

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/fg/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, the county, and the state. 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.

Heather Parsons

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, CA 95023-4514*

Phone: 831)313-0772

E-mail: info@navigatorschools.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Hollister
Phone Number	(831) 630-6300
Superintendent	Gary McIntire
E-mail Address	gmctire@hesd.org
Web Site	www.hesd.org

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

Last updated: 9/27/2016

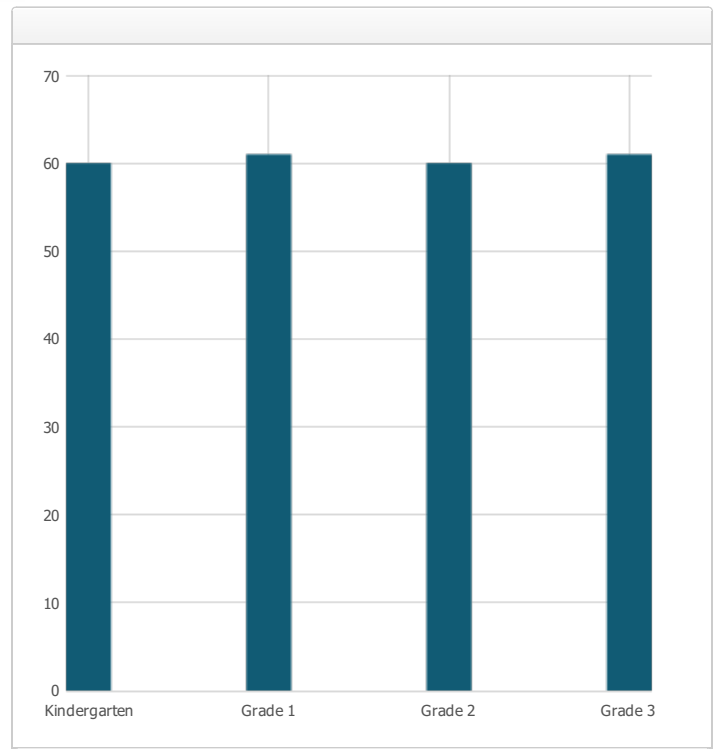
School Description and Mission Statement - Most Recent Year

We will serve kindergarten through eighth grade when we are full size in 2020. Serving primarily the city of Hollister, HPS is open to all students meeting the attendance criteria of San Benito County. Each year there will be a lottery to fill open spaces primarily in the kindergarten classes and vacancies in the upper grades. These children will enjoy the best education from some of the most talented teachers in California. This school is under the direction of co-founder James Dent as principal. Together, the parents, students, faculty, staff, board and volunteers strive to not only make Hollister Prep School an excellent educational platform, but to Navigate a course in educational reform for schools in California.

Last updated: 9/27/2016

Student Enrollment by Grade Level (School Year 2014-15)

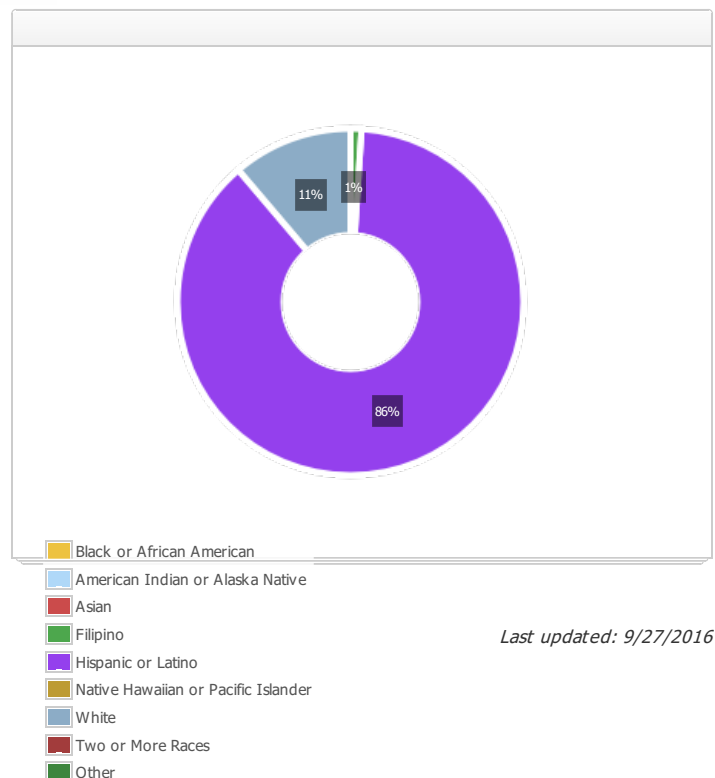
Grade Level	Number of Students
Kindergarten	60
Grade 1	61
Grade 2	60
Grade 3	61
Total Enrollment	242



