

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.


DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Ms. Heather Parsons, Principal

 Principal, Hollister Prep

About Our School

As we prepare for another school year I can't help but think about the many reasons we are all so proud to call Hollister Prep School home. For me, it is the amazing teachers and staff members who have dedicated themselves to helping our students succeed, the students who proudly wear the Navi blue, and our families who have chosen to entrust us as the educational choice for their children. Knowing we are making a difference in the lives of hundreds of students gives provides us each with a strong sense of purpose and excitement. And, as we begin the 2016-17 year, that energy is even more evident.

We are thrilled to welcome new and returning members of the Navigator staff and hope you share a smile with all of them when you see them on campus. And, as you can tell, our founding 2nd grade class are preparing to become our first middle school students, making way for a whole new crop of fresh faced kindergarteners. It is such an exciting time to be on campus and I can't tell you how much it means to me to be a part of this journey.

Like many of my teammates, I joined Navigator Schools to become part of something bigger than myself. I had been a classroom teacher in a traditional public school for years and knew that there was a different way to reach all students. At Navigator, we take a no-excuses approach to everything and our perseverance is paying off. Our teachers are enthusiastic supporters of the Navi coaching method and spent the two weeks before school started learning even more techniques to provide our students with the tools they need to be successful. Our test scores continue to surpass those of the majority of California schools and our approach to education garners attention from teachers and administrators from around the country.

My heart and soul go into making HPS a safe and welcoming place for your students to learn, thrive, and achieve and I look forward to another year of being a part of this amazing team. Thank you for trusting us with the role of educating your child. It is a role we accept with great honor.

Warmly,

Heather Parsons

Contact

Hollister Prep
881 Line St.

Hollister, CA 95023-4514

Phone: 831-313-0772

E-mail: info@navigatorsschools.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Hollister
Phone Number	(831) 630-6300
Superintendent	Lisa Andrew
E-mail Address	landrew@hesd.org
Web Site	www.hesd.org

School Contact Information (School Year 2017-18)	
School Name	Hollister Prep
Street	881 Line St.
City, State, Zip	Hollister, Ca, 95023-4514
Phone Number	831-313-0772
Principal	Ms. Heather Parsons, Principal
E-mail Address	info@navigatorschools.org
Web Site	www.hollisterprep.org
County-District-School (CDS) Code	35674700127688

Last updated: 3/5/2018

School Description and Mission Statement (School Year 2017-18)

The Mission of Navigator Schools

Navigator Schools equips students to become learners and leaders in high school, college, and beyond. We develop top-tier teams of educators who continuously improve and innovate schools that deliver phenomenal outcomes for all students, regardless of their circumstances.

Student centered, standards driven

All students deserve the opportunity to receive an excellent education. Our schools' high academic standards develop a yearning for challenge and success. A Navigator classroom creates a passion for learning, inspiration, and understanding that lasts a lifetime.

"Someday" is NOW

Navigator was born when group of educators and parents in Gilroy, California refused to wait for someone else to take on educational reform. We are obsessed with demonstrating that the tools necessary to eliminate the achievement gap have been discovered and can be replicated in schools across America. Our goal to create classrooms full of successful, thriving students where all students achieve at their highest potential.

