California Department of Education  
Charter Schools Division  
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memo-lacb-csd-jun24item02  
Attachment 31

# Watsonville Prep Academic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address:** (407 Main Street, Watsonville, California 95076-4603)
2. **Located in District:** Pajaro Valley Unified
3. **Website Address:** [http://www.Navigatorschools.org](http://www.navigatorschools.org/" \o "Navigator Schools website)
4. **County-District-School (CDS) Code:** 44.77248.0138909
5. **Charter Number:** 2032
6. **Current Charter Term Start Date:** 08/13/2019.
7. **Current Charter Term End Date:** 06/30/2027
8. **School Description:** Watsonville Prep (WP) aims to equip students to be learners and leaders in high school, college, and beyond. They are a transitional kindergarten through grade eight school currently serving transitional kindergarten through grade five.
9. **Grade Levels Served:** TK-6 (growing to TK-8)
10. **2022–23 Enrollment:**401
11. **Instruction Type:** Classroom Based

### Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

**Table 1. 2023 Student Group Information**

| **Student Group** | **School Total (Percentage)** | **District Total (Percentage)** |
| --- | --- | --- |
| **English Learners** | **61.4%** | **39.4%** |
| **Foster Youth** | **0.8%** | **0.3%** |
| **Homeless** | **4.3%** | **9%** |
| **Socioeconomically Disadvantaged** | **71.5%** | **82.4%** |
| **Students with Disabilities** | **13.4%** | **15.7%** |

**Table 2. 2023 Race/Ethnicity Information**

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 0% | 0.3% |
| American Indian | 0% | 0.2% |
| Asian | 0.8% | 0.7% |
| Filipino | 0.3% | 0.6% |
| Hispanic | 97% | 83.7% |
| Pacific Islander | 0% | 0.1% |
| Two or More Races | 0.8% | 1.2% |
| White | 1.3% | 13.3% |

## Section 2. California School Dashboard Data Overview

### California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

**Table 1. 2023 Performance Levels**

| **Dashboard Indicator** | **School Performance Level** | **State Performance Level** |
| --- | --- | --- |
| **Chronic Absenteeism** | **Yellow**  24.6% chronically absent | **Yellow**  24.3% chronically absent |
| **Suspension Rate** | **Yellow**  1% suspended at least one day | **Orange**  3.5% suspended at least one day |
| **English Learner Progress** | **Yellow**  53.3% making progress | **Yellow**  48.7% making progress |
| **Graduation Rate** | **NA** | **Orange**  86.4% graduated |
| **College/Career** | **NA** | **Medium**  43.9% prepared |
| **English Language Arts** | **Yellow**  32 points below standard | **Orange** 13.6 points below standard |
| **Mathematics** | **Orange**  35 points below standard | **Orange**  49.1 points below standard |

### California Assessment of Student Performance and Progress

The School’s California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the School’s CAASPP English language arts/literacy and mathematics test results is available at [www.caschooldashboard.org/reports/44772480000000/2023](http://www.caschooldashboard.org/reports/44772480000000/2023" \o "California School Dashboard website).

## Section 3. Areas of Greatest Progress and Need

1. **Based on California School Dashboard (Dashboard) data, identify the School’s areas of greatest progress.**
   1. Reviewing the dashboard and internal performance drove the academic priorities for Navigator for 2023-2024.
      1. WPS focused on reducing Chronic Absenteeism rates from 24% to 14%.
      2. Increase ADA from 92.55% to 97%.
      3. Raise ELA SBAC scores from 37% to 50%.
      4. Raise Math scores from 37% to 50%.
      5. Raise Science scores from 29% to 39%.
      6. 80% of staff leading student circles will score proficient based off of the Valor rubric.
   2. Current performance rates:
      1. CAR - 24%
      2. ADA - 93.10%
      3. ELA - Beginning of Year: 15% of students were predicted to be proficient
      4. Math - End of Unit 2: 25% predicted to be proficient.
      5. Science - Beginning of Year: 6% predicted to be proficient, end of Unit 2: 20% predicted to be proficient.
2. **What internal assessments (not CAASPP) are being used to demonstrate the School’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?**
   1. Currently using STAR assessment predictor below to measure this goal for ELA and math.
3. **Based on Dashboard data, identify the School’s areas of greatest need. Include references to student groups.**
   1. WPS is still focused on decreasing the number of students who qualify as chronically absent.
   2. Continue to improve Tier 1 Instruction
   3. Intervention for all who need it
4. **How is the School addressing these areas of need? Include references to student groups.**
   1. Chronically Absent Students
      1. Student Focus Groups
      2. Family Night/Attendance Buy-In
      3. Purchasing vans
      4. Set-Up Text Messages
      5. Parent Meetings in Afternoon
      6. Daily home visits
      7. Banner with Attendance %
   2. Continue to improve Tier 1 Instruction
      1. Implement IM Centers with instructional minutes maximized to support student mastery.
      2. Implement Reading Centers 5 days a week with instructional minutes maximized to support student mastery.
      3. Track Assessment Data.
      4. Use of Consistent Data Cycles.
   3. Intervention for all who need it
      1. Identify students not meeting goals in math, reading fluency and comprehension.
      2. In class reading strategies/interventions are created which may include additional fluency practice, increase in AR reading, increase in targeted spiral review during centers, additional time on software.
      3. Pull-out interventions are created and implemented in the areas of phonics (grades K-3) and comprehension for those students who are below the 25th percentile.
      4. Math intervention is skill-based and is held for all students who are below the 50th percentile with daily data tracking (IXL).

## Section 4. Summary of Performance on Measurable Pupil Outcomes

1. **Identify the Measurable Pupil Outcomes in Element 2 of the petition. Summarize the performance for each outcome.**
   1. 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:
      1. expanded summer school offered
      2. Partnership with YMCA to offer Extended Learning Opportunities to students afterschool and during the summer
      3. purchase of supplemental software and reading materials
      4. increased live coaching in classrooms by leadership team
      5. hired additional full inclusion instructors
      6. using an additional counselor
      7. visits to student homes will be continued for students experiencing engagement challenges
      8. staff received regular trauma informed trainings
      9. staff is implementing Valor Circles

## Section 5. Local Control and Accountability Plan Progress

1. **Provide a summary of progress made in meeting the School’s 2022–23 Local Control and Accountability Plan (LCAP) goals.**
   1. Create a Culture of Excellence within the school community (students, staff, and parents) to foster a positive school climate, promote a sense of belonging and nurture social, emotional, and academic growth.
      1. Build positive school culture
         1. 96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.
         2. 91% of parents feel their child is safe and supported on campus and 93% are satisfied with their child’s academic results.
         3. 81% of student feel proud to belong to WPS most or all of the time, 92% feel that adults at the school cared about them most or all of the time, and 84% agree that they felt safe at school
      2. Suspension Rates 0.03%
      3. Student Attendance Rates, as a measure of student engagement. 93.07%
      4. School counselors-hired
      5. Implement SEL through Valor Compass
   2. 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.
   3. Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.
      1. Coaching goals on track to meet goal
   4. Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.
      1. 100% of students placed in inclusive environment
      2. 100% of Students not meeting standards receive intervention support
   5. Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.
      1. 100% of students 1:1 with iPad and adaptive technology
2. **Provide a summary of the School’s 2023–24 LCAP mid-year update that describes what the School is doing to increase community input.**
   1. The LCAP is being shared via town halls (after hours Zooms to increase attendance)
   2. Sharing with Community Schools Advisory Council
   3. Sharing with School Site Council
   4. Combining the LCAP presentation with other topics of importance and interest to our families