California Department of Education

Charter Schools Division

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Attachment 29

# California State Board of Education-Authorized Charter School 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from Watsonville Prep (Charter #2032). Responses from the charter school have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## Watsonville Prep 2024 Academic Memorandum Form

### Section 1. Charter School Information

#### General Information

Provide the following information as it pertains to the charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Watsonville Prep School |
| School Address | 407 Main Street |
| City | Watsonville |
| ZIP Code | 95076 |
| Located in District | Pajaro Valley Unified School District |
| County | Santa Cruz |
| Website Address | www.navigatorschools.org |
| County District School (CDS) Code | 44 77248 0138909 |
| Charter Number | 2032 |
| Current Charter Term Start Date | July 1, 2019 |
| Current Charter Term End Date | June 30, 2027 |
| Grade Levels Served | TK-7 |
| 2023–24 Enrollment | 461 |
| Instruction Type | Classroom-based |

**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 seven.

##### Demographic Information

Provide the following information as a percentage of the charter school's total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 56 |
| Foster Youth | 1 |
| Homeless | 5.2 |
| Socioeconomically Disadvantaged | 80.3 |
| Students with Disabilities | 12 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 0 |
| American Indian | 0 |
| Asian | 1.1 |
| Filipino | 0 |
| Hispanic | 97.2 |
| Pacific Islander | 0 |
| Two or More Races | 1 |
| White | 1.1 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter school’s total student population and color regarding the charter school’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter school is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | 23.7 | Orange |
| Suspension Rate | 1.7 | Orange |
| English Learner Progress | 28.6 | Red |
| Graduation Rate | [No Response] | No Performance Color |
| College/Career | [No Response] | No Performance Color |

###### 2024 Performance Levels: Colors and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Yellow | Below standard | 17.5 |
| Mathematics | Yellow | Below standard | 31.5 |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 48 |
| Mathematics | 41 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

1. Based on California School Dashboard (Dashboard) data, identify the charter school’s areas of greatest progress.

WPS is incredibly proud of the growth for all student groups on the SBAC last year with all students showing a significant increase and growth on the SBAC. Additionally, the focus on combatting chronic absenteeism has led to a signficant decrease in that area. We are also proud that our recently Reclassified English Learners are 67.4 points above standard.

1. What internal assessments (not CAASPP) are being used to demonstrate the charter school’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

Navigator conducts STAR tests quarterly.

1. Based on Dashboard data, identify the charter school’s areas of greatest need. Include references to student groups.

While we have seen strong academic growth, we are focused on having our English Learners, Hispanic, and socio-economically challenged students go from yellow to green on the dashboard. Additionally, while our Chronic Absenteeism numbers have gone down, it is definitely still an area of constant focus.

1. How is the charter school addressing these areas of need? Include references to student groups.

Navigator has made Multi Language Learners an organizational priority this past year, utilizing a MLL coordinator, hosting ELPAC information nights, adding in acceleration for all time, and reviewing the MLL dashboard weekly. We are also continuing to employ an attendance specialist focused on ensuring all students come to school. Finally, coaching is focused on the overall increase towards standard for all students.

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

Provide a narrative response to the below question.

1. Identify the Measurable Pupil Outcomes in Element 2 of the charter petition. Summarize the performance for each outcome.

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 Launching a WPS Mascot Club (Extended Learning Opportunities to students afterschool and during the summer) purchase of supplemental software and reading materials Increased live coaching in classrooms by leadership team Launched Acceleration for All time Using an additional counselor visits to student homes will be continued for students experiencing engagement challenges staff received regular trauma-informed trainings staff and scholars are implementing Valor Circles

### Section 5. Local Control and Accountability Plan Progress

Provide a narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter school’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

Goals 1. Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science. 100% of students have access to standards aligned curriculum, 100% of students are enrolled in a broad course of study from credentialed teachers. Our staff receives formal professional development at least 2x per month with daily huddles, weekly coaching meetings, and daily live coaching included. 2Create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances. Students are participating in weekly Valor circles to identify feelings and emotions. Families participate in Parent University. Shark Club is engaging students after school. Coffee with the Principal is getting families engaged and on campus. Open houses are held for families to learn about what is happening in school.

1. Provide a summary of the charter school’s 2024–25 LCAP mid-year update that describes what the charter school is doing to increase community input.

We are in process of surveying parents on their satisfaction level which will be a direct impact of the engagement work described above.

### Section 6. Differentiated Assistance

1. Does the charter school qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter school meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter school will be working with for technical assistance with DA.

[No Response]

1. What improvement strategies and actions has the charter school selected to address its identified student groups and state priorities?

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter schools authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

KFC

#### Certification

I hereby certify that I am a full-time paid employee of the charter school who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter school.

KFC

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
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| Job Title | Chief Engagement Officer |
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