Gilroy Prep (a Navigator School)

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

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/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. 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 2017-18)

District Contact Information (School Year 2017-18)

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 2017-18)

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.gilroyprep.org
County-District-School (CDS) Code	43694840123760

Last updated: 3/7/2018

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

The Mission of Navigator Schools

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

Student centered, standards driven

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

"Someday" is NOW

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

Collaborative, not competitive

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

Last updated: 3/7/2018

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

Grade Level	Number of Students
Kindergarten	60
Grade 1	60
Grade 2	60
Grade 3	60
Grade 4	60
Grade 5	60
Grade 6	60
Grade 7	60
Total Enrollment	480
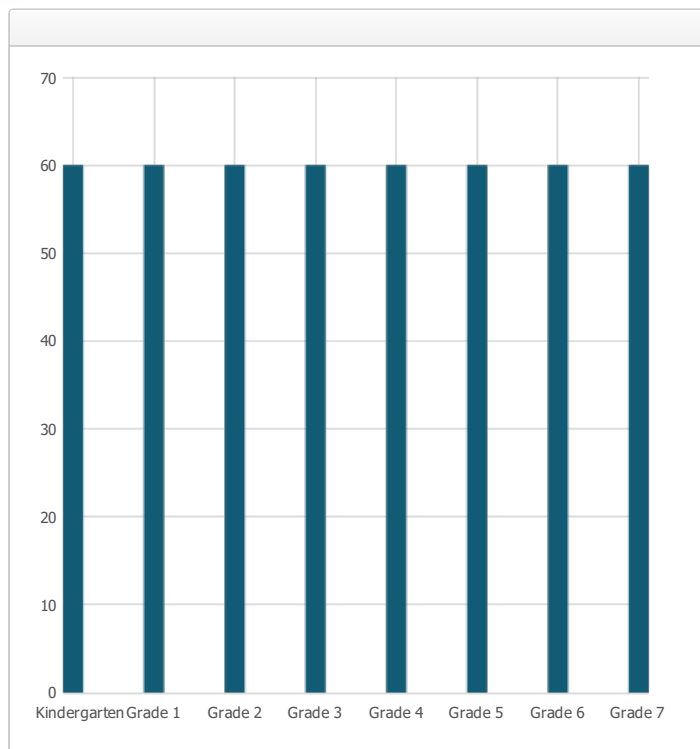
Last updated: 3/7/2018

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

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	0.4 %
Asian	5.3 %
Filipino	3.2 %
Hispanic or Latino	64.5 %
Native Hawaiian or Pacific Islander	0.2 %
White	22.5 %
Two or More Races	1.9 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.4 %
English Learners	38.9 %
Students with Disabilities	8.0 %
Foster Youth	0.0 %

Last updated: 3/7/2018

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers		School		District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	13	12	0
Without Full Credential	3	3	6	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
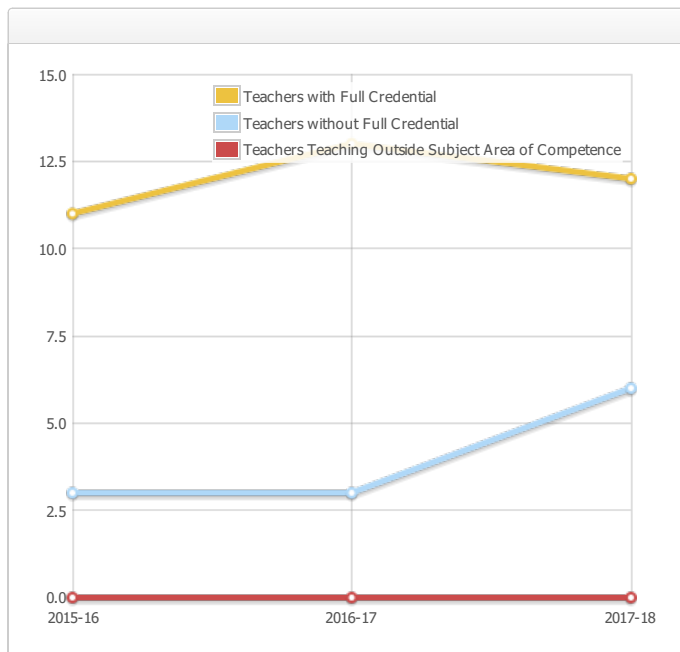
Last updated: 3/7/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	12	14
Vacant Teacher Positions	0	0	0
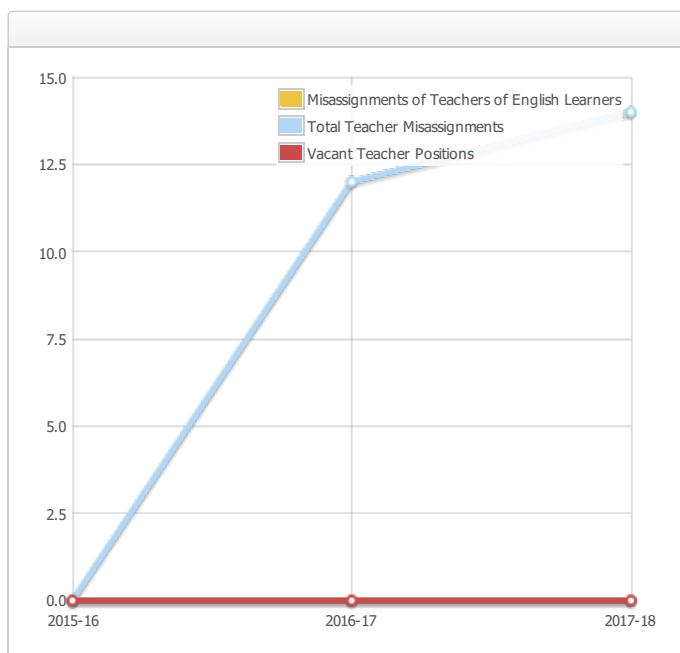
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 3/7/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Developing strong literacy skills is the leading component of students' academic success and WPS has created a comprehensive ELA program to provide students with the tools they need to guide them through their academic careers. The majority of the materials used are teacher created PowerPoint slides that address ELA standards but samples of other curriculum used in the program are: SRA Reading Mastery - builds phonemic awareness skills, letter-sound fluency, and decoding skills in early readers. SRA Horizons - to teach specific decoding and comprehension skills to early readers. SRA Corrective Reading - to increase reading fluency. Write From the Beginning Thinking Maps Reading Plus Lexia ReadWorks NewsEla Reading A to Z CCSS Exemplar Texts Ready Common Core		0.0 %
Mathematics	Student's understanding of mathematics application, algorithms, theory and visualizations is teacher-curated. In addition, the following curriculum is used: Envision ST Math Fast Math LearnZillion ALEKS Khan Academy Ready Common Core Go Math		0.0 %
Science	TCI Discovery Techbook		0.0 %
History-Social Science	TCI		0.0 %
Foreign Language	NA		0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		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: 3/8/2018