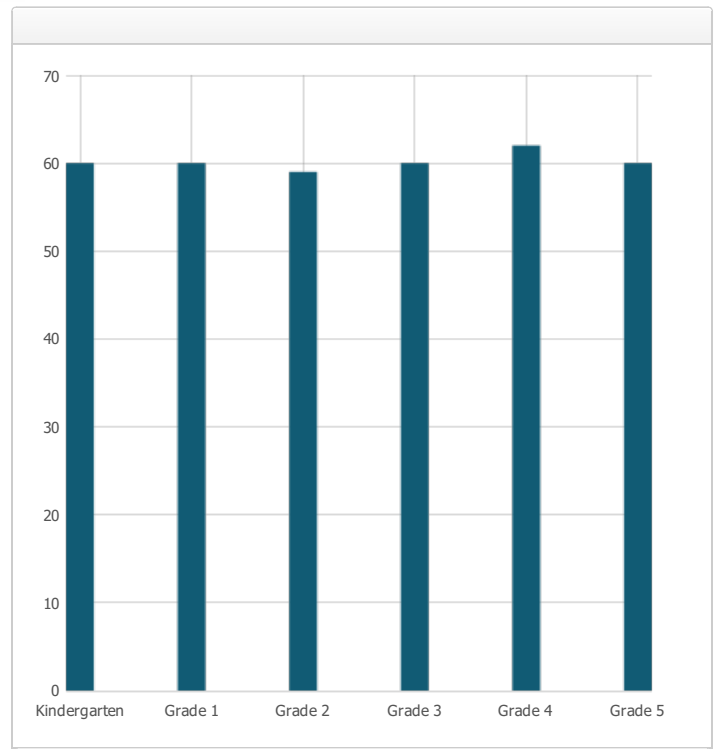
Collaborative, not competitive

Navigator Schools has studied dozens of the best schools in America to come up with our unique style of education. Now it's our turn to share. We hope that our shared commitment to improving children's futures will become common ground between Navigator Schools, parents, and school districts across the nation. We know that any educator can use and adapt our strategies in any classroom setting. Schedule a visit and join in a partnership with Navigator.

Last updated: 3/5/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	60
Grade 1	60
Grade 2	59
Grade 3	60
Grade 4	62
Grade 5	60
Total Enrollment	361



Last updated: 3/5/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.3 %
Filipino	1.1 %
Hispanic or Latino	83.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	15.0 %
Two or More Races	0.6 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	61.2 %
English Learners	59.0 %
Students with Disabilities	3.9 %
Foster Youth	0.0 %

Last updated: 3/5/2018

A. Conditions of Learning

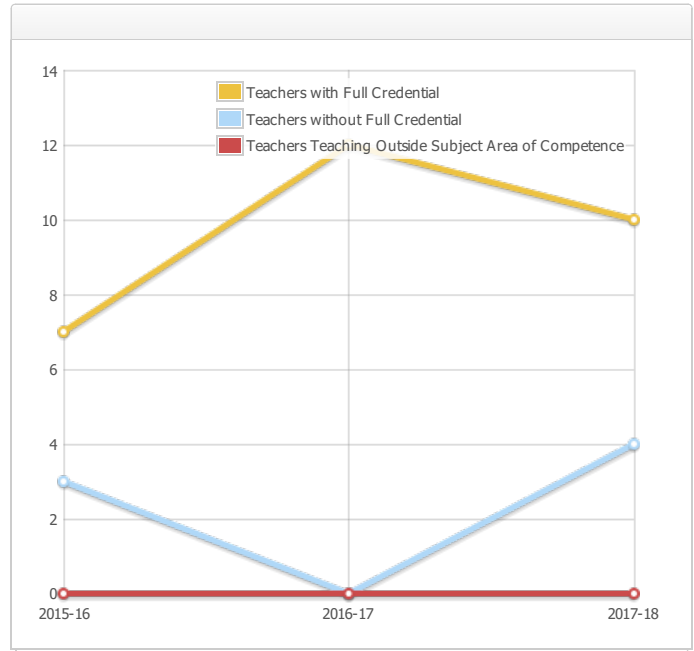
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

