

Gilroy Prep (a Navigator School)

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.



Christin Barkas, Principal

Principal, Gilroy Prep (a Navigator School)

About Our School

From the moment I stepped onto the Gilroy Prep School (GPS) campus, I knew I had found someplace special. From the engaged faces of the children in the classrooms to the enthusiastic teachers employing the best and latest teaching strategies, GPS is designed to provide students with the tools they need to succeed, not only in elementary school, but through college. How could you not love coming to work every day in a place where everyone is excited to be there?

While GPS is my first position as a principal, I've been a teacher for over 12 years and received my Masters in Language & Literacy, as well as my Administration Credential from Sonoma State. I've served in a variety of school leadership roles throughout my career and am dedicated to ensuring GPS is functioning at an optimal level, for both students and teachers.

With our sister school, Hollister Prep, our programs are the envy of many of our visitors from other schools, both teachers and school leaders, and our teaching positions are highly sought after. We have an active, supportive parent club, and much more. Our beautiful library is stocked with hundreds of real books. Students are assessed daily and interventions to help them are immediate. All of our teachers use Whole Brain Teaching methods to provide highly engaging instruction. Those are just a few of the things that make us special.

Thank you for allowing us to educate your child. Thank you for ensuring they are at school ready to learn, dressed for success and on time. If they are in the upper grades, thank you for helping them with their daily reading and homework. Thank you for your volunteerism. Every day that you do something to help us at school is a day that we feel reenergized to continue doing this hard, but gratifying work. With all of us continuing to work together to support the children, our world will be a better place.

Please let me know if you have questions and/or concerns. I look forward to seeing you throughout the school year.

Christin Barkas
Principal

Contact

Gilroy Prep (a Navigator School)
277 I O O F Ave.

Gilroy, CA 95020-5209

Phone: 408-337-5445

E-mail: cbarkas@navigatorschools.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Gilroy Unified
Phone Number	(408) 847-2700
Superintendent	Deborah Flores
E-mail Address	debbie.flores@gilroyunified.org
Web Site	http://www.qusd.k12.ca.us

School Contact Information - Most Recent Year	
School Name	Gilroy Prep (a Navigator School)
Street	277 I O O F Ave.
City, State, Zip	Gilroy, Ca, 95020-5209
Phone Number	408-337-5445
Principal	Christin Barkas, Principal
E-mail Address	cbarkas@navigatorschools.org
Web Site	www.gilroyprep.org
County-District-School (CDS) Code	43694840123760

Last updated: 9/26/2016

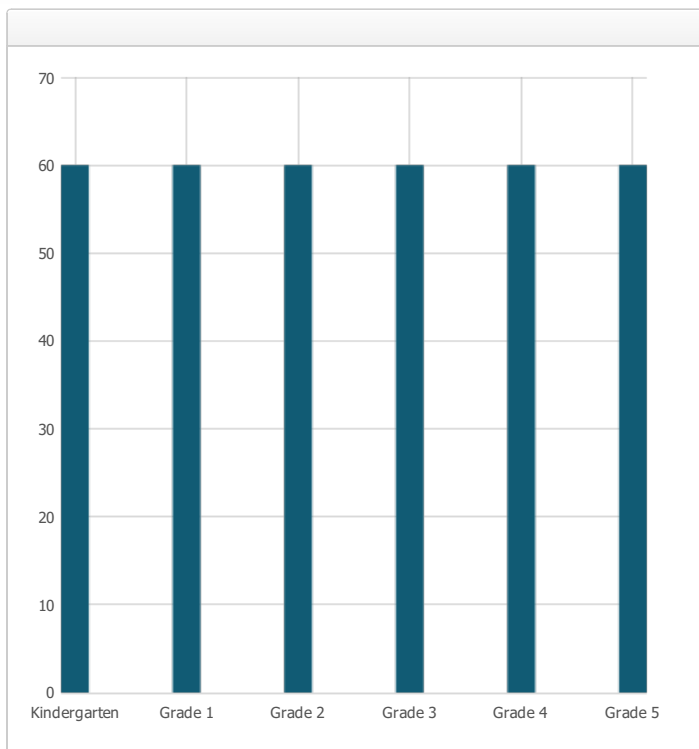
School Description and Mission Statement - Most Recent Year

