

Gilroy Prep School (Navigators School)

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information - Most Recent Year

School	
School Name	Gilroy Prep School (Navigators School)
Street	277 I O O F Ave.
City, State, Zip	Gilroy, Ca, 95020
Phone Number	408-337-5445
Principal	Christin Barkas
E-mail Address	cbarkas@navigatorsschools.org
Web Site	www.navigatorsschools.org/
County-District-School (CDS) Code	43694840123760

District	
District Name	Gilroy Unified
Phone Number	(408) 847-2700
Web Site	http://www.gusd.k12.ca.us
Superintendent First Name	Deborah
Superintendent Last Name	Flores
E-mail Address	debbie.flores@gilroyunified.org

Last updated: 3/12/2015

School Description and Mission Statement (Most Recent Year)

Mission & Message

Who we are

The mission of Navigator Schools is to create school systems that ensure students develop the skills they need to become self sufficient, independent learners. Our students will be prepared to excel in class, on standardized tests, in college, and every aspect of their lives. The pillars of our mission infuse how we teach, how we work together, and how we partner with our community and education peers.

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.

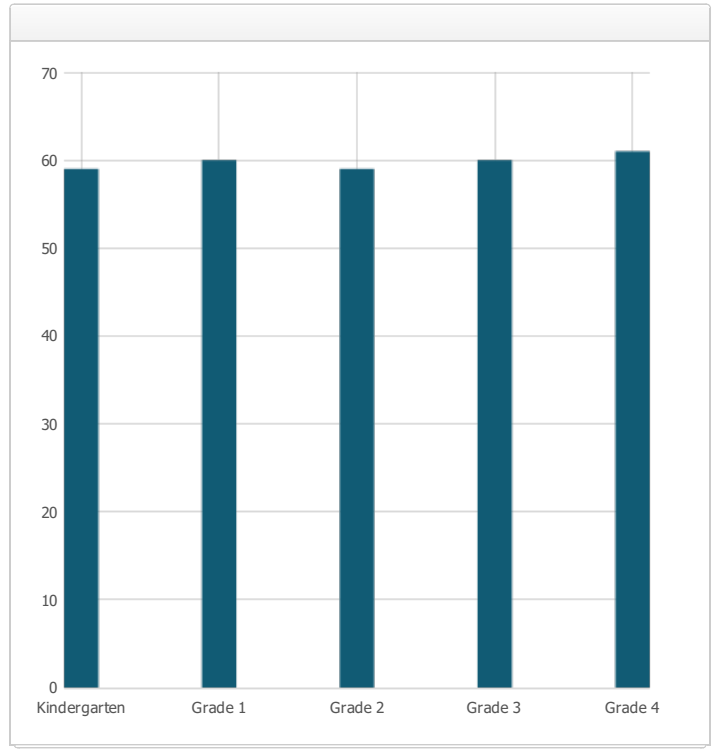
Collaborative, not competitive.

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: 3/12/2015

Student Enrollment by Grade Level (School Year 2013-14)

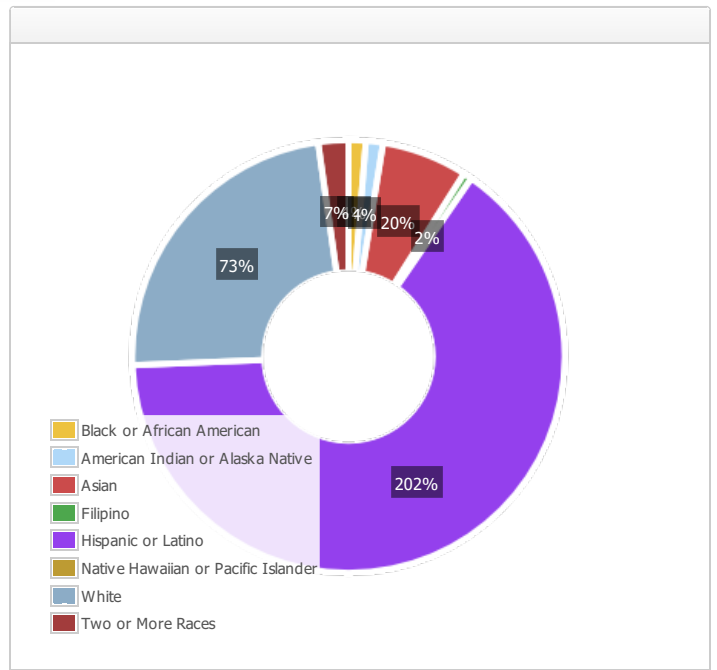
Grade Level	Number of Students
Kindergarten	59
Grade 1	60
Grade 2	59
Grade 3	60
Grade 4	61
Total Enrollment	365



