Gilroy Prep (a Navigator School)

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 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 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 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.

James Dent, Principal

Principal, Gilroy Prep (a Navigator School)

About Our School

Gilroy Prep School continues to set the standard for excellence in student achievement and teacher development. Our results on the state assessments continued to show that Gilroy students are outperforming both the state and district averages in a significant way. It is due to the dedication of our incredible staff and leadership team that has allowed our students to be so successful.

But we are not resting on our laurels. This year we have launched an ambitious personalized learning portion of our program to help students truly become college and career ready. If you toured our classroom you would see students engaged in collaborative projects solving real-world problems. The student use of technology is pervasive and they're using the software programs to demonstrate their mastery of their learning.

Additionally we have added every bus athletics program and are participating in eight different sports in a local central coast league. New clubs, electives and enrichment programs fill out a students day to ensure that students are receiving a well-rounded education every day at Gilroy Prep. Our new student council has provided an opportunity for self-directed student projects that have helped amplify the school culture.

During the 2017-2018 school year, Gilroy prep we'll be at full size for the first time. We are excited to demonstrate the effectiveness of our middle school model that has been years in the development. Feel free to contact the front office for a tour of our wonderful school and see our students and staff in action.

Sincerely,

James Dent
Principal and Chief Academic Officer

Contact

Gilroy Prep (a Navigator School)
277 I O O F Ave.
Gilroy, CA 95020-5209

Phone: 408-337-5445
E-mail: jdent@navigatorschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Gilroy Unified
Phone Number	(408) 847-2700
Superintendent	Deborah Flores
E-mail Address	debbie.flores@gilroyunified.org
Web Site	http://www.gusd.k12.ca.us

School Contact Information (School Year 2016-17)	
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	James Dent, Principal
E-mail Address	jdent@navigatorschools.org
Web Site	www.navigatorschools.org
County-District-School (CDS) Code	43694840123760

Last updated: 1/27/2017

School Description and Mission Statement (School Year 2016-17)

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: 3/13/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	59
Grade 1	61
Grade 2	58
Grade 3	60
Grade 4	60
Grade 5	60
Grade 6	59
Total Enrollment	417
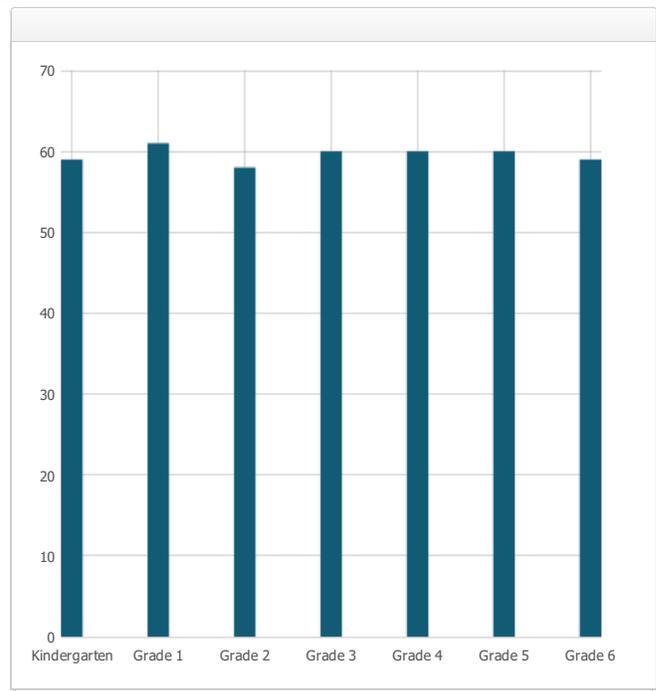
Last updated: 3/13/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	0.0 %
Asian	6.0 %
Filipino	1.9 %
Hispanic or Latino	65.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	23.0 %
Two or More Races	1.9 %
Other	0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	53.5 %
English Learners	41.5 %
Students with Disabilities	5.8 %
Foster Youth	0.0 %

Last updated: 3/13/2017

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	71.0%	29.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	91.0%	9.0%
Low-Poverty Schools in District	95.0%	5.0%

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.

Last updated: 8/17/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 8/17/2017

School Facility Conditions and Planned Improvements

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 occuring on individual schedules.

The facility is owned and maintained by the Gilroy Unified School District and is in excellent repair. The campus is currenlty 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 accomodate the added class grades.

