Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

Watsonville Prep School

Number/percentage misassignments of teachers of ELs	0
Total teacher misassignments	0
Vacant Teacher Positions	2 (6th Stem, 7th Humanities)

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

  0%

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

  0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA

- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)

- Mathematics – Common Core State Standards for Mathematics

- Next Generation Science Standards

- History-Social Science

- Career Technical Education

- Health Education Content Standards

- Physical Education Model Content Standards

- Visual and Performing Arts

- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science			3		

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science			3		

3. *Rate the LEA's progress in implementing policies or programs to support staff in*

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science			3		

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education		2			
Health Education Content Standards		2			
Physical Education Model Content Standards			3		
Visual and Performing Arts			3		
World Language		2			

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research

   2 – Beginning Development

   3 – Initial Implementation

   4 – Full Implementation

   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   The last few years have provided numerous challenges for students, families, and staff including pandemic related losses, weather related damages and issues, and long term social emotional learning and academic losses. To address these hurdles and to provide necessary support to the greater Navigator family, numerous programs have been put into place with others ongoing.

Support has included resources for flood victims, resource fairs, assistance for food and housing insecure families, after school intervention for students, home visits for chronically absent students, community events, and active ParentSquare communications.

This multi-pronged system of support has evolved since students have returned to in person learning but the foundation of these relationships has led to families feeling more connected to the schools and organization.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Having community and family involvement back on campus has and continues to be an area of focus. An acknowledged area of growth is the expansion of community celebrations and opportunities to highlight the incredible contributions, both current and historically, of our local community members. Navigator needs to be able to create pathways for simultaneous educational excellence and family engagement and support.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

In addition to expanding outreach efforts to recruit more students who qualify for Free and Reduced Lunch, Navigator Schools is creating Community Schools to provide additional resources for families, especially underrepresented families. This process will allow Navigator to truly engage the community in efforts to provide extra services and support they need. The pandemic has highlighted areas of growth which center around opportunities for families to engage in on campus activities.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of eduational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   Students at Navigator schools are as committed to achieving their goals as their teachers. Students track their progress on blended learning programs, are celebrated for growth and achievement, and stay for academic intervention programs if they are not reaching their goals. Families have access through the Illuminate Parent Portal to immediately access their child's academic progress. Parents also complete an annual family engagement survey which gauges, among other things, their understanding of their child's academic goals.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   Ensuring students are ready for the rigors of high school after they leave Navigator schools is an area of growth. In order for this activity to be

successful, families, staff, and students will need to work together on a path forward. Site staff will work closely with the local high schools to provide reciprocal opportunities for students to both explore what is in store in high school while also continuing to access support from Navigator staff.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

   Ensuring all sites have numerous bilingual staff members available to answer parent questions and provide important updates ensures students and families feel supported and able to access the support they need. Navigator will continue to provide home visits for students who are not staying engaged or needing additional support.

   The transition to Community Schools will also provide tutoring centers, after school support services, and college counseling services for students.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   Navigator has consistently been proactive in obtaining stakeholder input through surveys, family town hall meetings, staff meetings, Director and Chiefs weekly meetings, cross site meetings, and daily site huddles. Between formal feedback surveys to quick poll everywhere check-ins, Navigator employs numerous tools to solicit input.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   Formalizing a plan for how to formally collect and share data with the leadership team is an area to improve.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

   Spelled out in the various site charters is the number of ways families can be involved in the governance of the school. These include, but are not limited to: parent representative seat on the Navigator Schools Board of Directors, School Site Councils, parent coffees, LCAP advisory meetings, and parent club. Additionally, annual engagement surveys are conducted with any satisfaction score under 80% being highlighted for action steps. These surveys are reviewed by the directors to enable an organizational lens on parent voice and engagement.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Watsonville Prep School administers the Panorama SEL survey to determine student's perceptions of school safety and their connectedness to an adult, in addition to monitoring the skills of self-efficacy and self-regulation.