Last updated: 3/12/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.0
American Indian or Alaska Native	4.0
Asian	20.0
Filipino	2.0
Hispanic or Latino	202.0
Native Hawaiian or Pacific Islander	0.0
White	73.0
Two or More Races	7.0
Socioeconomically Disadvantaged	180.0
English Learners	175.0
Students with Disabilities	22.0



Last updated: 3/12/2015

A. Conditions of Learning

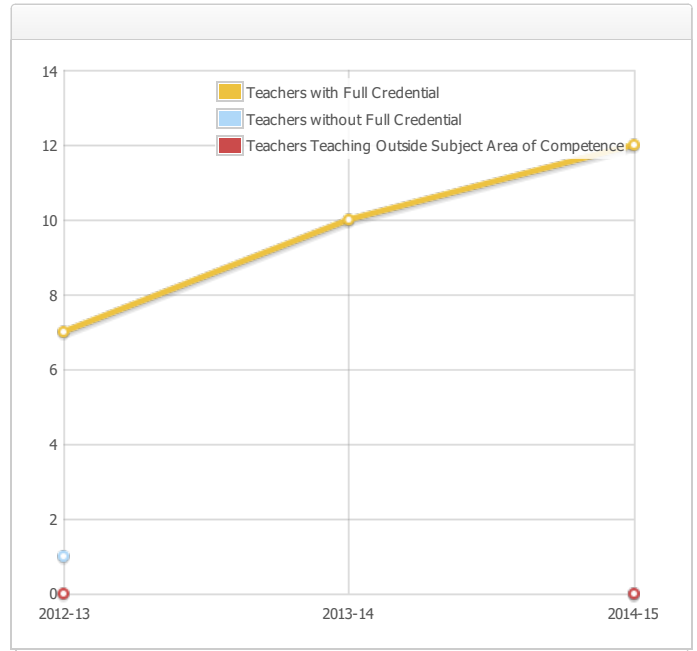
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

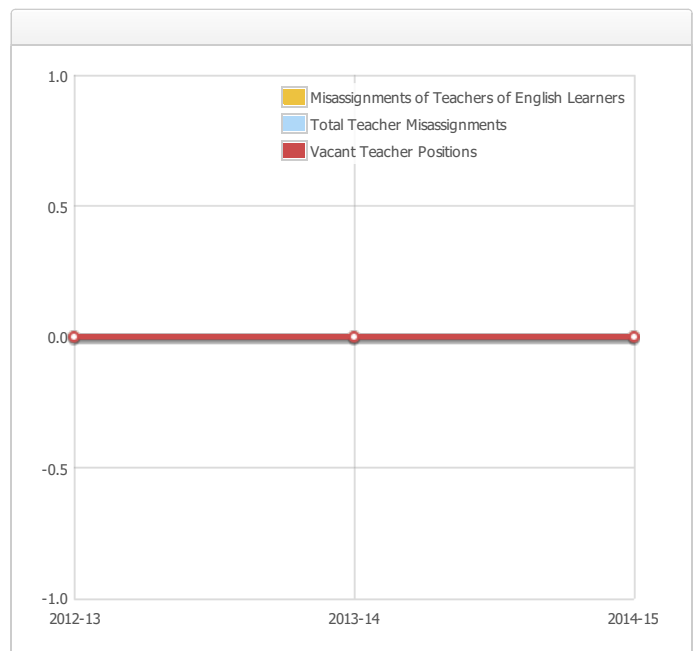
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	7	10	12	
Without Full Credential	1		0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0		0	



Last updated: 3/11/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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: 1/29/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	95	6
High-Poverty Schools in District	94	6
Low-Poverty Schools in District	96	4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin, SRA leveled reading programs, teacher-created ELA standards slides.	No	0.0
Mathematics	Envision, teacher-created CA standards-based slides. Teacher created materials based on the standards.	Yes	0.0
Science	Teacher created materials based on the standards.	Yes	0.0
History-Social Science	Teacher created materials based on the standards.	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Lab Eqmpt(9-12)			0.0

Last updated: 3/12/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Gilroy Prep School has a comprehensive safety plan for all contingencies. This plan was developed with the cooperation of GPS, Gilroy Unified School District and local fire and safety authorities. Staff and students are aware and practice the plan accordingly and in conjunction with the local school district.