Last updated: 8/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report:

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:

Overall Rating	Exemplary

Last updated: 8/17/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts / Literacy (grades 3-8 and 11)	78.0%	82.0%	44.0%	49.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	65.0%	67.0%	37.0%	40.0%	34.0%	36.0%

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: 8/17/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	60	100.0%	81.7%
Male	37	37	100.0%	81.1%
Female	23	23	100.0%	82.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.0%	76.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	82.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.0%	75.0%
English Learners	27	27	100.0%	77.8%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 8/17/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	60	100.0%	83.3%
Male	31	31	100.0%	74.2%
Female	29	29	100.0%	93.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	80.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	86.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.0%	78.1%
English Learners	28	28	100.0%	82.1%
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 8/17/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	58	96.7%	81.0%
Male	29	28	96.6%	82.1%
Female	31	30	96.8%	80.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	39	100.0%	79.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.9%	90.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.0%	75.8%
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 8/17/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	60	100.0%	80.0%
Male	29	29	100.0%	69.0%
Female	31	31	100.0%	90.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	77.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	91.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.0%	81.1%
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 8/17/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	60	100.0%	75.0%
Male	37	37	100.0%	73.0%
Female	23	23	100.0%	78.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.0%	61.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	88.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.0%	67.9%
English Learners	27	27	100.0%	70.4%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 8/17/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	60	100.0%	71.7%
Male	31	31	100.0%	64.5%
Female	29	29	100.0%	79.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	67.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	73.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.0%	65.6%
English Learners	28	28	100.0%	60.7%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 8/17/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	58	96.7%	60.3%
Male	29	28	96.6%	53.6%
Female	31	30	96.8%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	39	100.0%	53.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.9%	60.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.0%	51.5%
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 8/17/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	60	100.0%	61.7%
Male	29	29	100.0%	55.2%
Female	31	31	100.0%	67.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	55.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	83.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.0%	56.8%
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 8/17/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	75.0%	40.0%	0.0%	60.0%	56.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 8/17/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	60	60	100.0%	40.0%
Male	29	29	100.0%	51.7%
Female	31	31	100.0%	29.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	39	39	100.0%	25.6%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	11	11	100.0%	72.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.0%	24.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 8/17/2017

Career Technical Education Programs (School Year 2015-16)

Gilroy Prep does not offer CTE programs as it is a elementary school.

Last updated: 8/17/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 8/17/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

	Percentage of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards

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: 8/17/2017

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 2016-17)

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
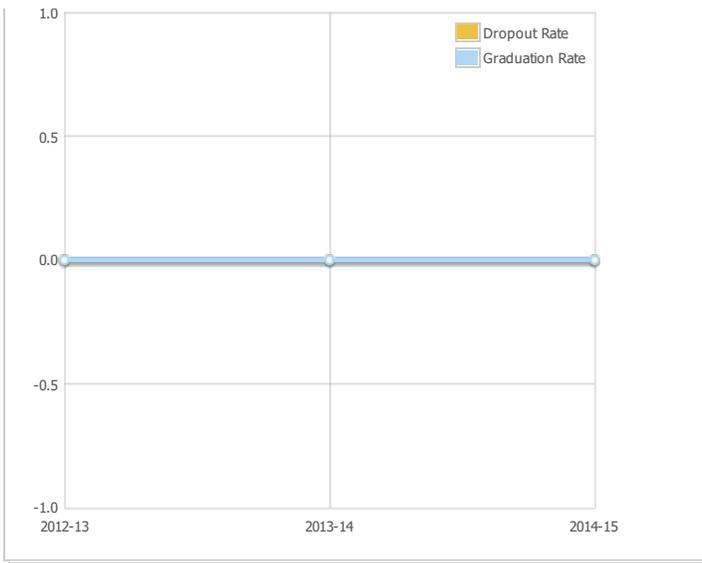
Last updated: 8/17/2017

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00				80.44	80.95	82.27

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

Last updated: 8/17/2017

2015-16 SARC - Gilroy Prep (a Navigator School)

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Student Group	School	District	State
All Students	--	89	85
Black or African American	--	93	77
American Indian or Alaska Native	--	0	75
Asian	--	91	99
Filipino	--	93	97
Hispanic or Latino	--	87	84
Native Hawaiian or Pacific Islander	--	100	85
White	--	95	87
Two or More Races	--	86	91
Socioeconomically Disadvantaged	--	95	77
English Learners	--	38	51
Students with Disabilities	--	75	68
Foster Youth	--	--	--

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	2.7	0.0	6.2	4.0	3.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1	0.1

Suspensions

Expulsions
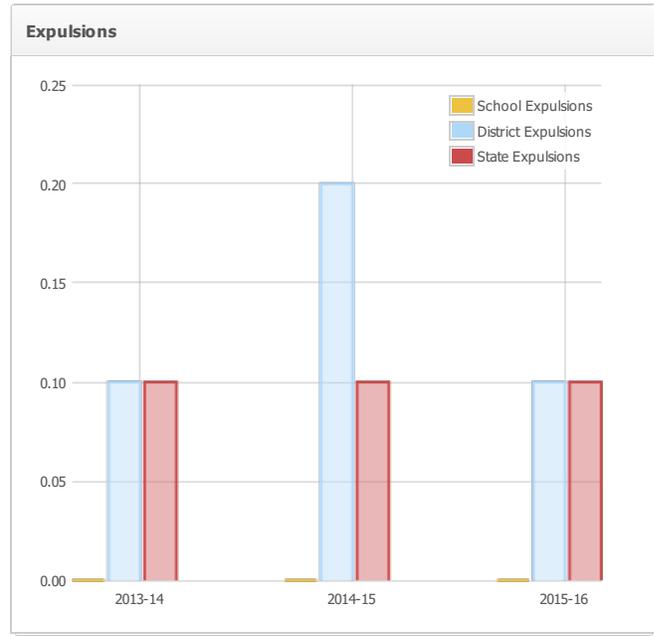
School Safety Plan (School Year 2016-17)

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.