<p>Mission & Message</p> <p>Who we are</p> <p>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.</p> <p>Student centered, standards driven.</p> <p>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.</p> <p>"Someday" is NOW.</p> <p>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.</p> <p>Collaborative, not competitive.</p> <p>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.</p>

Last updated: 9/26/2016

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

Grade Level	Number of Students
Kindergarten	60
Grade 1	60
Grade 2	60
Grade 3	60
Grade 4	60
Grade 5	60
Total Enrollment	362

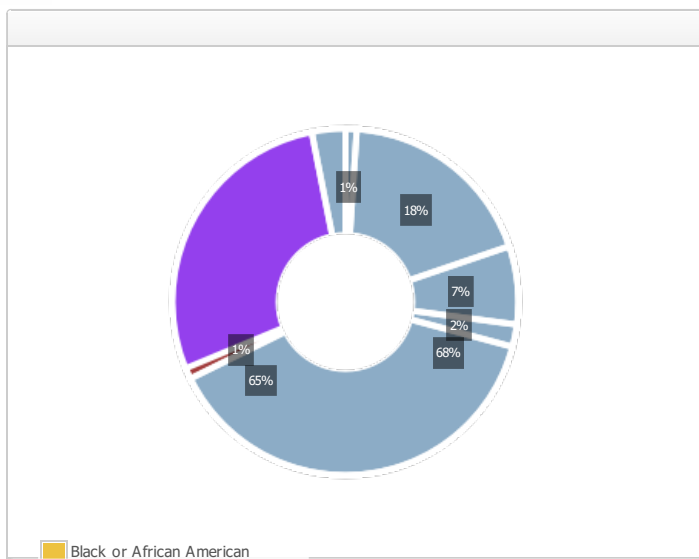


Last updated: 9/26/2016

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

Student Group	Percent of Total Enrollment
Black or African American	1.7 %
American Indian or Alaska Native	18.9 %
Asian	7.8 %
Filipino	2.5 %
Hispanic or Latino	65.2 %
Native Hawaiian or Pacific Islander	0.6 %
White	68.3 %
Two or More Races	1.9 %
Other	-66.9 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	51.2 %
English Learners	39.4 %
Students with Disabilities	5.2 %
Foster Youth	0.6 %