This school site is maintained daily by a custodial staff trained in enterprise and school level entities. It is maintained daily with regular maintenance procedures occurring on individual schedules.

The facility is owned and maintained by the Gilroy Unified School District and is in excellent repair. The campus is currently housing 360 students and will be expanded by the district to house a total of 580 students upon completion. The district will be adding classrooms each year to accommodate the added class grades.

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The school is maintained by GUSD and has no outstanding or impending issues to repair. All buildings, fixtures, appliances and structures are intact, functional and in good repair.
Interior: Interior Surfaces	Good	All interior spaces are in good repair. GUSD has recently replaced the carpeting in 3 classrooms and completed numerous small repairs like door stop replacements.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	There are no pest or vermin infestations at GPS.
Electrical: Electrical	Good	All electrical systems are fully operational and appear to be efficient. GUSD is installing solar panels on the roof of many of the classroom structures to minimize cost to the electrical grid.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	All restrooms are in good repair and are functional. They are maintained daily by custodial staff and repaired regularly if needed by GUSD.
Safety: Fire Safety, Hazardous Materials	Good	Fire and Safety plans are in place on campus and are tested regularly by the district. All fire extinguishers are tested annually in July and all fire suppression systems are tested annually. NO hazardous materials are stored on site with exception to cleaning materials. An MSDS binder can be located in our cleaning supply closet.
Structural: Structural Damage, Roofs	Good	All structures are in good repair, maintained well by the district.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	All external structures are well maintained and are in good condition at this time.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 3/12/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				58	60	61	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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: 3/12/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	310
All Students at the School	310
Male	154
Female	149
Black or African American	3
American Indian or Alaska Native	4
Asian	20
Filipino	0
Hispanic or Latino	202
Native Hawaiian or Pacific Islander	0
White	73
Two or More Races	7
Socioeconomically Disadvantaged	180
English Learners	175
Students with Disabilities	22
Students Receiving Migrant Education Services	0

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	87%	86%	56%	58%	57%	54%	56%	55%
Mathematics	N/A	92%	93%	54%	53%	53%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	50%	47%	50%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 3/12/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide		10	10
Similar Schools			10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/30/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	177	242	310
Black or African American	1	2	3
American Indian or Alaska Native	0	2	4
Asian	13	19	20
Filipino	0	0	0
Hispanic or Latino	119	144	202
Native Hawaiian or Pacific Islander	0	0	0
White	37	48	73
Two or More Races	0	2	7
Socioeconomically Disadvantaged	117	158	180
English Learners	115	144	175
Students with Disabilities	11	18	22

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/30/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0

Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education

0.0

*Last updated: 1/30/2015***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

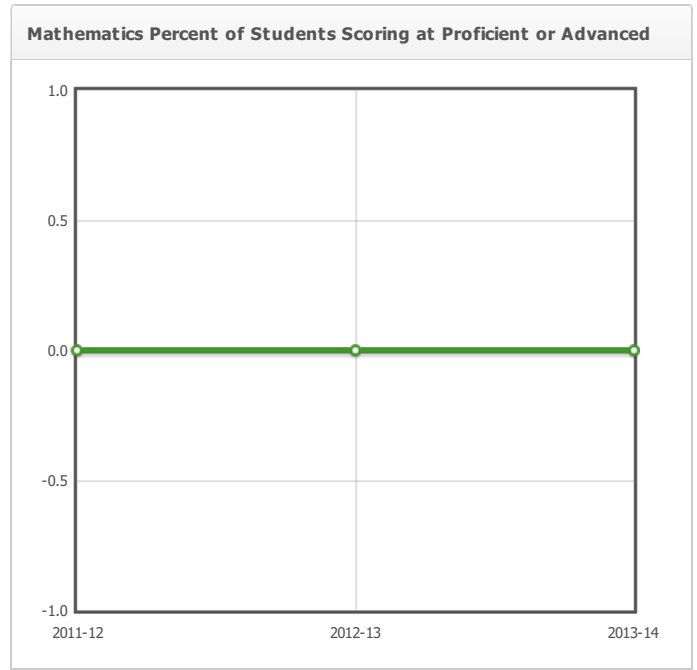
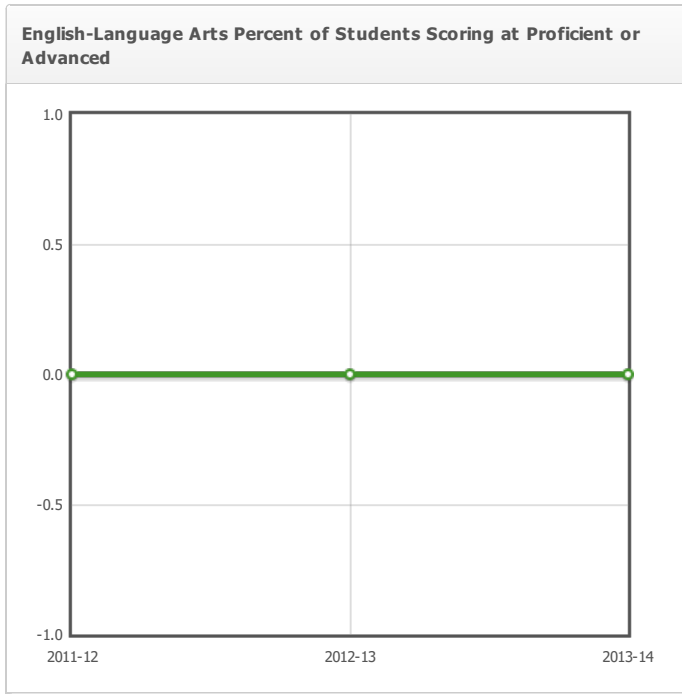
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	0%	0%	0%	54%	62%	35%	56%	57%	56%
Mathematics	0%	0%	0%	56%	61%	37%	58%	60%	62%

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: 1/30/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	0%	0%	0%	0%	0%	0%
All Students at the School	0%	0%	0%	0%	0%	0%
Male	0%	0%	0%	0%	0%	0%
Female	0%	0%	0%	0%	0%	0%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	0%	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

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: 1/30/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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: 1/30/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

Parents are encouraged to become involved in their child's education either by volunteering in the classroom, participating in a decision-making group, or by attending school events. Parents stay informed on upcoming events and school activities through the school web site, Facebook, flyers, text messages or all-calls. Contact your child's teacher or school administration at 408-337-5445 for more information on how to become involved in your child's learning environment. Gilroy Prep School parents are required to volunteer 20 hours each academic school year. Parents keep a log of their volunteer hours on a volunteer tracking form, which may include:

School Activities
 Back to School Evening
 Book Fairs
 Evening Fundraiser
 Bingo
 Harvest Party
 Parent Conferences
 Field Trips
 Hundreds Day
 Cocoa with Santa
 Bullying Assembly
 Enrichment Classes
 Parent Literacy classes

State Priority: Pupil Engagement

Last updated: 3/12/2015

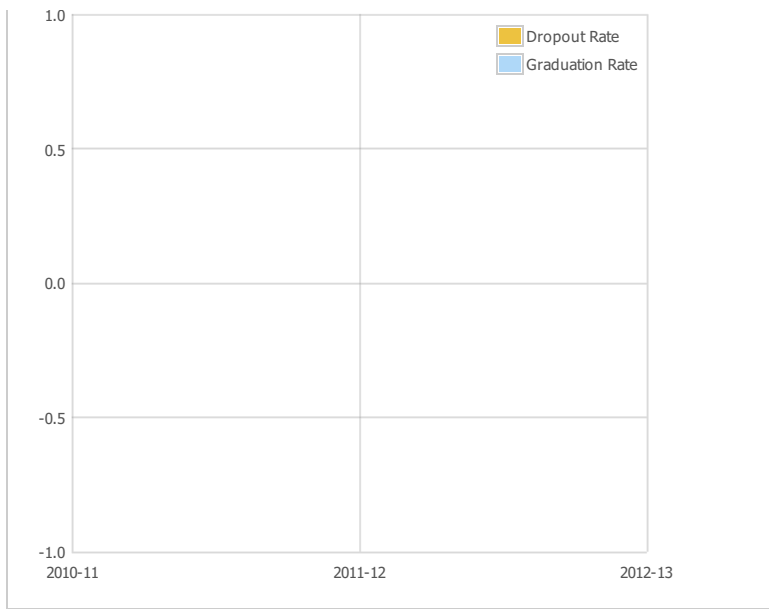
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				77.96	85.33	83.78	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 3/19/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