School Facility Conditions and Planned Improvements

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.

Last updated: 3/7/2018

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Exemplary

Last updated: 3/7/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

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

	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	82%	83%	49%	49%	48%	48%
Mathematics (grades 3-8 and 11)	67%	75%	40%	42%	36%	37%

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

Last updated: 3/7/2018

CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	300	298	99.33%	83.22%
Male	163	162	99.39%	83.33%
Female	137	136	99.27%	83.09%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	18	18	100.00%	94.44%
Filipino	--	--	--	
Hispanic or Latino	197	197	100.00%	80.20%
Native Hawaiian or Pacific Islander				
White	70	69	98.57%	86.96%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	164	164	100.00%	78.05%
English Learners	159	159	100.00%	78.62%
Students with Disabilities	26	24	92.31%	45.83%
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 3/7/2018

CAASPP Test Results in Mathematics by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	300	298	99.33%	75.17%
Male	163	162	99.39%	75.93%
Female	137	136	99.27%	74.26%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	18	18	100.00%	88.89%
Filipino	--	--	--	
Hispanic or Latino	197	197	100.00%	69.54%
Native Hawaiian or Pacific Islander				
White	70	69	98.57%	85.51%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	164	164	100.00%	70.12%
English Learners	159	159	100.00%	70.44%
Students with Disabilities	26	24	92.31%	50.00%
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 3/7/2018

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

	Percentage of Students Meeting Fitness Standards		
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	21.7%	18.3%	41.7%
7	13.3%	23.3%	25.0%

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: 3/7/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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

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

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

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

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

State Priority: Pupil Engagement

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.7%	0.0%	1.3%	4.0%	3.3%	3.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%
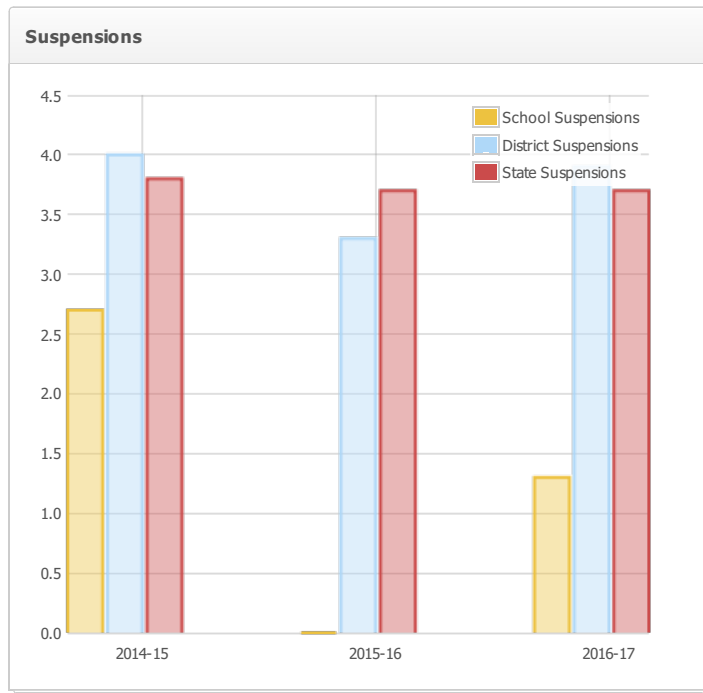
Last updated: 3/7/2018