Last updated: 9/26/2016

A. Conditions of Learning

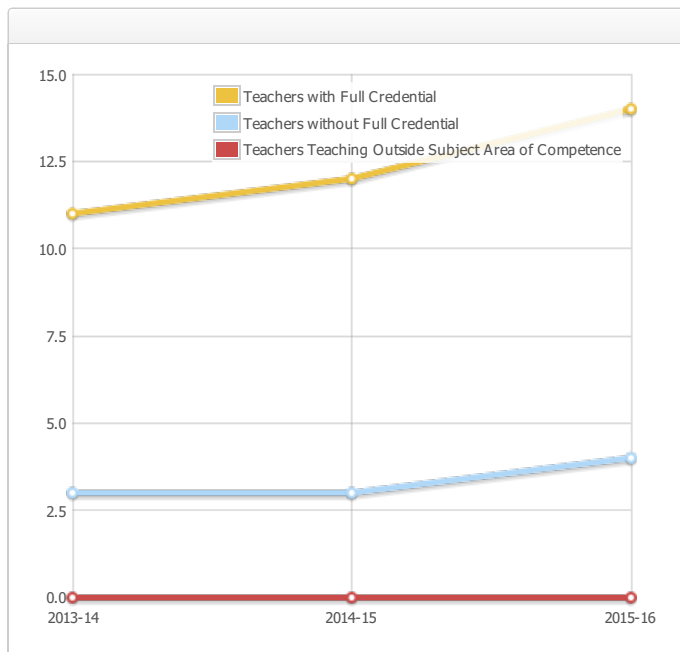
State Priority: Basic

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

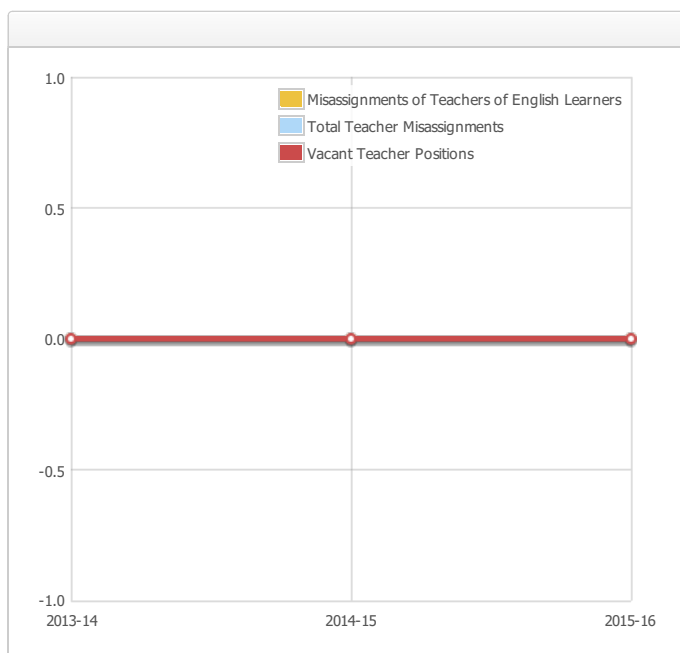
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	11	12	14	14
Without Full Credential	3	3	4	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 9/26/2016

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: 9/26/2016

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	91.0%	9.0%
High-Poverty Schools in District	89.0%	11.0%
Low-Poverty Schools in District	94.0%	6.0%

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

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.

Last updated: 9/26/2016

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	HVAC systems are in good working order. Planned filter replacements are scheduled regularly.
Interior: Interior Surfaces	Good	All internal surfaces are in good working order. No actions planned.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No pests or vermin have been located on campus. Regular inspections indicate no evidence of vermin or pests. Ants have been noticed from time to time and have been exterminated utilizing approved materials.
Electrical: Electrical	Good	No actions needed. All electrical in good working order.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	All restrooms are maintained daily and in the event a repair is needed, it is scheduled with the school district.
Safety: Fire Safety, Hazardous Materials	Good	Fire safety is conducted regularly with coordination with the school district. Drills, tests and equipment checks are all part of the system tests. No action needed at this time.
Structural: Structural Damage, Roofs	Good	No structural damages have occurred at this school.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Playground and surrounding grounds are in good shape. Asphalt on play yard is aged and patched. Age will necessitate repair at some point. Currently, it is not scheduled for this year.

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: 9/26/2016

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)	78.0%	42.0%	44.0%
Mathematics (grades 3-8 and 11)	65.0%	36.0%	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: 9/26/2016

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	61	60	98.4%	5.0%	10.0%	30.0%	55.0%
Male	61	30	49.2%	7.0%	13.0%	33.0%	47.0%
Female	61	30	49.2%	3.0%	7.0%	27.0%	63.0%
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	61	1	1.6%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	61	41	67.2%	7.0%	12.0%	34.0%	46.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	61	15	24.6%	0.0%	7.0%	27.0%	67.0%
Two or More Races	61	3	4.9%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	61	35	57.4%	9.0%	11.0%	34.0%	46.0%
English Learners	61	28	45.9%	4.0%	14.0%	36.0%	46.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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: 9/26/2016

ELA - Grade 4

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	58	58	100.0%	7.0%	31.0%	24.0%	38.0%
Male	58	28	48.3%	4.0%	43.0%	14.0%	39.0%
Female	58	30	51.7%	10.0%	20.0%	33.0%	37.0%
Black or African American	58	1	1.7%	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	58	5	8.6%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	58	41	70.7%	10.0%	34.0%	24.0%	32.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	58	11	19.0%	0.0%	36.0%	27.0%	36.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	58	36	62.1%	8.0%	31.0%	28.0%	33.0%
English Learners	58	9	15.5%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	58	3	5.2%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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Last updated: 9/26/2016

ELA - Grade 5

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	64	63	98.4%	6.0%	6.0%	30.0%	57.0%
Male	64	27	42.2%	7.0%	11.0%	33.0%	48.0%
Female	64	36	56.3%	6.0%	3.0%	28.0%	64.0%
Black or African American	64	2	3.1%	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	64	8	12.5%	0.0%	0.0%	0.0%	0.0%
Filipino	64	2	3.1%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	64	35	54.7%	3.0%	11.0%	31.0%	54.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	64	16	25.0%	13.0%	0.0%	31.0%	56.0%
Two or More Races	64	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	64	33	51.6%	3.0%	12.0%	30.0%	55.0%
English Learners	64	7	10.9%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	64	4	6.3%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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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.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 9/26/2016