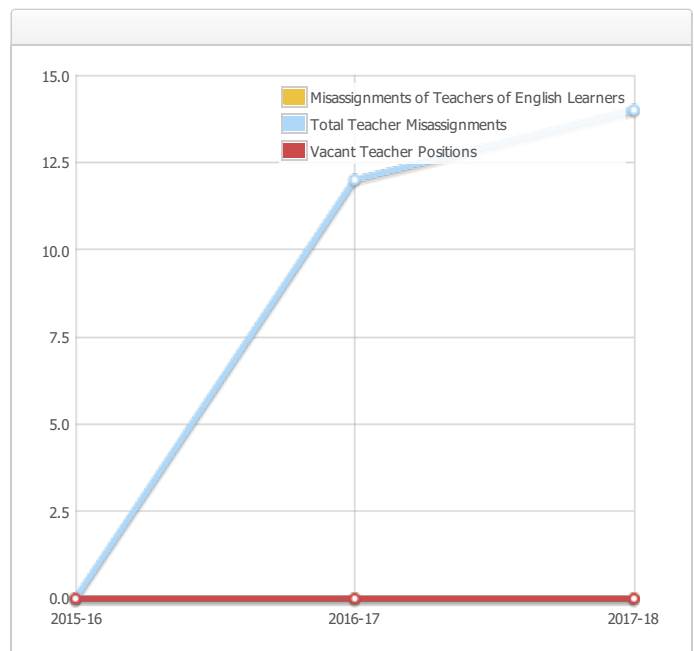
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	12	10	0
Without Full Credential	3	0	4	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 3/7/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	12	14
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 3/7/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Developing strong literacy skills is the leading component of students' academic success and WPS has created a comprehensive ELA program to provide students with the tools they need to guide them through their academic careers. The majority of the materials used are teacher created PowerPoint slides that address ELA standards but samples of other curriculum used in the program are:</p> <p>SRA Reading Mastery - builds phonemic awareness skills, letter-sound fluency, and decoding skills in early readers. SRA Horizons - to teach specific decoding and comprehension skills to early readers. SRA Corrective Reading - to increase reading fluency. Write From the Beginning Thinking Maps Reading Plus Lexia ReadWorks NewsEla Reading A to Z CCSS Exemplar Texts Ready Common Core</p>		0.0 %
Mathematics	<p>Student's understanding of mathematics application, algorithms, theory and visualizations is teacher-curated. In addition, the following curriculum is used:</p> <p>Envision ST Math Fast Math LearnZillion ALEKS Khan Academy Ready Common Core Go Math</p>		0.0 %
Science	<p>TCI Discovery Techbook</p>		0.0 %
History-Social Science	<p>TCI</p>		0.0 %
Foreign Language	<p>NA</p>		0.0 %
Health	<p>NA</p>		0.0 %
Visual and Performing Arts	<p>NA</p>		0.0 %
Science Lab Eqpmt (Grades 9-12)	<p>N/A</p>	<p>N/A</p>	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 3/8/2018

School Facility Conditions and Planned Improvements

The campus is maintained daily and deep cleaning scheduled regularly with custodial staff. The campus is maintained by Hollister School District and is in good repair.

Last updated: 3/6/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: February 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: February 2017

Overall Rating	Exemplary
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Last updated: 3/6/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	87%	91%	43%	49%	48%	48%
Mathematics (grades 3-8 and 11)	75%	75%	30%	37%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 3/6/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	181	180	99.45%	90.56%
Male	97	96	98.97%	86.46%
Female	84	84	100.00%	95.24%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	155	154	99.35%	89.61%
Native Hawaiian or Pacific Islander				
White	20	20	100.00%	95.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	116	116	100.00%	87.93%
English Learners	113	113	100.00%	87.61%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 3/5/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	181	180	99.45%	75.00%
Male	97	96	98.97%	73.96%
Female	84	84	100.00%	76.19%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	155	154	99.35%	74.68%
Native Hawaiian or Pacific Islander				
White	20	20	100.00%	75.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	116	116	100.00%	74.14%
English Learners	113	113	100.00%	72.57%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 3/5/2018

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	13.3%	18.3%	8.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 3/7/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Our families are important parts of the Navigator community and we work to provide convenient opportunities for them to be involved in school activities. Parents stay updated and informed of school life through:

- School Facebook pages
- Parent Square website, text messages, and emails
- Flyers/Thursday folders

In addition, we find great value in the feedback from our parents and invite them to participate in the following:

