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Watsonville Prep School Annual Academic Update September 2021

Watsonville Prep School (WPS) serves Kinder – 4th grade.

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.

1. Any comparison data for the data you originally submitted in both ELA and Math (this could be comparative data from the last two years or comparative data from Fall to Spring of 2020/2021),

The graphs below depict WPS students' growth during the 20-21 school year per the NWEA (MAP) test. Each grades' mean RIT score (RIT score is the goal based on a national norm of 50th percentile) is listed below for both Fall 2020 and Spring 2021 in Math and Reading. The "observed growth" column depicts the growth our students made from fall to spring.

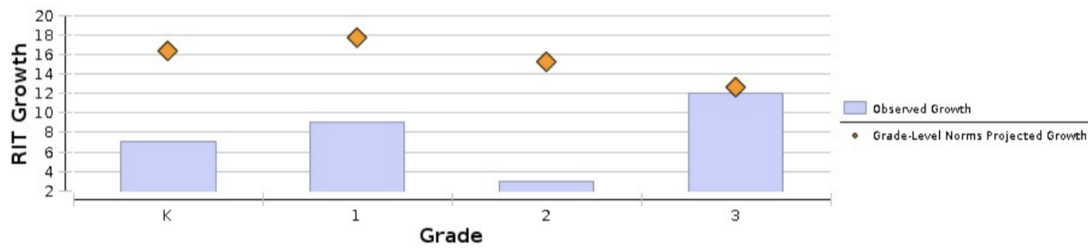
Grouping: No
Small Group Display: No

Watsonville Prep

Language Arts: Reading

Grade (Spring 2021)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	46	148.9	12.6	99	155.8	8.9	70	7	1.8	16.4	-3.56	1	46	9	20	14
1	63	155.2	14.1	61	163.8	13.3	12	9	1.8	17.8	-3.25	1	63	18	29	21
2	45	165.5	14.0	23	168.5	16.4	1	3	2.1	15.2	-4.37	1	45	7	16	9
3	46	177.8	18.1	16	190.2	15.8	17	12	1.9	12.7	-0.11	46	46	23	50	52

Language Arts: Reading

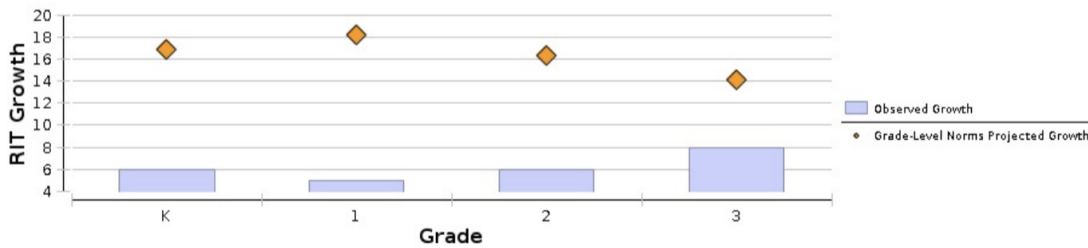


Watsonville Prep

Math: Math K-12

Grade (Spring 2021)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	47	153.7	14.6	99	159.2	9.6	66	6	2.1	16.8	-4.64	1	47	9	19	7
1	56	164.3	17.0	86	168.9	16.1	11	5	2.6	18.2	-4.89	1	56	12	21	11
2	56	173.9	15.8	55	180.0	16.2	7	6	2.1	16.3	-4.07	1	56	10	18	13
3	43	182.6	13.5	24	190.5	14.1	5	8	1.5	14.1	-2.63	1	43	9	21	20

Math: Math K-12



The graph below shows our grades' Mean RIT scores on the NWEA MAP assessment compared to the National Normed RIT scores.