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	61	60	98.4%	5.0%	15.0%	42.0%	38.0%
Male	61	30	49.2%	7.0%	13.0%	33.0%	47.0%
Female	61	30	49.2%	3.0%	17.0%	50.0%	30.0%
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	61	1	1.6%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	61	41	67.2%	7.0%	17.0%	49.0%	27.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	61	15	24.6%	0.0%	13.0%	33.0%	53.0%
Two or More Races	61	3	4.9%	--	--	--	--
Socioeconomically Disadvantaged	61	35	57.4%	6.0%	20.0%	49.0%	26.0%
English Learners	61	28	45.9%	7.0%	21.0%	46.0%	25.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

Last updated: 9/26/2016

Mathematics - Grade 4

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	58	58	100.0%	10.0%	40.0%	33.0%	17.0%
Male	58	28	48.3%	11.0%	29.0%	36.0%	25.0%
Female	58	30	51.7%	10.0%	50.0%	30.0%	10.0%
Black or African American	58	1	1.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	58	5	8.6%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	58	41	70.7%	12.0%	41.0%	32.0%	15.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	58	11	19.0%	9.0%	36.0%	45.0%	9.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	58	36	62.1%	14.0%	47.0%	25.0%	14.0%
English Learners	58	9	15.5%	--	--	--	--
Students with Disabilities	58	3	5.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 9/26/2016

Mathematics - Grade 5

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	64	63	98.4%	6.0%	29.0%	29.0%	37.0%
Male	64	27	42.2%	7.0%	33.0%	30.0%	30.0%
Female	64	36	56.3%	6.0%	25.0%	28.0%	42.0%
Black or African American	64	2	3.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	64	8	12.5%	--	--	--	--
Filipino	64	2	3.1%	--	--	--	--
Hispanic or Latino	64	35	54.7%	6.0%	40.0%	29.0%	26.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	64	16	25.0%	6.0%	19.0%	38.0%	38.0%
Two or More Races	64	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	64	33	51.6%	3.0%	42.0%	30.0%	24.0%
English Learners	64	7	10.9%	--	--	--	--
Students with Disabilities	64	4	6.3%	--	--	--	--
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.

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Last updated: 9/26/2016

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	75.0%	--	--	60.0%	--	--	56.0%

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

Last updated: 9/26/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60.0%
All Students at the School	75.0%
Male	76.0%
Female	73.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	61.0%
Native Hawaiian or Pacific Islander	--
White	86.0%
Two or More Races	--
Socioeconomically Disadvantaged	62.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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

Last updated: 9/26/2016

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.8%	27.0%	30.2%

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: 9/26/2016

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 - 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: 9/26/2016

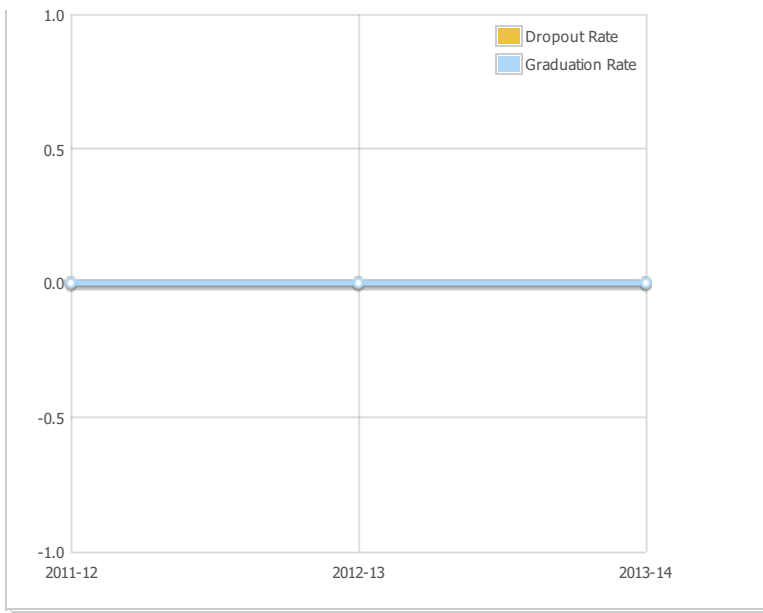
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	85.30	83.80	84.10	78.87	80.44	80.95

