

# Antonio Del Buono Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.

## About This School

### School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Antonio Del Buono Elementary School
Street	9300 Wren Ave.
City, State, Zip	Gilroy, CA 95020
Phone Number	669-205-4100
Principal	Velia Codiga
Email Address	velia.codiga@gilroyunified.org
Website	<a href="https://delbuono.gilroyunified.org/">https://delbuono.gilroyunified.org/</a>
County-District-School (CDS) Code	43694846116461

Entity	Contact Information
District Name	Gilroy Unified School District
Phone Number	(669) 225-4000
Superintendent	Deborah Flores
Email Address	debbie.flores@gilroyunified.org
Website	<a href="http://www.gilroyunified.org/">http://www.gilroyunified.org/</a>

## School Description and Mission Statement (School Year 2019-20)

### School Mission Statement

At Antonio Del Buono Elementary School, we believe that all children can and will learn. To ensure that all children will reach their potential:

- We will establish and maintain high expectations and promote academic excellence for all students to become lifelong learners.
- We will create and support a school environment in which all children and adults feel welcomed, respected, trusted and an important part of the school.
- We will foster a positive school climate of a caring family community, which respects and values diversity.

### School Vision Statement

All members of the school community will inspire passionate, responsible and productive lifelong learners.

## Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	120
Grade 1	58
Grade 2	66
Grade 3	70
Grade 4	64
Grade 5	75
<b>Total Enrollment</b>	<b>453</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.9
Asian	4
Filipino	1.8
Hispanic or Latino	80.6
Native Hawaiian or Pacific Islander	0.7
White	7.5
Two or More Races	1.1
Socioeconomically Disadvantaged	72
English Learners	38.2
Students with Disabilities	17
Foster Youth	0.4
Homeless	0.2

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	22	20	467
Without Full Credential	1	0	1	36
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/4/2018

We choose our textbooks from lists that state education officials have already approved. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state’s standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbooks for kindergarten through eighth grade are selected from the California State Board of Education’s list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks. Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advanced/Benchmark 2017  Treasures, Macmillan/McGraw-Hill (English language development) 2009  Tesoros de lectura, Macmillan/McGraw-Hill (Las Animas Elementary School, Rod Kelley Elementary School Dual Immersion) 2009	Yes	0%
<b>Mathematics</b>	Go Math!, Harcourt 2016	Yes	0%
<b>Science</b>	California Science, Harcourt (K-5) 2007	Yes	0%
<b>History-Social Science</b>	Scott Foresman History-Social Science for California, Pearson/Scott Foresman (K-3) 2006  Reflections, Harcourt (4-5) 2006	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

We are fortunate to have a state-of-the-art elementary school facility built in 1999-2000. We are proud of our interior hallways, integrated sound system, extra conference rooms, spacious library with appropriate grade-level books and computer lab. Our spacious staff room and central workspace create a collegial working environment, while our motion detectors and automatic safety lights keep our school secure. Our security is increased by ensuring the front office is the only entrance to the campus during the school day. All visitors and volunteers are required to sign in and wear a visitor or volunteer tag. Our library contains approximately 7,000 books and materials, thanks to the hard work of our library clerk. Students visit the library weekly or biweekly, depending on their grade level. The library clerk maintains the library, keeping it well organized and orderly. Parent volunteers and staff also support the upkeep of the library. Due to the increase of Chromebooks, we have reduced to one computer lab, which contains 34 computers and is available for student use. We have 12 Chromebook carts. Each cart contains 36 Chromebooks. We also have Wi-Fi throughout the school making internet access readily accessible. An assessment paraeducator works with classes in the labs during testing for Smarter Balanced Assessment Consortium (SBAC) testing and district benchmarks. Students use the computer labs and Chromebooks to work on research projects, typing skills, STAR literacy testing and Accelerated Reader tests. Grades 2-5 have 1:1 student Chromebooks. Chromebook carts have printers. Primary classrooms have a bank of computers. The school continues to benefit from equipment for two computer labs, Chromebook carts as well as teacher laptop computers, Mobis, ELMOs and projectors for the classroom. We purchased 3 - 85" display screens to replace ELMOs and projectors. We have two custodians. One works the day shift and the other the evening shift. They work collaboratively to maintain our school. They both work diligently to carry out their duties to support the school.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 11/21/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Ext. wall damage to Farrell Ave portable-damage sealed & building not in use- future of building 3-20 current roof leak near MPR hallway/ tremco has made repairs 12-15-19
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Exemplary	

## 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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	38	43	49	50	50	50
Mathematics (grades 3-8 and 11)	33	34	42	43	38	39

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	200	200	100.00	0.00	42.50
Male	95	95	100.00	0.00	36.84
Female	105	105	100.00	0.00	47.62
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	167	167	100.00	0.00	39.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	148	148	100.00	0.00	39.19
English Learners	96	96	100.00	0.00	42.71
Students with Disabilities	42	42	100.00	0.00	16.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	200	200	100.00	0.00	34.00
Male	95	95	100.00	0.00	34.74
Female	105	105	100.00	0.00	33.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	167	167	100.00	0.00	28.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	148	148	100.00	0.00	26.35

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	96	96	100.00	0.00	30.21
Students with Disabilities	42	42	100.00	0.00	11.90
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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 physical education.

