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Watsonville Prep School

June 1, 2020

Watsonville Prep School opened for Kinder - 2nd grade in August, 2019 for its inaugural year. 175 students and their families started the year off with excitement and anticipation, having absolutely no idea how their first year would end. Regardless of the complete overhaul of instructional vehicles needed to finish out the year, WPS staff provided top quality instruction to their students throughout the year.

WPS unites technology, multiple assessment tools, dedicated time for data analysis, professional development, and overarching Multi-Tiered Systems of Support (MTSS) to manage, evaluate, and improve instruction. Assessments are the foundation of the effort. WPS utilizes weekly (formative) ELA and math quizzes to gauge student progress and the effectiveness of instruction. Interim assessments (NWEA MAP, in-house fluency tests, and STAR Reading and Math) serve as universal screeners to ensure that all students are receiving individualized support. Annual SBAC assessments provide summative views to inform allocation of human, instructional, and financial resources to optimize student success.

Analysis of results from all assessments takes place during weekly, school-wide data meetings. An online student information system, Illuminate, serves as a central, accessible, and secure warehouse in which to store recent and historical data from all testing systems. From this warehouse, routine customized reports are generated to evaluate student achievement disaggregated by key subgroups aligned to the CA School Dashboard and WPS LCAP goals.

WPS invests in teachers to improve instruction and student achievement. All WPS educators — teachers and site leadership alike — participate in weekly coaching sessions guided by a uniform set of established protocols. These protocols analyze student work samples, classroom behavior, instructional delivery, and equity to address the needs of all learners.

Although Watsonville Prep School started with a clear understanding setting school culture and dealing with social emotional issues would be the first steps all staff needed to take, it has still shown incredible overall academic growth. MAP scores for students in first and second grade significantly outperform their peers across the country with Kindergarten math scores also outperforming their national peers. Additional growth can be seen in the charts below:

Response from Watsonville Prep

1st Grade:

August	December	Growth
12.8 WPM	25.4 WPM	12.6 WPM
0.3 ELA	1.0 ELA	0.7
0.8 Math	1.6 Math	0.8

2nd Grade

August	December	Growth
32.8 WPM	59.3 WPM	26.5 WPM
0.9 ELA	1.5 ELA	0.6
1.5 Math	2.3 Math	0.8

Watsonville Prep School has identified chronic absenteeism as their biggest area of concern at the present time. To address this issue, the leadership team, in conjunction with the Student Services and Engagement and Partnership teams, has implemented the following action steps:

- Monthly perfect attendance ceremonies
- Daily rewards for classes with perfect attendance
- Daily phone calls to any student who is absent
- Home visits to families with high percentages of absences

Additional updates include:

- Priority One:
 - All WPS teachers have their appropriate credentials which were verified as part of our annual SBE audit/official visit.
 - The Operations team does a weekly walkthrough of the facilities being used under a Prop 39 agreement to ensure safety.
- Family Involvement

- From the inception of WPS, the families have been an integral part of the fabric of the school. Many families stayed every morning to be a part of the daily morning message, every parent meeting (monthly) was attended by 75 or more people, survey results were positive, and all students have chosen to return for the 2020-2021 school year.

Finally, as the school year changed drastically in March, the bullets below highlight the distance learning activities since March 13:

- All grade-levels are holding daily Zoom meetings/lessons
- Teachers are offering several “office hours” throughout the week for one-on-one help
- All students have access to blended learning such as ST Math and Lexia, and teachers are tracking growth and participation
- Academics and social emotional learning are still our top priorities as our teachers have come up with creative ways to engage students:
 - Virtual field trips
 - Virtual small reading groups
 - Virtual whole-class discussions
 - Daily celebration of student work
 - Packet pick-up for students who are unable to attend Zooms

Watsonville Prep School

Academic Memo

October 2020

1. A description of how the charter school will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.

- a. Navigator Schools continued the 2020-21 school year the same way we ended the 2019-20 year, apart from one another physically. After conducting several staff and family surveys, community town halls, and weekly task force meetings, WPS started the current school year with distance learning in mid August. The original schedule included a full day of distance learning via Zoom with students having lunch and brain breaks built in but the day didn't end until 2:30 or 3:00. After hearing from numerous parents and staff, and after conducting additional town hall meetings, the academic team restructured the schedule to allow students to do the blended learning activities independently, cutting down on their overall Zoom time. Since the initial schedule included well over the required live instruction minutes, we were able to make this change without risk of going below this requirement.
- b. Attendance has been a key focus for the Watsonville Prep School team with attendance rates growing to 97%-98.5% per day. In conjunction with the start of the school year, each site opened "call centers", staffed by yard duty personnel, to call every student who was absent to encourage attendance. For students who continued to be absent, community engagement staff arranged home visits to meet (from a socially distanced space) with families and students to ensure they didn't have connectivity issues. As the numbers of absent students decreased, the school created an Attendance Response Team to focus on the remaining unengaged students with phone calls, texts, and home visits. Those efforts have led to the current high attendance rates.
- c. Staff is available after school hours to meet with students (via Zoom) who are having issues meeting their blended learning goals. Additionally, normal intervention activities are still happening immediately after the school day to ensure all students are staying on track academically.

2. A description of how the charter school will ensure access to devices and connectivity for all pupils to support distance learning.

- a. All students have been provided access to the internet through hot-spots or assistance applying for assistance through local providers (if applicable)
- b. All students have been given iPads, headphones, and charging devices
- c. All students were provided with white boards and additional school supplies

3. A description of how the charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter’s demographics and grade levels served.

- a. In addition to the daily built-in intervention time, WPS recently launched On-site Distance Learning Support (OSDL) for students who have no access to the internet (hot spots aren’t providing enough bandwidth), are homeless, or whose special learning situations require onsite assistance. We are also increasing the amount of data review time to stay on top of student performance and areas of need. We have hired temporary staff to provide additional support, which has included home visits and Tier 3 support services.

4. A description of how the charter school will monitor and support mental health and social and emotional well-being of pupils during the school year.

- a. Social & emotional well-being of students and staff has been a focus for Watsonville Prep since its inception and Navigator, as an overall goal, is strengthening this organizational muscle. WPS is still holding daily staff and student huddles with the huddles including strong start activities (community building, purposeful partnering, breathe and focus, and goal setting). Every class holds community meetings every day to address topics of interest or importance to the students, or to have community building activities. These meetings, starting with the mood meters, are even more important to maintain class culture since we are unable to be physically together during this time.
- b. Very short student SEL surveys are being given every Friday to gauge the well being of students on a regular basis. Students who share feelings of sadness, anger, or loneliness are contacted by staff to check in. Staff holds regular office hours for students to check in on both academic and/or social issues.

5. A description of how the charter school will address the anticipated apportionment deferrals.

- a. Navigator Schools, as a rule, is very conservative when it comes to budgeting so made changes to save money (salary freezes, using current staff to fill holes) as soon as we received word of possible cuts. Additionally, Navigator did apply for and receive learning loss mitigation funds and payroll protection monies.