Last updated: 9/27/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.8 %
Filipino	1.2 %
Hispanic or Latino	86.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	11.2 %
Two or More Races	0.8 %
Other	0.0 %
Student Group (Other)	
Socioeconomically Disadvantaged	70.7 %
English Learners	64.9 %
Students with Disabilities	5.4 %
Foster Youth	0.4 %



Last updated: 9/27/2016

A. Conditions of Learning

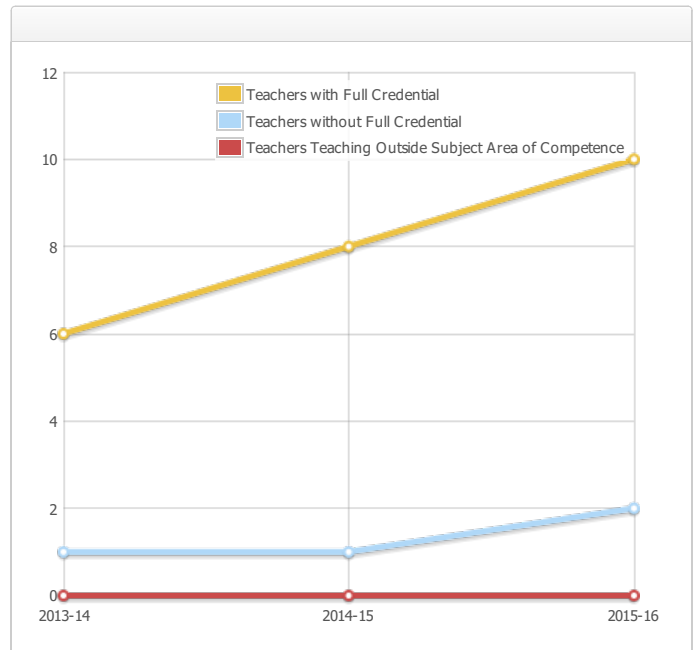
State Priority: Basic

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

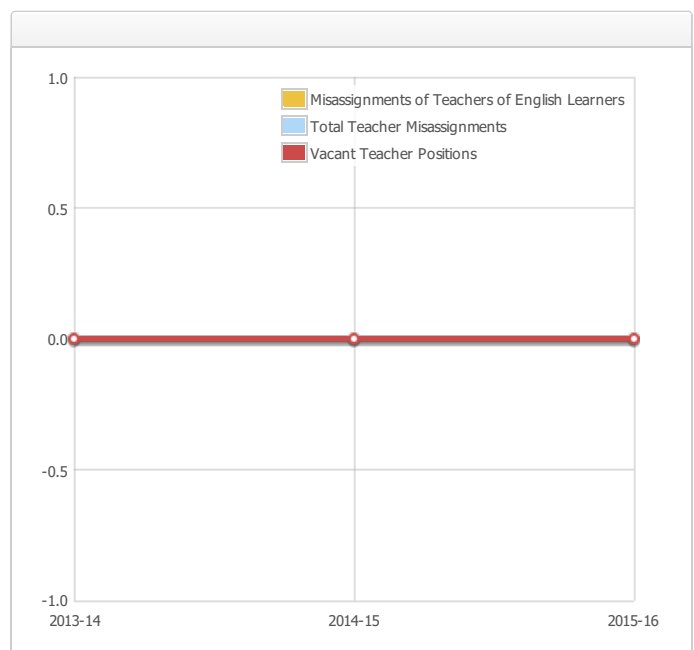
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	6	8	10	
Without Full Credential	1	1	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 9/27/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 9/27/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	0.0%
All Schools in District	93.0%	7.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