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.

Federal Intervention Program (School Year 2016-17)

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: 8/17/2017

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	30.0	0	2	0	30.0	0	2	0	30.0	0	2	0
1	28.0	0	1	0	29.0	0	2	0	30.0	0	2	0
2	30.0	0	1	0	31.0	0	2	0	30.0	0	2	0
3	30.0	0	2	0	31.0	0	2	0	30.0	0	2	0
4	30.0	0	2	0	30.0	0	2	0	30.0	0	2	0
5	0.0	0	0	0	33.0	0	1	1	30.0	0	2	0
6	0.0	0	0	0	0.0	0	0	0	30.0	0	2	0
Other	33.0	0	1	1	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: 8/17/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	$0.0	$72456.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	$5677.0	$74216.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 8/17/2017

## Types of Services Funded (Fiscal Year 2015-16)

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: 8/17/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,299	$44,958
Mid-Range Teacher Salary	$71,150	$70,581
Highest Teacher Salary	$90,389	$91,469
Average Principal Salary (Elementary)	$123,793	$113,994
Average Principal Salary (Middle)	$132,806	$120,075
Average Principal Salary (High)	$140,816	$130,249
Superintendent Salary	$206,715	$218,315
Percent of Budget for Teacher Salaries	39.0%	38.0%
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/ .

Teacher Salary Chart

Principal Salary Chart
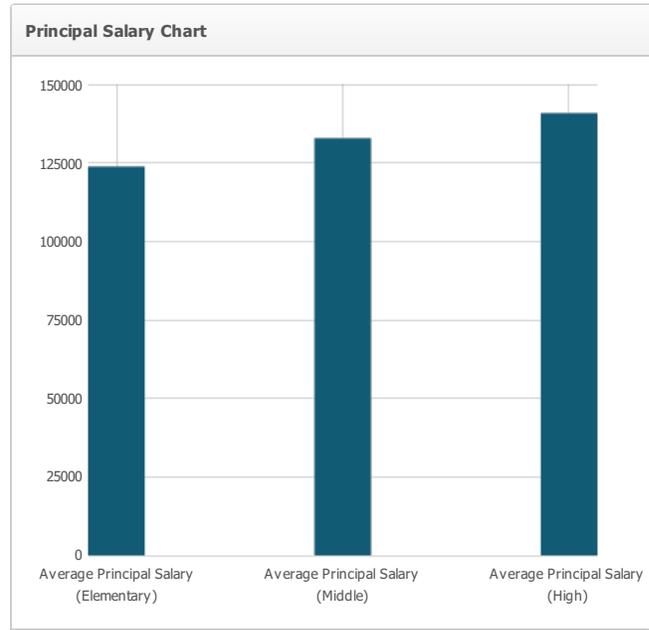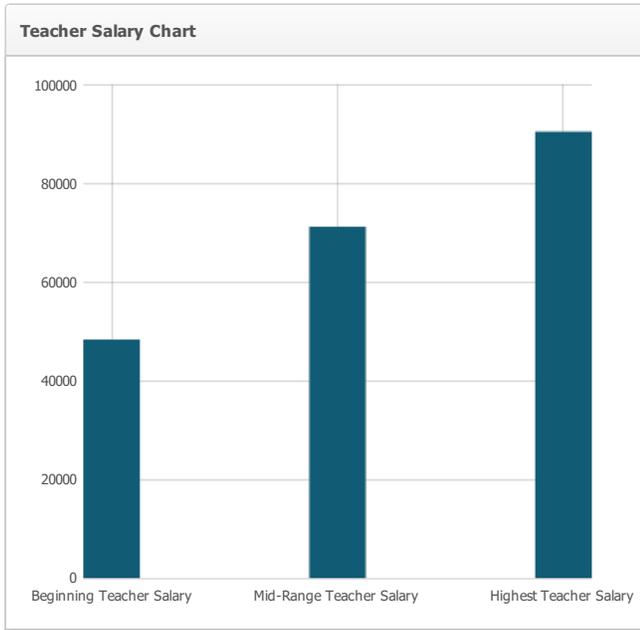
Last updated: 8/17/2017

Professional Development

At GPS we offer15 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: 8/17/2017