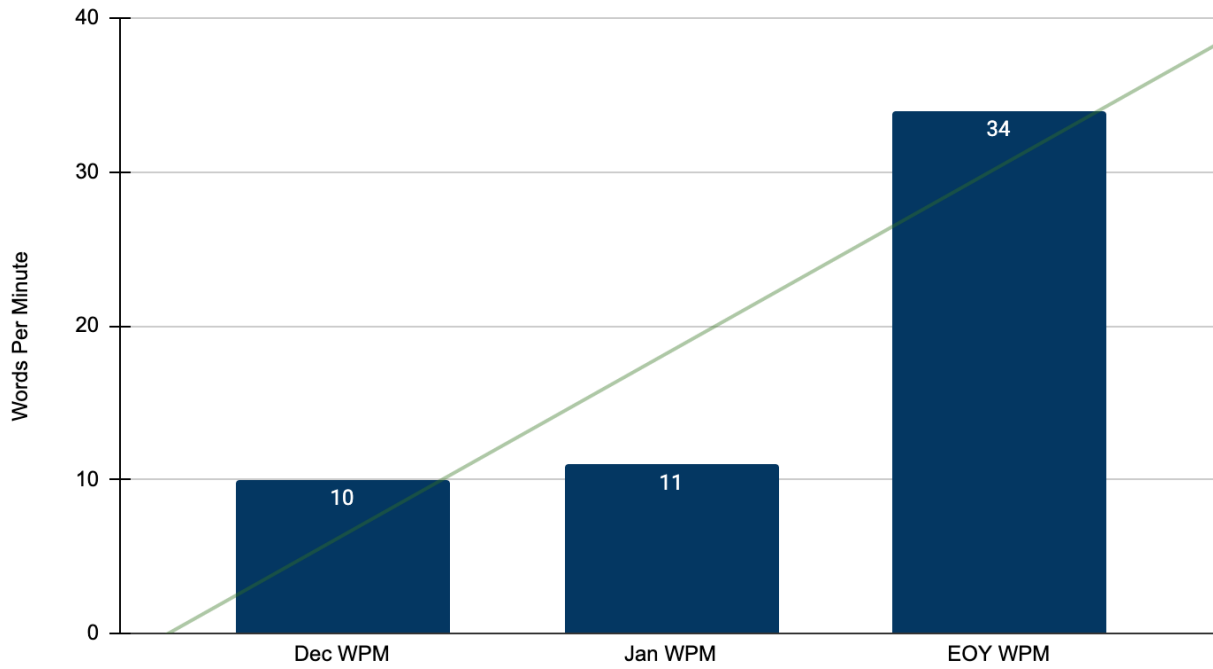
NWEA MAP Language Arts: Reading				
	Fall Mean RIT	Fall Reading Student Status Norms	Spring Mean RIT	Spring Reading Student Status Norms
Kindergarten	148.9	141 .0	155.8	158.1
1st Grade	155.2	160.7	163.8	177.5
2nd Grade	165.2	174.7	168.5	188.7
3rd Grade	177.8	188.3	190.2	198.6

NWEA MAP Math				
	Fall Mean RIT	Fall Reading Student Status Norms	Spring Mean RIT	Spring Reading Student Status Norms
Kindergarten	153.7	140	159.2	159.1
1st Grade	164.3	162.4	168.9	180.8
2nd Grade	173.9	176.9	180	192.9
3rd Grade	182.6	190.4	190.5	203.4