- Monthly Bilingual Parent Coffees where a different grade level is spotlighted each month
- Classroom volunteer opportunities
- Parent Club
- LCAP feedback sessions
- Strategic Plan feedback sessions
- Board meetings (The Board includes one parent from each site)
- Annual Surveys (Action steps are shared with the parents at Back to School Night)
- Daily Morning Messages
- Numerous annual events (i.e. Walk-a-thon, Cocoa with Santa, family dances, family carnival)

For more information about parent involvement, please contact: Kirsten Carr, Director of Community Outreach, (831) 217-4883

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

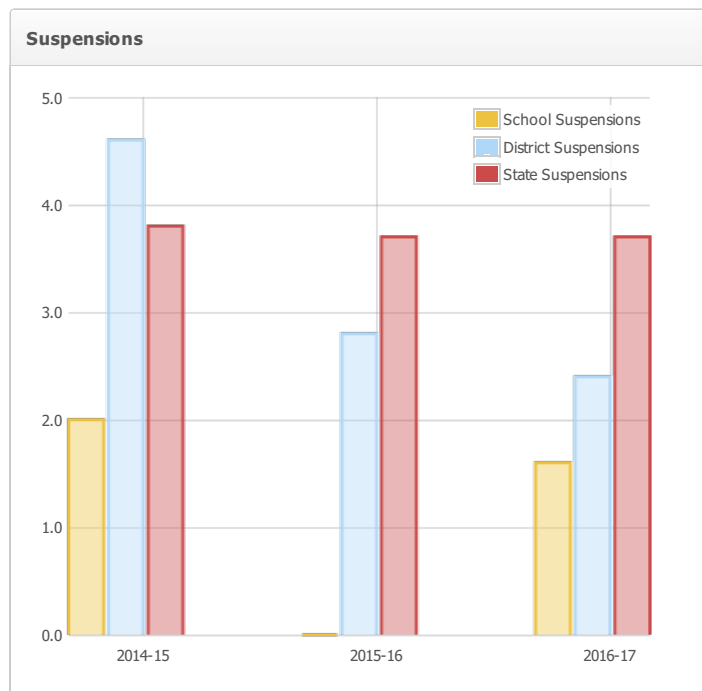
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.0%	0.0%	1.6%	4.6%	2.8%	2.4%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 3/6/2018

School Safety Plan (School Year 2017-18)

HPS works in conjunction with R.O. Hardin School for all safety related exercises. The Navigator Schools Safety plan makes provisions for the coordination of efforts when in a co-location facility like HPS.

Last updated: 3/6/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31.0	0	2	0	31.0	0	2	0	30.0	0	2	0
1	31.0	0	2	0	31.0	0	2	0	30.0	0	2	0
2	30.0	0	1	0	30.0	0	2	0	30.0	0	2	0
3	33.0	0	1	1	30.0	0	2	0	30.0	0	2	0
4	0.0	0	0	0	30.0	0	2	0	31.0	0	2	0
5	0.0	0	0	0	0.0	0	0	0	30.0	0	2	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	31.0	0	1	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 3/6/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 3/6/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10736.0	\$816.0	\$9920.0	\$53000.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$78363.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 3/6/2018

Types of Services Funded (Fiscal Year 2016-17)