School Facility Conditions and Planned Improvements - Most Recent Year

HPS coordinates with the adjoining R.O Hardin Elementary school in safety and evacuation plans. Safety drills and plans are in concert with R.O Hardin and are practiced on that pre determined schedule at minimum.

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: 9/27/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: August 2014

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HSD maintains the mechanical and HCAV units for this site. All in good condition.
Interior: Interior Surfaces	Good	Although aged, the interior surfaces are in good order and clean.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Campus is clean and orderly. No evidence of pest or vermin have been noticed.
Electrical: Electrical	Good	HSD maintains the campus and is in good working order.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms are in good working order and are constantly cleaned by the custodial staff. They are in good working order.
Safety: Fire Safety, Hazardous Materials	Good	Fire safety materials are present in each room and tested annually by the district.
Structural: Structural Damage, Roofs	Good	Structures are in good repair with no patched roofing.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	HSD cleans and repairs all items in this area and has an onsite staff that monitors it daily.

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: August 2014

Overall Rating	Good
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Last updated: 9/27/2016

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	80.0%	32.0%	44.0%
Mathematics (grades 3-8 and 11)	53.0%	23.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 9/27/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	60	100.0%	3.0%	17.0%	37.0%	43.0%
Male	60	36	60.0%	3.0%	17.0%	39.0%	42.0%
Female	60	24	40.0%	4.0%	17.0%	33.0%	46.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	60	1	1.7%	--	--	--	--
Filipino	60	2	3.3%	--	--	--	--
Hispanic or Latino	60	48	80.0%	4.0%	21.0%	33.0%	42.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	60	8	13.3%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	60	40	66.7%	5.0%	25.0%	33.0%	38.0%
English Learners	60	40	66.7%	3.0%	23.0%	33.0%	43.0%
Students with Disabilities	60	2	3.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 9/27/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	60	100.0%	22.0%	25.0%	28.0%	25.0%
Male	60	36	60.0%	22.0%	31.0%	22.0%	25.0%
Female	60	24	40.0%	21.0%	17.0%	38.0%	25.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	60	1	1.7%	--	--	--	--
Filipino	60	2	3.3%	--	--	--	--
Hispanic or Latino	60	48	80.0%	23.0%	29.0%	25.0%	23.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	60	8	13.3%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	60	40	66.7%	25.0%	33.0%	25.0%	18.0%
English Learners	60	40	66.7%	20.0%	28.0%	28.0%	25.0%
Students with Disabilities	60	2	3.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 9/27/2016

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 areas of English, mathematics, and physical education

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 school site

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: 9/27/2016

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

School Safety Plan - Most Recent Year

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

Last updated: 9/27/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	N/A	

Last updated: 9/27/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	81.8%

Note: Cells with NA values do not require data.