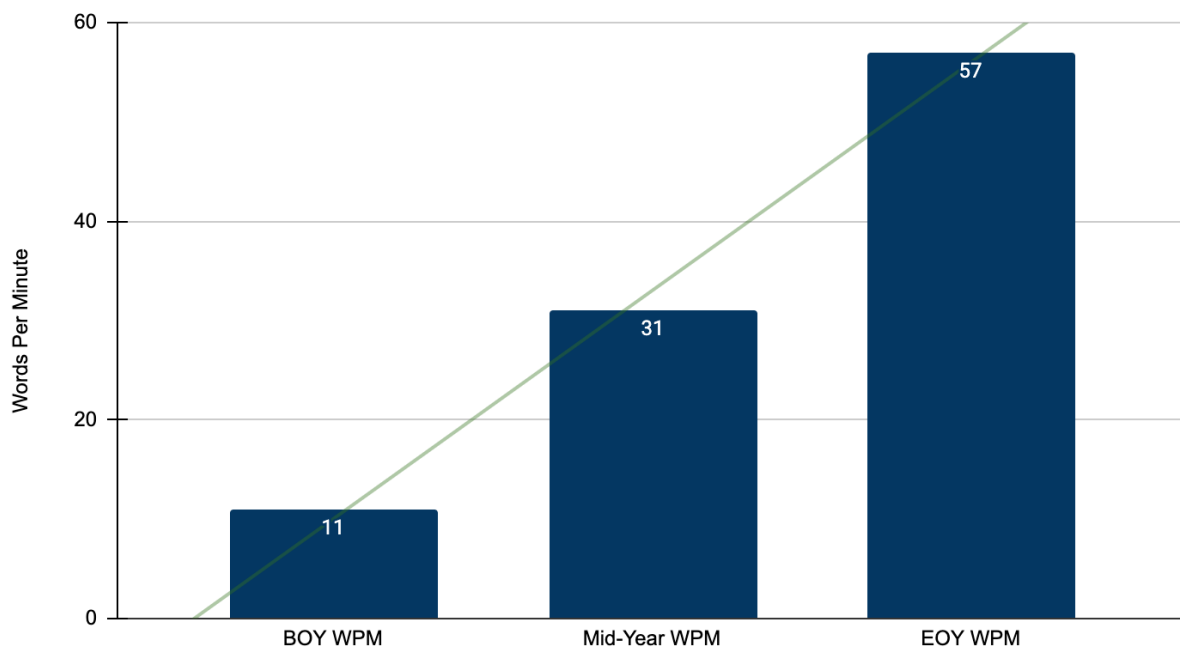
The WPM (Words Per Minute) chart shown below shows growth in reading fluency by grade level for the beginning of the year, Mid-year (December), and End of Year (May). These bars show the average words per minute read by that specified grade level.