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



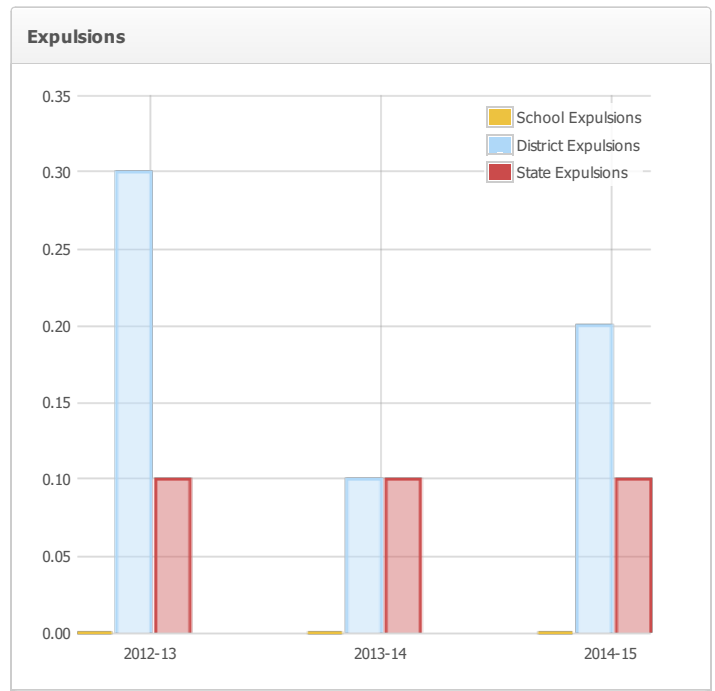
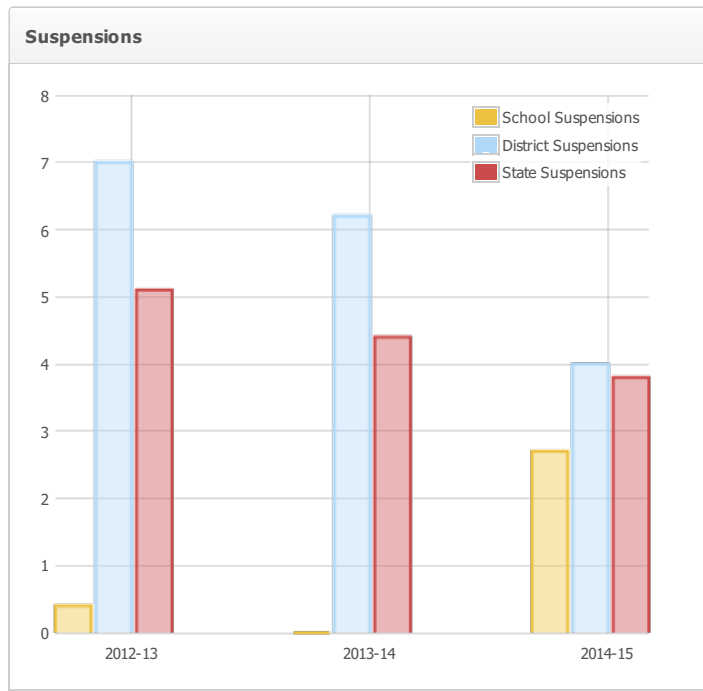
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.4	0.0	2.7	7.0	6.2	4.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.3	0.1	0.2	0.1	0.1	0.1



Last updated: 9/26/2016

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: 9/26/2016

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	Yes	N/A	
Met Percent Proficient - Mathematics	Yes	N/A	
Met Attendance Rate	Yes		
Met Graduation Rate	N/A	Yes	

Last updated: 9/26/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	10
Percent of Schools Currently in Program Improvement	N/A	90.9%

Note: Cells with NA values do not require data.

