

This document was provided, as is, to the California Department of Education (CDE) by **Watsonville Prep** for the Annual Academic Report (Information Memorandum) to the State Board of Education. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5. Minor formatting changes may have occurred during document remediation.

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.

Watsonville Prep – Academic Memorandum Response

General Information

School Address: 407 Main Street, Watsonville, CA 95076-4022

Website Address: <https://www.watsonvilleprep.org/>

County-District-School Code: 44 77248 0138909

Charter Number: 2032

Charter Term: July 1, 2019, through June 30, 2026

School Description: Watsonville Prep (WP) aims to equip students to be learners and leaders in high school, college, and beyond. WP develops top-tier teams of educators who continuously improve and innovate, delivering phenomenal outcomes for all students, regardless of their circumstances. They are a transitional kindergarten through grade eight school currently serving transitional kindergarten through grade five.

Grade Levels Served: Transitional Kindergarten Through Grade Five

2022-23 Enrollment: 398

Site Based or Non-Site Based: Site Based

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California's Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

Results for All Grades and Students

WP opened in 2019. As such, no data is provided for 2016-17 through 2018-19.

Year	2020–21 ¹	2021–22
School ELA	10 or fewer students tested	36.52%

¹ Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Year	2020–21 ¹	2021–22
School Math	10 or fewer students tested	38.26%
State ELA	49.01%	47.06%
State Math	33.76%	33.38%

2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	Very High	Very High
Suspension Rate	Very Low	Medium
English Learner Progress	Medium	Medium
Graduation Rate	Not Reported	Medium
College/Career	No Reported	Not Reported
ELA	Low	Low
Math	Medium	Low

Areas of Greatest Progress and Need

Based on the charter school’s internal spring and fall 2022 assessments, and the 2022 California School Dashboard (Dashboard), identify the school’s areas of greatest progress and greatest need.

Greatest progress – WPS has continued to focus on Positive Behavior Intervention Supports and restorative practices to provide alternatives to suspensions whenever possible. Navigator Schools, as a whole has held numerous professional development sessions on MTSS practices, scenarios based on the behavior matrix, and engagement strategies to minimize the behavior issues.

Greatest need – As with many LEAs across the state, Navigator and WPS are battling with high absenteeism numbers. The current CAR for WPS is 25.8% with a high of 32.5% last January.

1. What internal assessments (not California Assessment of Student Performance and Progress [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?

Navigator uses a variety of assessments to monitor academic progress and adjust instruction appropriately. Current measures include:

STAR – Early Literacy Reading and Math
Internal assessments given through Illuminate
Accelerated Reader quizzes
Fluency / Beginning Phonics Skills assessments

2. Identify the school's areas of greatest progress:

WPS has focused on helping to create a true love of learning for students and has seen an increase in words read, fluency, and students meeting their AR goals. Additionally, WPS has implemented an all hands-on deck approach to Chronic Absenteeism and has seen a decrease in the students categorized as chronically absent.

WPS has also shown its efforts focused on the SEL

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

1. STAR Reading – used as a predictor for SBAC
Growth Fall to Winter (3-5th grades)

WPS is predicted to grow to the 55% SBAC expectation.

STAR Reading Projected to be proficient

	BOY	Unit 1	Unit 2
3rd	22%	40%	41%
4th	14%	20%	25%
5th	15%	10%	25%

Tier 3 in Reading Fluency

October % of T3 Students	December % of T3 Students
34%	20%

STAR Math Projected to be Proficient

	BOY	Unit 1	Unit 2
3rd	33%	36%	33%
4th	20%	32%	30%
5th	20%	31%	37%

4. Identify the school’s areas of greatest need including references to student sub-groups:

While WPS students are outperforming their peers across the state in math, we still have work to do to equip them to be learners and leaders in high school, college, and beyond. We still have large numbers of students missing school, not reading on grade level, or proficient in math.

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.

The SBAC scores from 21-22 illustrate the proficiency rates for ELA and Math, illustrating the biggest area of need. The students outperformed the state average in Math but below the state for ELA.

6. How is the school addressing these areas of need? Include references to student sub-groups.

WPS has focused its intervention programs on ensuring students are reading at grade level with additional small group support being implemented after school. WPS has also been participating in an AR challenge with other Navigator sites to boost student engagement and love of reading.

Navigator is utilizing staff members as Family Resource Support to contact families when a student is absent, meeting with parents, and doing home visits.

Summary of Performance on Measurable Pupil Outcomes

1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:

- a. 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:
 - i. expanded summer school offered
 - ii. Partnership with YMCA to offer Extended Learning Opportunities to students afterschool and during the summer
 - iii. purchase of supplemental software and reading materials
 - iv. increased live coaching in classrooms by leadership team
 - v. hired additional student services paraprofessionals
 - vi. using an additional counselor
 - vii. visits to student homes will be continued for students experiencing engagement challenges
 - viii. staff received regular trauma informed trainings
 - ix. staff is implementing SEL curriculum daily

2021–22 Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the school's 2021–22 Local Control and Accountability Plan (LCAP) goals:

- a. Stakeholder engagement has been a primary focus even after the pandemic period with town halls for both families and staff (via Zoom), multiple surveys, ParentSquare messages, home visits, and updates on local services...especially during the weather related challenges Families who were unable to attend meetings were provided with home visits to talk about ways to reach their children and/or provide additional services as needed.
- b. 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.
- c. Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.

2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the school’s work to engage community members in the process:

WPS received a Community Schools (CS) Planning grant which is providing opportunities for families to be engaged in current and future activities. Meetings are held monthly with future meetings planned to include family potlucks and activity nights. The CS Coordinator works closely with the office to provide safety and resource updates to families as Watsonville has been greatly impacted by flooding this school year.

3. How is the school addressing learning loss from the prior school year?

WPS is still employing two small group instructors in grades TK-4 to provide low student to instructor ratios all day, additional intervention time has been added to the school schedule, after school support for students needing more intervention, professional learning on EL strategies, blended learning support, and extended summer school hours.

2022–23 Plan for Independent Study

1. Inform if the school is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:

Navigator has only done short term independent study during this school year.