Last updated: 9/27/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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	30.0		2		31.0		2		31.0		2	
1	30.0		2		30.0		2		31.0		2	
2	30.0		2		30.0		2		30.0		1	
3	30.0		2						30.0		1	1
4												
5												
6												
Other									31.0		1	

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

Last updated: 9/27/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15		
	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+
English	30.0		4	30.0		3	30.0		4
Mathematics	30.0		4	30.0		3	30.0		4
Science									
Social Science									

* 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: 9/27/2016

Types of Services Funded (Fiscal Year 2014-15)

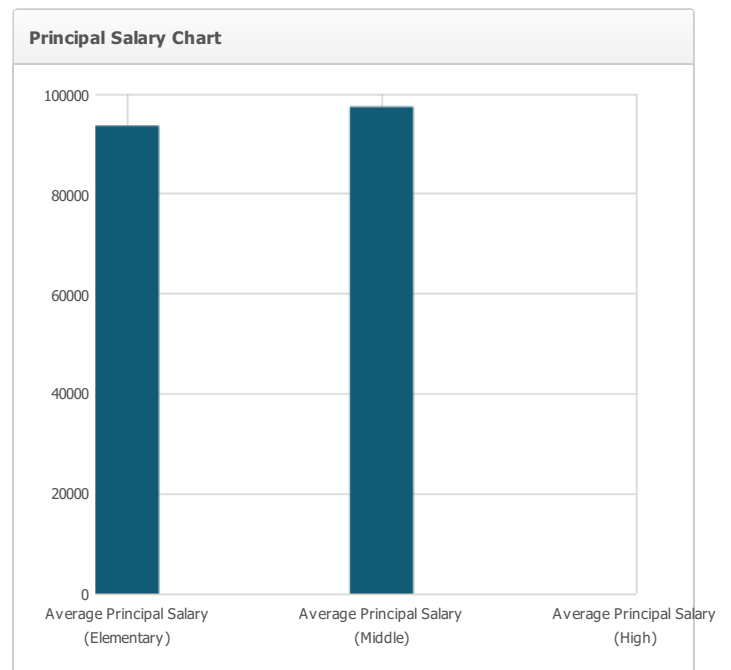
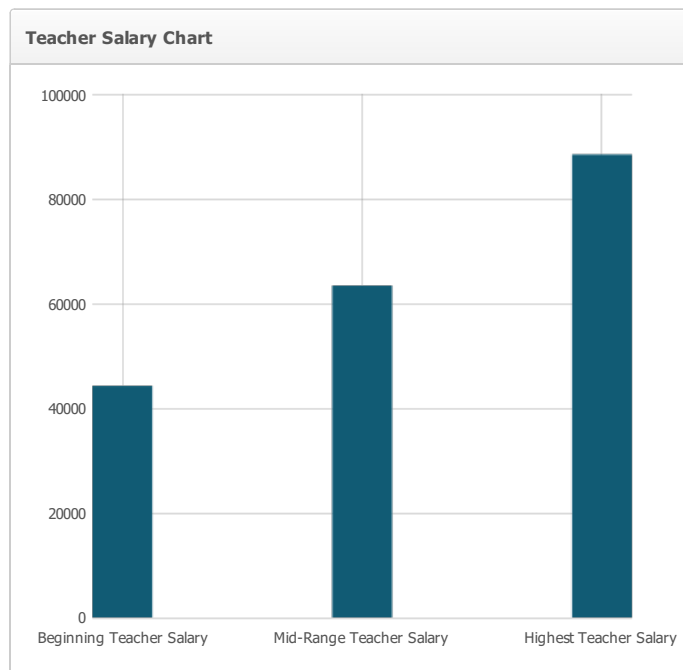
HPS uses categorical funds, monies from the start-up grant and revenue from fundraising along with other sources to purchase a variety of educational programs including Horizons, Reading Mastery, Successmaker, ST Math and to support our implementation of Response To Intervention (a tiered model of addressing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

Last updated: 9/27/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,267	\$43,091
Mid-Range Teacher Salary	\$63,419	\$70,247
Highest Teacher Salary	\$88,451	\$89,152
Average Principal Salary (Elementary)	\$93,645	\$112,492
Average Principal Salary (Middle)	\$97,435	\$116,021
Average Principal Salary (High)	--	\$117,511
Superintendent Salary	\$177,250	\$192,072
Percent of Budget for Teacher Salaries	39.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 9/27/2016

Professional Development – Most Recent Three Years

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.

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