Last updated: 9/26/2016

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+
K	30.0	2		30.0	2		30.0	2	
1	30.0	2		28.0	1		29.0	2	
2	30.0	2		30.0	1		31.0	2	
3	31.0	2		30.0	2		31.0	2	
4				30.0	2		30.0	2	
5							33.0	1	1
6									
Other				33.0	1	1			

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

Last updated: 9/26/2016

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												
Mathematics												
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: 9/26/2016

Types of Services Funded (Fiscal Year 2014-15)

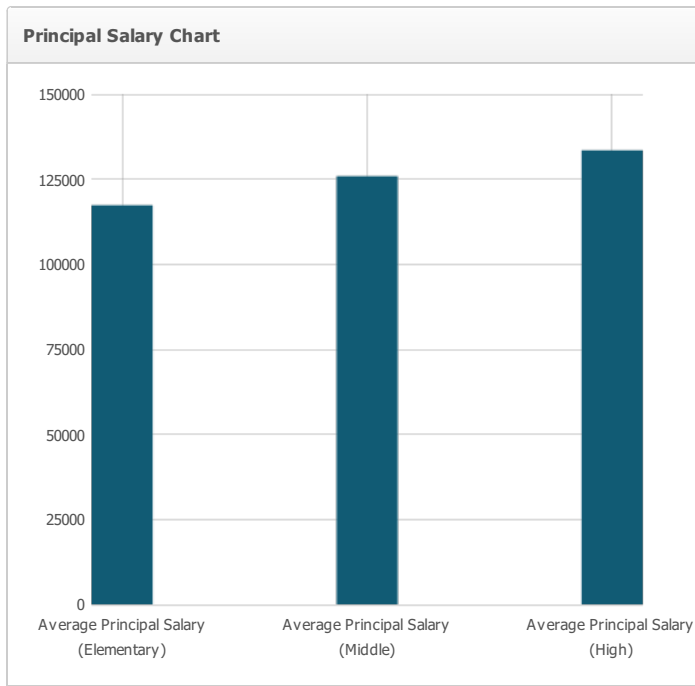
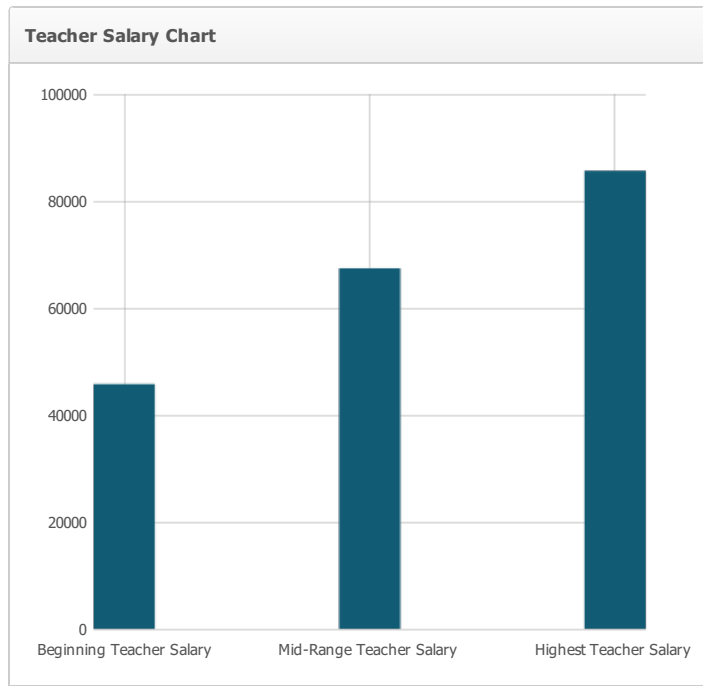
GPS uses categorical funds, monies from the start-up grant and revenue from fundraising along with other sources to purchase a variety of educational programs including Horizons, Reading Mastery, Successmaker, ST Math and to support our implementation of Response To Intervention (a tiered model of addressing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

Last updated: 9/26/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,781	\$43,062
Mid-Range Teacher Salary	\$67,441	\$67,927
Highest Teacher Salary	\$85,677	\$87,811
Average Principal Salary (Elementary)	\$117,339	\$110,136
Average Principal Salary (Middle)	\$125,882	\$115,946
Average Principal Salary (High)	\$133,475	\$124,865
Superintendent Salary	\$195,938	\$211,869
Percent of Budget for Teacher Salaries	40.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	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: 9/26/2016

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: 9/26/2016