School Safety Plan (School Year 2017-18)

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

Last updated: 3/7/2018

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15 Average Class Size	Number of Classes * 1-20	21-32	33+	2015-16 Average Class Size	Number of Classes * 1-20	21-32	33+	2016-17 Average Class Size	Number of Classes * 1-20	21-32	33+
K	30.0	0	2	0	30.0	0	2	0	30.0	0	2	0
1	29.0	0	2	0	31.0	0	2	0	30.0	0	2	0
2	31.0	0	2	0	29.0	0	2	0	30.0	0	2	0
3	31.0	0	2	0	30.0	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	33.0	0	1	1	30.0	0	2	0	30.0	0	2	0
6	0.0	0	0	0	30.0	0	2	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 3/7/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	10.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

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

Last updated: 3/7/2018

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8547.0	$919.0	$7628.0	$53000.0
District	N/A	N/A	$0.0	$75150.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6574.0	$77824.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

## Types of Services Funded (Fiscal Year 2016-17)

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

Last updated: 3/7/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50,700	$48,522
Mid-Range Teacher Salary	$63,000	$75,065
Highest Teacher Salary	$70,000	$94,688
Average Principal Salary (Elementary)	$105,000	$119,876
Average Principal Salary (Middle)	$118,560	$126,749
Average Principal Salary (High)	$	$135,830
Superintendent Salary	$162,285	$232,390
Percent of Budget for Teacher Salaries	26.0%	37.0%
Percent of Budget for Administrative Salaries	8.0%	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
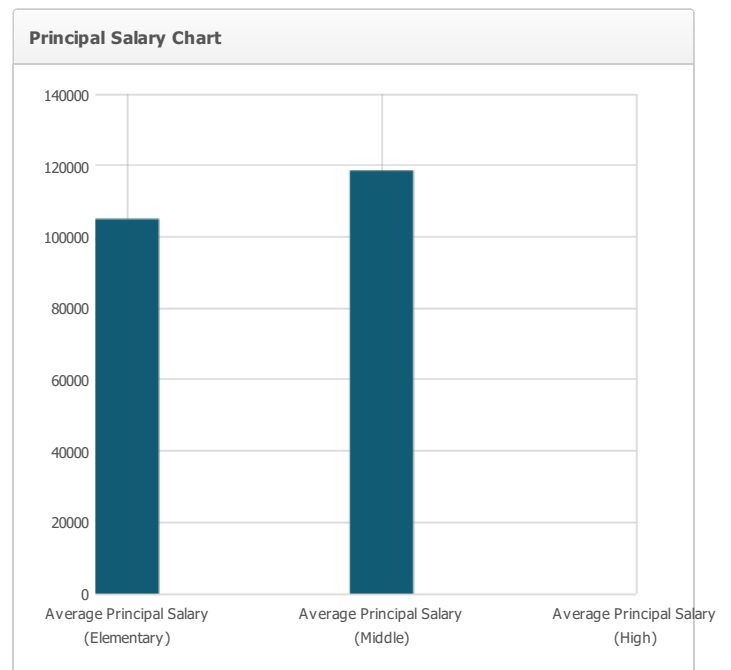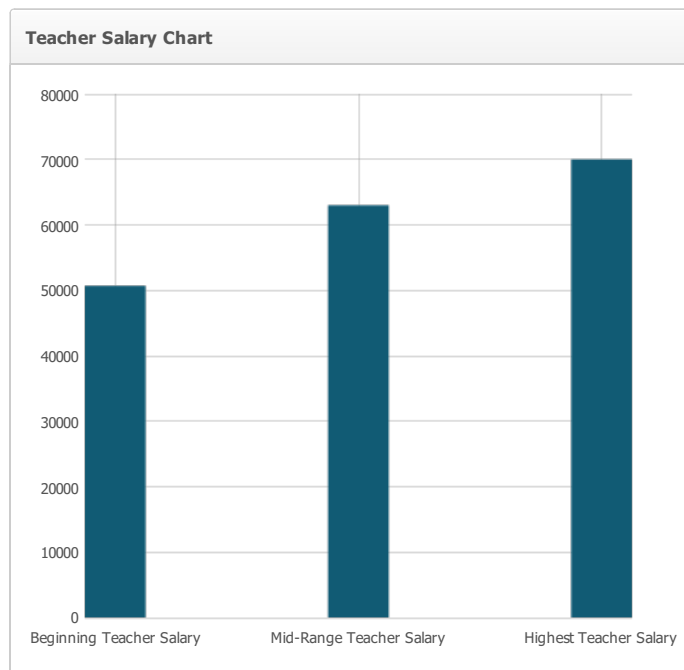
Last updated: 3/7/2018

Professional Development

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.