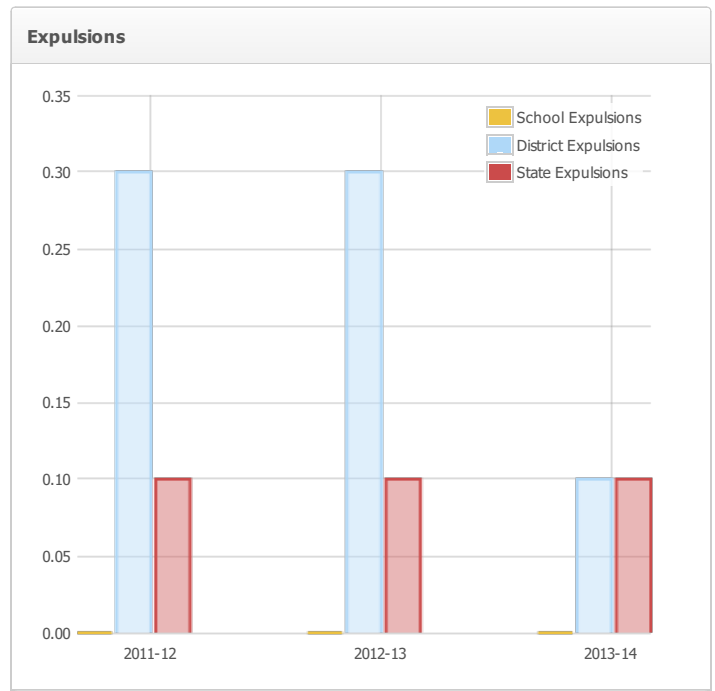
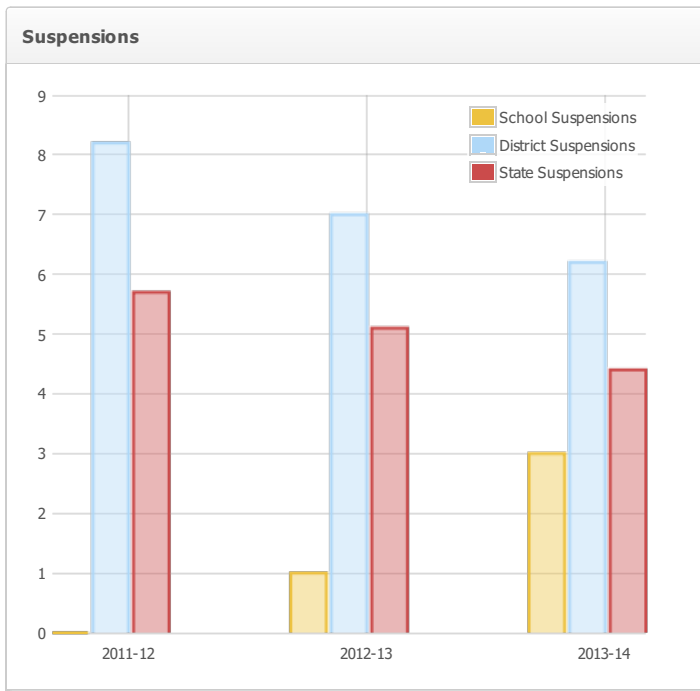
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	1.00	3.00	8.20	7.00	6.20	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.30	0.30	0.10	0.10	0.10	0.10



Last updated: 3/19/2015

School Safety Plan - Most Recent Year

GPS Safety plan is a comprehensive plan developed by GPS, GUSD and local authorities. It is in the SB 187 framework and is practiced in conjunction with the district and local authorities. It was last reviewed March 2nd, 2015 with Safety manager, student reps, principal and Director of Operations.