Response from Watsonville Prep

Kinder WPM Growth

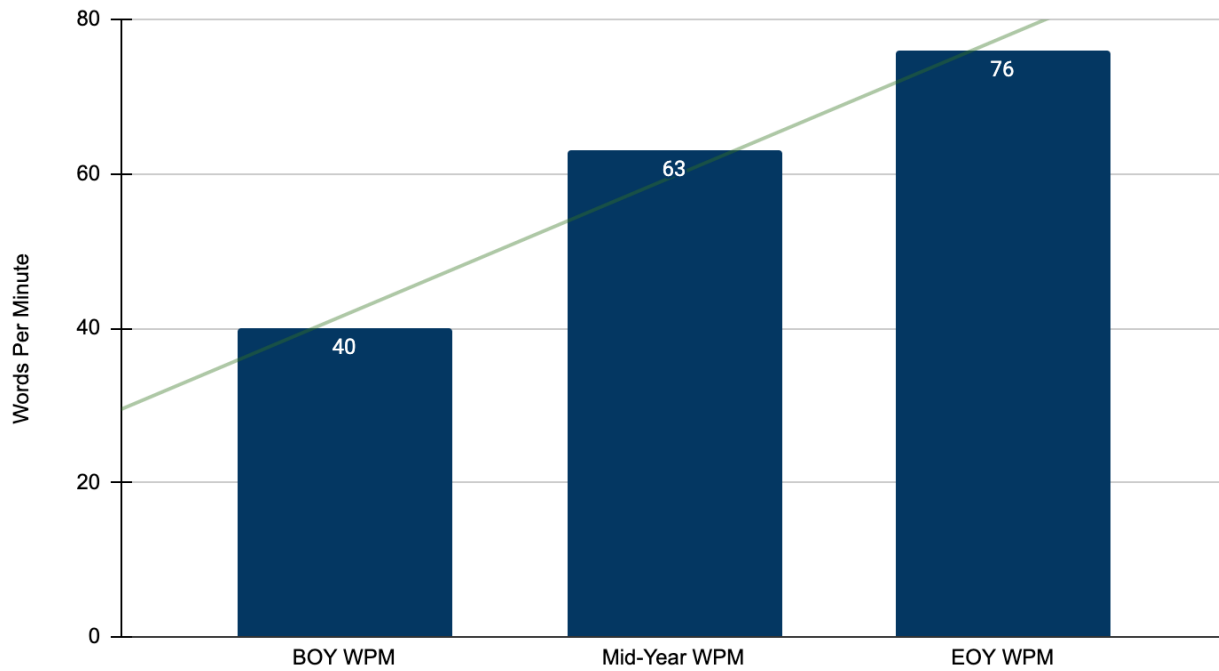


1st Grade WPM Growth

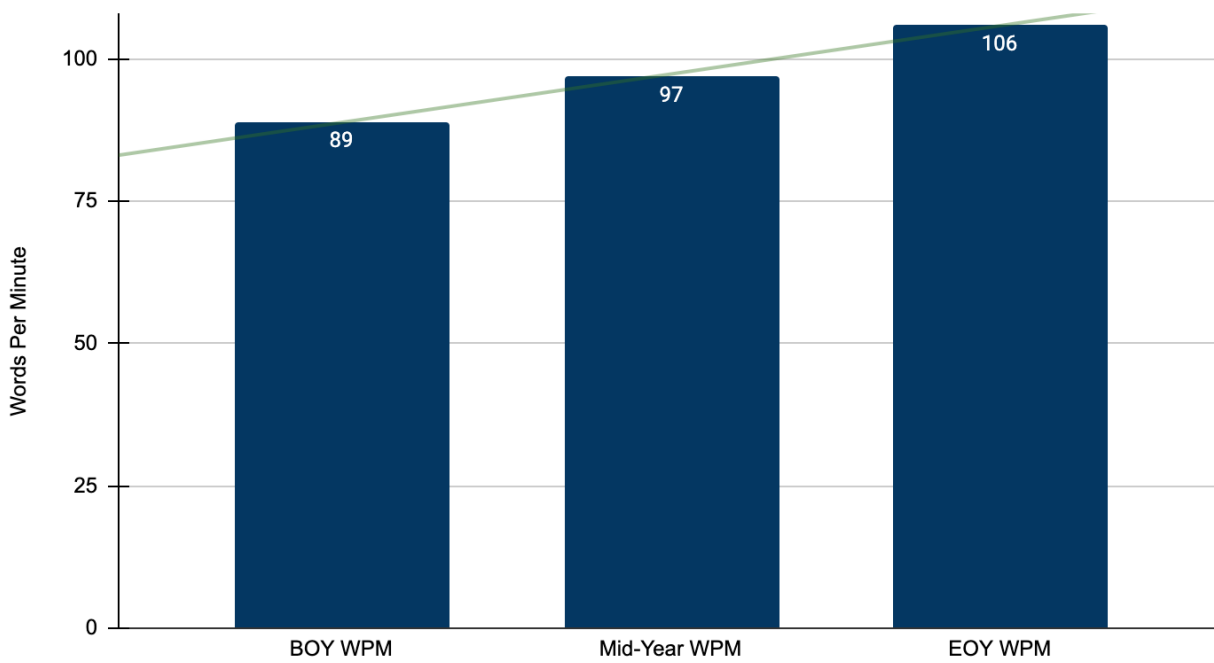


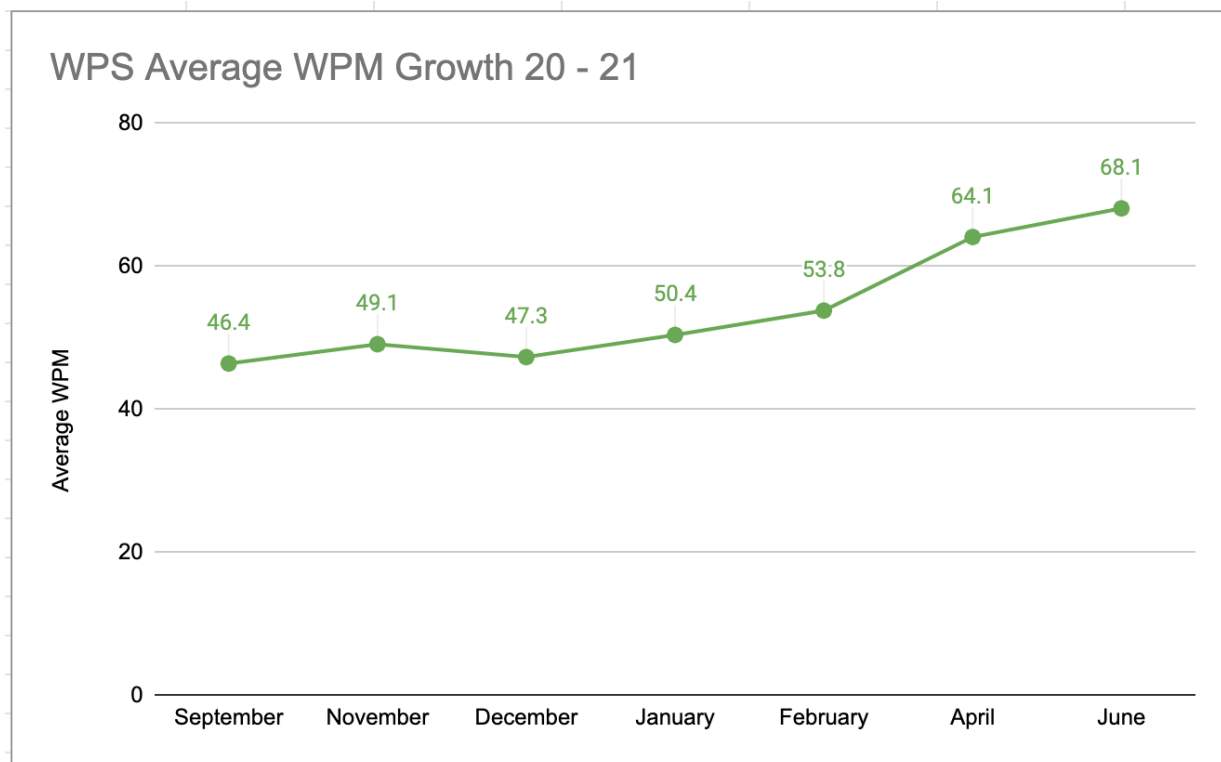
Response from Watsonville Prep

2nd Grade WPM Growth



3rd Grade WPM Growth





1. Attach or embed the ELA and Math data you are referring to,
2. An explanation of any declines or areas of concern,

Overall, the graphs above illustrate the growth students' made as they progressed through the school year. When looking at the NWEA data, it is also clear that our students did not make the anticipated projected growth standardized during pre-physical school closures. The concern will be that our students will finish the year not at the grade-level goals for the end of year.

1. Attach or embed the ELA and Math data you are referring to,
 2. An explanation of any declines or areas of concern -
 3. Share your school's plan to address the declines and areas of concern, and
 4. Include all subgroup data;
 1. Special Education
 2. ELLs
 3. Socio-Economically Disadvantaged
 4. Race/Ethnicity
- Based on the school's internal spring 2021 assessments, identify the greatest progress and greatest need.
 - Although Navigator Schools and Watsonville Prep immediately launched a robust distance learning program, students still suffered significant learning loss during the COVID-19 pandemic. Addressing the gaps in reading achievement for our students, especially those in kindergarten-2nd grade is our top priority.
 - Even though we did experience significant struggles during the past 18 months, there were high moments as well. We were able to bring our most vulnerable students back on campus early in the 2020-21 school year, providing them with onsite distance learning (OSDL) opportunities. This OSDL program was incredibly important for our students who needed support (either with technology or academic). Additionally, though in the midst of all things COVID, WPS staff was still able to focus on moving to its new home this month, which will bring all students back on one site.
 - Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition.
 - As seen in the attached tracker, the focus on fluency illustrates growth last year, even though we are experiencing overall learning loss.
 - In addition to the learning loss mitigation strategies being implemented to meet the needs of all students, Navigator will continue to provide additional support for our most vulnerable students including foster youth, English learners and low-income students. These services include:
 - expanded summer school offered
 - purchase of supplemental software and reading materials
 - increased live coaching in classrooms by leadership team
 - hired additional student services paraprofessionals
 - hired an additional counselor
 - visits to student homes will be continued for students experiencing engagement challenges