**California Physical Fitness Test Results (School Year 2018-19)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.4	24.3	15.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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.



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

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Parental involvement is welcomed at Antonio Del Buono Elementary School ADB. Having parents on campus supports the successes we have had at ADB. Parents get involved on our campus through School Site Council, Home and School Club, Performance Group, and English Learner Advisory Committee. Parents help in the classrooms; prepare instructional materials for teachers; volunteer in the library; and support our Arts Alive and performing arts programs. To get involved, please contact the Home and School Club or the classroom teacher at (669) 205-4100.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.6	4.3	2.5	3.9	5.4	5.1	3.6	3.5	3.5
Expulsions	0.0	0.2	0.0	0.1	0.2	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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Ensuring a safe environment for students and teachers is a high priority at ADB. Our school safety plan is in alignment with the emergency plans throughout Santa Clara County. This safety emergency plan is posted in every room in the school. We train the teachers on this plan, and we continue to hold monthly and yearly drills in accordance with the plan. The school is a closed campus during the school day, and all volunteers and visitors can only enter through the main office. This allows for a safer check-in and checkout procedure for entering and exiting the campus. The school safety plan was last reviewed, updated and discussed with the school faculty in August 2019.

## 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		5		21	3	2		21	1	5	
1	26		3		22		3		18	3		
2	24		3		26		3		21		3	
3	25		3		22		3		22		3	
4	27		3		24		3		32		2	
5	26		3		22	1	3		35			2
Other**	8	2			8	1			9	1		

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.4

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,443	\$2,331	\$6,111	\$92,255
District	N/A	N/A	\$7,833	\$86,053
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$79,665

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and State</b>	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Through our school budget and Home & School Funds, we are able to fund the following: Performance Group and Arts Alive. We have class size reduction of 24 in transitional kindergarten, 24 in kindergarten and 26 in first grade.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$50,743	\$51,374
<b>Mid-Range Teacher Salary</b>	\$74,751	\$80,151
<b>Highest Teacher Salary</b>	\$94,963	\$100,143
<b>Average Principal Salary (Elementary)</b>	\$132,658	\$126,896
<b>Average Principal Salary (Middle)</b>	\$142,317	\$133,668
<b>Average Principal Salary (High)</b>	\$150,900	\$143,746
<b>Superintendent Salary</b>	\$221,519	\$245,810
<b>Percent of Budget for Teacher Salaries</b>	33%	35%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

All teachers and administrators participate in district wide staff-development sessions. We determine the content of staff-development days using input from student needs based on data, school staff and our model of job-embedded professional development. However, it also includes consensus among district administration on the most pressing needs for the district at the time. This may include compliance matters, curriculum needs or training in instructional strategies. All relate to increasing student achievement. Staff development is embedded into our staff meeting cycles and academic release days at the school site. We offer Common Core teaching strategies; instructional curriculum support; data trainings; SEAL training; and Positive Behavioral Interventions and Supports (PBIS), a schoolwide behavior and discipline program. Teachers are involved in the implementation of Common Core. All staff development release days provide training for this implementation to prepare staff for full implementation in Common Core. The professional development for teachers is supported by district Academic Coaches (teachers on special assignment). Teacher support includes training through release days, trainings after-school and peer coaching. In previous years, the district has provided Olweus Bullying Prevention Program and Character Counts training. Both support behavior, rules and procedures for student character at school and in their community. In 2014-15, a committee of staff, parents and community members received year-one training (Tier 1) in PBIS. The PBIS training has supported our committee to form consistent structures and discipline and consequences in a positive way to best strengthen Olweus and Character Counts! In year two, 2015-16 (Tier 2), a team was formed to move into our second year of implementation. In 2016-17, training in Tier 2 was solid. The PBIS committee developed a framework and trained staff on the integral parts in order to implement a positive school climate, which is referred to as "The ADB Way." In 2017-18, Tier 3 training was completed for the committee. In 2018-19, the principal and PBIS coordinator received training on PBIS Coaching to support staff on positive behavior supports.