The key learnings from the Panorama survey data are based on the following results: 88% of the 3rd-4th graders reported feeling a connectedness to an adult and 65% of 3rd-4th graders felt safe at school always or most of the time.

When the data was disaggregated by gender, grade level, race, and EL status, there was little difference in the percentages amongst the students reporting high levels of supportive relationships and connections with an adult . A gap or area of need was found between students who were identified as receiving free lunch (90% of these students reported high levels of supportive relationships) and those receiving reduced lunch (72% of these students reported high levels of supportive relationships.)

When analyzing the data for areas of strength and areas of growth, the areas of strength were in the high percentages of students who reported they had a positive connection to an adult. The data was moderately positive about those who reported that they felt safe at school. The school, however, identified areas of growth based on the data that revealed approximately 35% of students reported feeling safe only *sometimes,*

rarely, or not at all. Because school safety is a primary concern of the leadership, they seek to have 100% of students reporting that they feel safe at school. An additional area of growth was identified in the disaggregated data related to connectedness to adults. Students who receive reduced price lunches had significantly lower perceptions of having a connection to an adult when compared to students who received free lunches.

To address school safety, and subsequently increase the numbers of students who report feeling safe at school on the Panorama Survey, the school will implement several actions. All teachers in grades K-5th will administer weekly social emotional surveys that specifically ask students if they feel safe, and if someone has done an action that the student considers harmful or inappropriate to them. This data will provide the site leadership, teachers and counselors information so they can investigate any reports of unsafe situations, and appropriately intervene quickly. The school will also use the weekly social emotional survey data to identify students who may be in need of more structured social skills support, or who would benefit from a referral to an outside mental health agency. The school also plans to implement daily community meetings in each classroom using a structured social emotional learning curriculum to guide the meetings. These daily meetings, in addition to teaching students strategies to increase their feelings of safety at school, i.e. how to identify and report unsafe behavior, will also serve to promote student connections to the adults at school. To address the gap reported by the students who receive reduced price lunches, the school will do a deeper analysis into what factors may have led to these results. It will be a challenge to uncover the complex factors that students from lower socioeconomic backgrounds experience, particularly between those who receive free lunch, and those who qualify for reduced lunch. At the onset of school teachers will receive additional student information related to their classrooms' cultural demographics, including socioeconomic data. This data, though available, was not shared with them in a purposeful manner prior to this year. The data will help them understand the backgrounds of their students better, and allow them to address some of the gaps that may exist in students feeling connected to an adult. Teachers will also be provided professional learning by their coaches in strategies aligned with culturally responsive teaching.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We use a locally developed rubric to ensure that all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. Support office team members as well as school administrators review this rubric quarterly to ensure that all state adopted standards are being addressed.

Data is one of Navigator's five compass points showing its importance to the organization and the staff. Coaches go over individual student data weekly in the coaching / feedback meetings, monthly at grade level data meetings, and teachers are reviewing the data daily to recalibrate a lesson if needed. Data is used to create homogeneous small groups, and to determine placement in intervention academies. Data is reviewed by subgroup to ensure Navigator is continuing to reduce or eliminate the achievement gap for traditionally underserved and vulnerable populations.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The educational model at Navigator is created to ensure all students have access to a broad course of study and spend an equal amount of time in ELA and math. They also have PE, History / Social Studies, Science, and a variety of enrichment programs including performing arts throughout the week.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Navigator's programs ensure access to a variety of programs throughout the week in which students participate in numerous academic and enrichment activities. Due to a lack of space on our current campuses, additional extra-curricular activities are a challenge (band, music, etc...).

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Navigator will continue to work with the parents to prioritize the areas of importance for staff and families and utilize the LCAP to ensure the course of study and budget align. Navigator implemented Illustrative Math in an effort to improve math outcomes and the academic leadership team is reviewing the data to find areas of growth or improvement.