Last updated: 3/19/2015

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 (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								0		0		0
Mathematics								0		0		0
Science					0	0	0			0		0
Social Science					0	0	0	0.0		0		0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 3/19/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.5	N/A
Other		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: 3/19/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$66,529
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 1/30/2015

Types of Services Funded (Fiscal Year 2013-14)

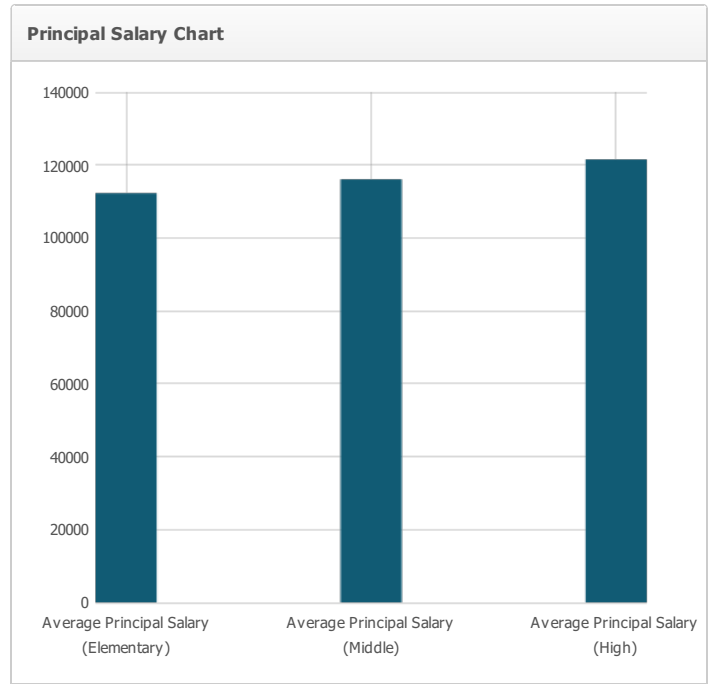
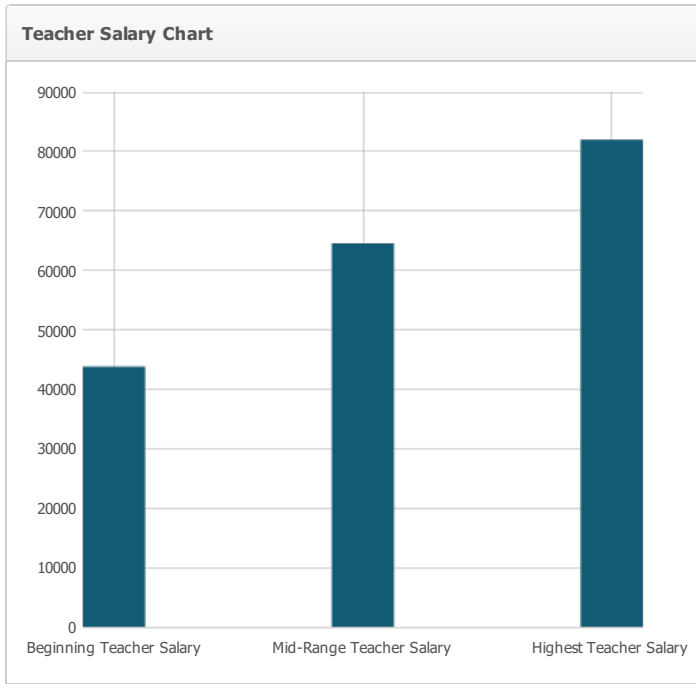
GPS uses categorical funds, monies from the start-up grant and revenue from fundraising along with other sources to purchase a variety of educational programs including Horizons, Reading Mastery, Successmaker, ST Math and to support our implementation of Response To Intervention (a tiered model of addressing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

Last updated: 3/19/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,810	\$41,318
Mid-Range Teacher Salary	\$64,537	\$65,615
Highest Teacher Salary	\$81,988	\$84,981
Average Principal Salary (Elementary)	\$112,286	\$107,624
Average Principal Salary (Middle)	\$116,094	\$112,817
Average Principal Salary (High)	\$121,540	\$121,455
Superintendent Salary	\$187,500	\$206,292
Percent of Budget for Teacher Salaries	42.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	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: 3/19/2015

Professional Development – Most Recent Three Years

At GPS 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: 3/19/2015