition for approval, the Watsonville Prep petitioner will be required to update the revised petition to reflect the SBE as the authorizing entity and include the necessary language for Element 14–Dispute Resolution Procedures by adding the following:

* Recognize that, because it is not a local educational agency, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.
* Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with *EC* Section 47604.5, the matter will be addressed at the SBE’s discretion in accordance with that provision of law and any regulations pertaining thereto.
* Recognize that the SBE cannot be pre-bound to a contractual obligation to split the costs of mediation or agree to mediation to resolve disputes.

## 15. Closure Procedures

*EC* Section 47605(c)(5)(O)

5 *CCR* Section 11962

### Evaluation Criteria

A description of the procedures to be used if the charter school closes, in keeping with *EC* Section 47605(c)(5)(O). 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.

**The petition includes a reasonably comprehensive description of closure procedures.**

### Comments

The Watsonville Prep petition includes a reasonably comprehensive description of closure procedures. The petition states that the closure of Watsonville Prep will be documented by official action of the Board of Directors and will identify an entity and person or persons responsible for closure-related activities. Watsonville Prep will prepare final financial records and have an independent audit completed within six months after closure of Watsonville Prep. The petition states that all assets of will remain the sole property of Navigator Schools and, upon the dissolution of the nonprofit benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Navigator Schools shall remain solely responsible for all liabilities arising from the operation of Watsonville Prep (Attachment 4, pp. 132–133).

## Standards, Assessments, and Parent Consultation

*EC* sections 47605(d)(1) and (2)

5 *CCR* Section 11967.5.1(f)(3)

### Evaluation Criteria

Evidence is provided that:

| Criteria | Criteria Met |
| --- | --- |
| 1. The school shall meet all statewide standards and conduct the pupil assessments required pursuant to *EC* sections 60605, 60851, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. | Yes |
| 1. The school shall, on a regular basis, consult with their parents and teachers regarding the school’s educational programs. | Yes |

**The petition provides evidence addressing the requirements regarding standards, assessments, and parent consultation.**

### Comments

The Watsonville Prep petition provides evidence addressing the requirements regarding standards, assessments, and parent consultation. The petition states that Watsonville Prep shall meet all statewide standards and conduct the pupil assessments required, pursuant to *EC* sections 60605 and 60851, and any other statewide standards authorized in statute, or pupil assessments applicable to pupils in non-charter public schools (Attachment 4, pp. 4-5).

The petition states that parents and community members will be encouraged to apply to serve on the Navigator Board of Directors and will be invited to serve on each of Watsonville Prep’s governing and executive committees, SSC, and ELAC (Attachment 4, pp. 83–84).

## Effect on Authorizer and Financial Projections

*EC* Section 47605(h)

5 *CCR* Section 11967.5.1(c)(3)(A–D)

### Evaluation Criteria

…[T]he petitioners [shall] provide information regarding the proposed operation and potential effects of the school, including, but not limited to:

| Criteria | Criteria Met |
| --- | --- |
| * 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. | Yes |
| * The manner in which administrative services of the school are to be provided. | Yes |
| * Potential civil liability effects, if any, upon the school and the SBE. | Yes |
| The petitioners have provided financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. | Yes |

**The petition provides the required information and financial projections.**

### Comments

The Watsonville Prep petition provides the required information and financial projections (Attachment 4, p. 134 and Attachment 5).

## Teacher Credentialing

*EC* Section 47605(l)

5 *CCR* Section 11967.5.1(f)(5)

### Evaluation Criteria

Teachers in charter schools shall be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold …It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses.

**The petition meets this requirement.**

### Comments

The Watsonville Prep petition meets this requirement (Attachment 4, pp. 5 and 89).

The CDE notes that the Watsonville Prep petition includes the updated requirements for TK teacher credentialling, a bachelor’s degree and at least one valid California Teaching Credential, and by August 1, 2025, TK teachers must meet the experience requirements set forth in *EC* Section 48000(g)(4) (Attachment 4, p. 89).

## Transmission of Audit Report

*EC* Section 47605(m)

5 *CCR* Section 11967.5.1(f)(9)

### Evaluation Criteria

A charter school shall transmit a copy of its annual independent financial audit report for the preceding fiscal year … to the chartering entity, the Controller, the county superintendent of schools of the county in which the charter is sited …, and the CDE by December 15 of each year.

**The petition addresses this requirement.**

### Comments

The Watsonville Prep petition addresses this requirement (Attachment 4, pp. 134–137).

## Goals to Address the Eight State Priorities

*EC* Section 47605(c)(5)(A)(ii)

### Evaluation Criteria

A charter school shall provide a description of annual goals 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.

**The petition addresses this requirement.**

### Comments

The petition includes a table that outlines the goals, actions, measurable outcomes and method of measurement, and person(s) responsible for each of the eight state priorities (Attachment 4, pp. 63–74).

## Transferability of Secondary Courses

*EC* Section 47605(c)(5)(A)(iii)

### Evaluation Criteria

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.

**Not Applicable**

### Comments

Watsonville Prep does not intend to serve secondary pupils.