- staff received regular trauma informed trainings
- staff is implementing SEL curriculum daily
- Provide a summary of progress made in meeting the school's 2020–21 Learning and Continuity Plan goals, including information on the ongoing 2021–22 Local Control Accountability Plan (LCAP) process, community member engagement, and how the school is addressing learning loss from the prior school year.
 - Stakeholder engagement has been a primary focus throughout the pandemic period with town halls for both families and staff (via Zoom), multiple surveys, ParentSquare messages, home visits, and website pages. The family meetings were down in both English and Spanish and conducted during evening hours to ensure most families were able to participate. Additionally, stakeholders were given information on the learning loss activities in place plus those which would be implemented throughout the summer and fall. Families who were unable to attend meetings or whose students were not attending school (via hybrid or Zoom) were provided with social distanced home visits to talk about ways to reach their children and/or provide additional services as needed.
 - All students will receive Data-Driven Instruction in Common Core State Standards (CCSS), Next Generation Science Standards(NGSS) and other California State Standards (ELD, Social Studies) from appropriately credentialed teachers and staff.
 - Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.
- Inform if Independent Study (IS) will be offered in the 2021–22 school year and provide a best estimate as to what percentage of ADA will be enrolled in IS. Also, provide a summary of how IS will be offered this year, if applicable.
 - Attached is the slide deck shared with parents regarding the offering of Independent Study for this school year as well as the sample schedule of IS.
 - 7 students are currently enrolled in long-term IS

Response from Watsonville Prep

1. % Met Projected Growth: School

Term Name	Winter To Spring Met Projected Growth (group)	School Name	Math	Read
Spring 2020-2021	Yes & Yes*	Watsonville Prep	43%	49%

2. % Met Projected Growth: Grade Level

Winter To Spring Met Projected Growth (group)	School Name	Grade	Math	Read
Yes & Yes*	Watsonville Prep	K	31%	26%
		1	60%	51%
		2	34%	52%
		3	46%	67%

5. % Met Projected Growth: SpEd

School Name	Subject	Yes & Yes*
Watsonville Prep	Language Arts	47%
	Mathematics	33%

3. % Met Projected Growth: Race/Eth

Winter To Spring Met Projected Gr..	School Name	Student Ethnic Group	Math	Read
Yes & Yes*	Watsonville Prep	Asian		100%
		Hispanic or Latino	44%	49%
		Multi-ethnic	50%	
		White		50%

6. % Met Projected Growth: FRL

School Name	Subject	Yes & Yes*
Watsonville Prep	Language Arts	40%
	Mathematics	39%

4. % Met Projected Growth: ELP Code

School Name	Subject	ELP Code	Yes & Yes*
Watsonville Prep	Language Arts	EO	39%
		Exited LEP	50%
		LEP	43%
		Not LEP	36%
	Mathematics	EO	35%
		Exited LEP	14%
		LEP	38%
		Not LEP	50%