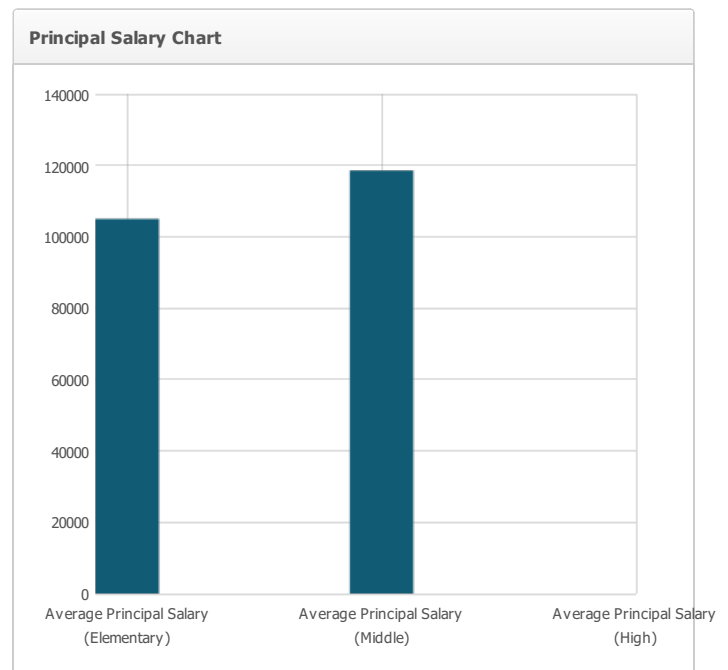
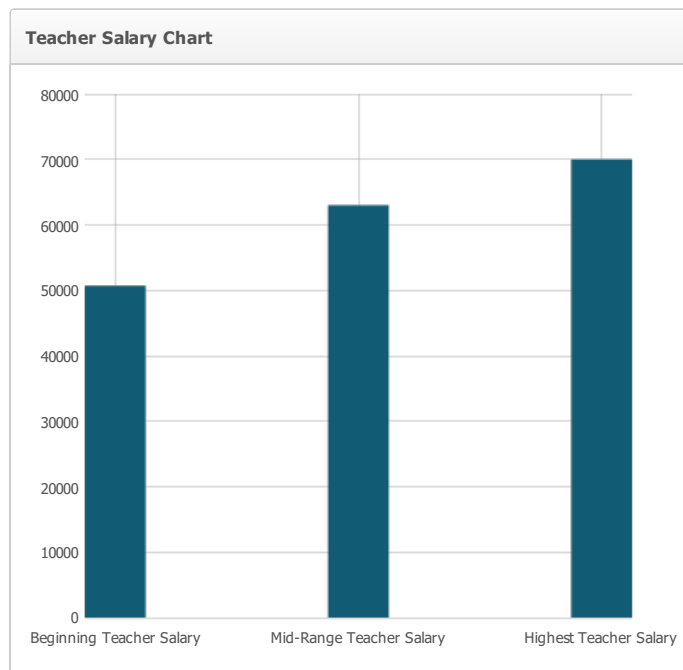
HPS uses categorical funds, monies from the start-up grant and revenue from fundraising along with other sources to purchase a variety of educational programs including Horizons, Reading Mastery, Successmaker, ST Math and to support our implementation of Response To Intervention (a tiered model of addressing student's areas of needs). We also offer an extended day where students are provided extra tutorials or enrichment classes.

Last updated: 3/6/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,700	\$48,678
Mid-Range Teacher Salary	\$63,000	\$78,254
Highest Teacher Salary	\$70,000	\$96,372
Average Principal Salary (Elementary)	\$105,000	\$122,364
Average Principal Salary (Middle)	\$118,560	\$125,958
Average Principal Salary (High)	\$	\$126,758
Superintendent Salary	\$162,285	\$212,818
Percent of Budget for Teacher Salaries	26.0%	38.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 3/6/2018

Professional Development

At HPS we offer 15 days at the beginning of the school year to provide staff development. We also provide teachers release days each month to work on curriculum, observe other teachers or attend workshops. Wednesdays are early release days and staff is involved in collaboration and data analysis. Teacher teams work continuously to improve their teaching and leadership. The primary focus for staff development includes the use of instructional strategies that draw on the skills from the book *Teach Like A Champion*, along with the use of Whole Brain Teaching Strategies. In addition, our school has started the transition into the Common Core and has moved towards creating assessments/ curriculum that reflect the new standards. Our teachers are working in content area teams along with an academic coach to create such curriculum. Our Professional Development model at the beginning of the year included bringing in a group of students that served to train our teachers as they prepared for the start of the school year. As well, we have a weekly coaching model that utilizes the support of our academic coaches, teachers, and administrative staff. Teachers are supported with implementation via in-class coaching, teacher-principal meetings, student performance data reporting, and assessment review on a six week unit cycle.

Last updated: 3/5/2018