Response from Watsonville Prep



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Navigator Schools

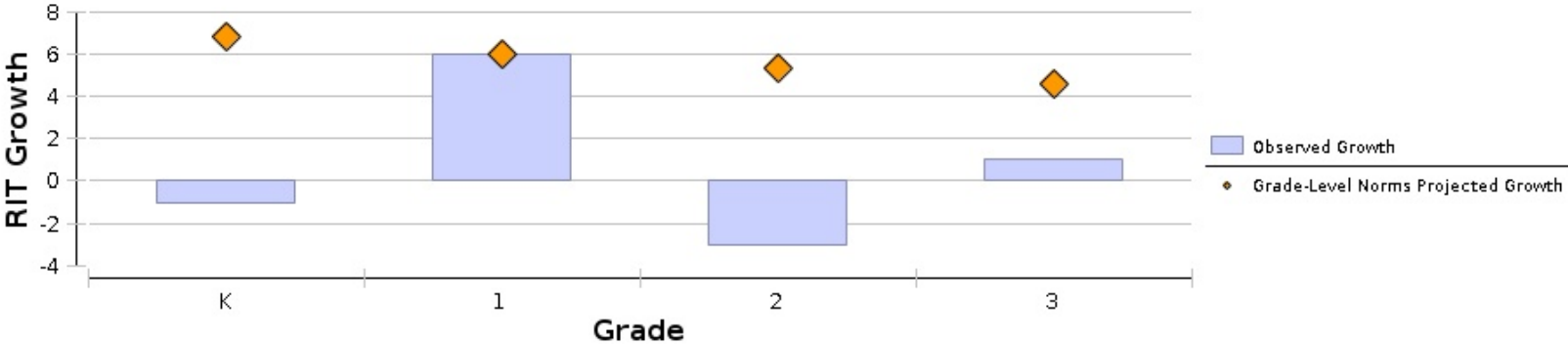
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2021 - Spring 2021
Weeks of Instruction: Start - 20 (Winter 2021)
End - 32 (Spring 2021)
Grouping: None
Small Group Display: No

Watsonville Prep School

Math: Math K-12

Table with columns: Grade (Spring 2021), Total Number of Growth Events, Comparison Periods (Winter 2021, Spring 2021), Growth (Observed Growth, Observed Growth SE), Growth Evaluated Against (Grade-Level Norms, Student Norms). Rows for grades K, 1, 2, 3.

Math: Math K-12



Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Response from Watsonville Prep



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Navigator Schools

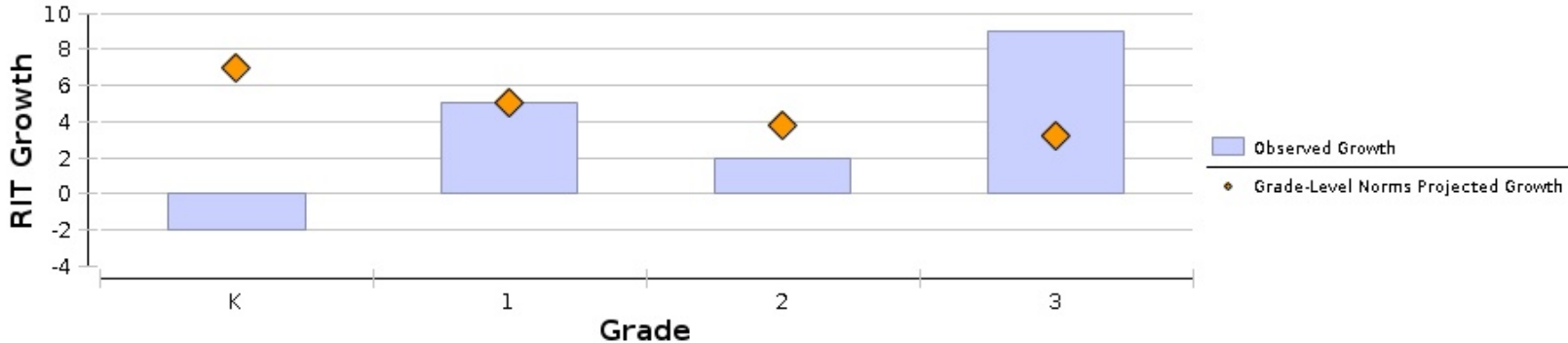
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Growth Comparison Period: Winter 2021 - Spring 2021
Weeks of Instruction: Start - 20 (Winter 2021)
End - 32 (Spring 2021)
Grouping: None
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Watsonville Prep School

Language Arts:
Reading

Table with columns: Grade (Spring 2021), Total Number of Growth Events, Comparison Periods (Winter 2021, Spring 2021), Growth (Observed, SE), Growth Evaluated Against (Grade-Level Norms, Student Norms).

Language Arts: Reading



Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.