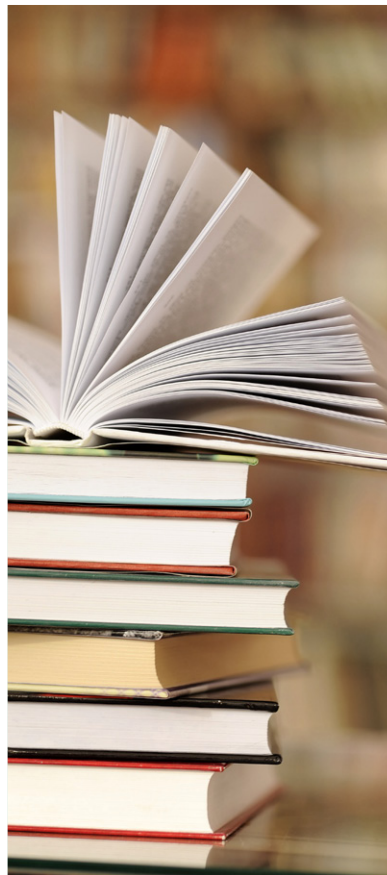# SARC

2017-18 School Accountability Report Card

Published in 2018-19

BULLDOGS

Luigi Aprea Elementary School

Grades K-5
CDS Code 43-69484-6047286

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http://luigi-gusd-ca.schoolloop.com/

Para español, visita
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Gilroy Unified School District

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Principal's Message

Luigi Aprea Elementary School strives to be a school where healthy, respectful and caring interactions lead to a community that embraces a love of learning and promotes individual growth. All of our students benefit from teachers who are highly qualified and committed to their students' progress. The staff, students and community work for the success of every child.

We are proud to report that our students performed well on the California Assessment of Student Performance and Progress (CAASPP) during the 2017-18 school year. They continue to score above the district and state average in all areas.

During the 2018-19 school year, the school will continue to focus on three main areas: intervention and acceleration, creating a positive school climate, and facilitating 21st-century classrooms. Our goal is to meet students where they are, and encourage and equip them so they can reach their highest potential.

School Mission Statement

Our mission at Luigi Aprea Elementary School is to provide a rich and diverse curriculum in a safe learning environment through the use of best practices, emphasizing creativity and curiosity, while challenging our students with high academic expectations, enabling them to reach their highest potential as learners and citizens.

School Vision Statement

A school where healthy, respectful and caring interactions lead to a community that embraces a love of learning and promotes individual growth.

"The Bulldog Way is to be Safe, Respectful, Responsible and Kind to all, in every setting."

Parental Involvement

The Luigi Aprea Parent Club is an organization of volunteers whose purpose is to provide supplemental necessities and materials to teachers and students and to develop united efforts between the administration, teachers and parents to secure the highest advantages in physical, mental, social and moral education. The mission is to be educational and philanthropic and will be developed through conferences, committees, projects and fundraisers.

The School Site Council is a body of stakeholders (parents and staff) that discuss student progress and school initiatives.. Parents are welcome to attend all School Site Council meetings as observers and participate in all committee meetings.

Parents are also encouraged to volunteer in the classroom and can coordinate with the teacher the time and support area that works best. Parents are an integral part of the Luigi community.

For more information on how to become involved at the school, please contact Geri Zerbini, Luigi Aprea Parent Club president, at la_parent_club@yahoo.com.

School Safety

Ensuring a safe environment for students and teachers is an extremely high priority at Luigi Aprea. We have developed a Safety Committee consisting of nine staff members who organize safety drills, brainstorm solutions to safety problems, and promote a healthy life on and off campus. The school safety plan was last reviewed, updated and discussed with the school faculty in October 2018.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Gilroy Unified School District will provide opportunities for all students to reach their highest academic and intellectual competencies and personal attributes to be lifelong learners, responsible citizens and productive members of society. This will be accomplished by having a clear focus on student needs; the staff, parents, and community members demonstrating high expectations for themselves and for every child served; and by continually improving the quality of teaching and learning.

Expecting all students to use their hearts and minds well

Governing Board

Heather Bass

Mark Good

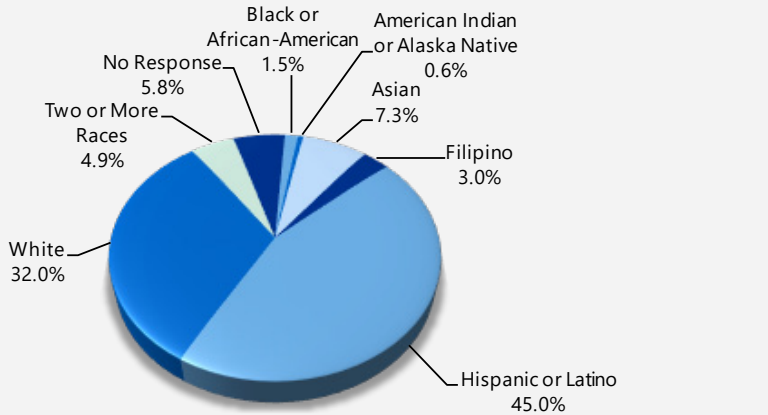Patricia Midtgaard

James Pace

Linda Piceno

Jaime Rosso

B. C. Doyle

Enrollment by Student Group

The total enrollment at the school was 674 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2017-18 School Year

Black or African-American 1.5%
American Indian or Alaska Native 0.6%
No Response 5.8%
Asian 7.3%
Two or More Races 4.9%
Filipino 3.0%
White 32.0%
Hispanic or Latino 45.0%

Socioeconomically disadvantaged	24.00%	English learners	11.10%	Students with disabilities	14.80%	Foster youth	0.10%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade

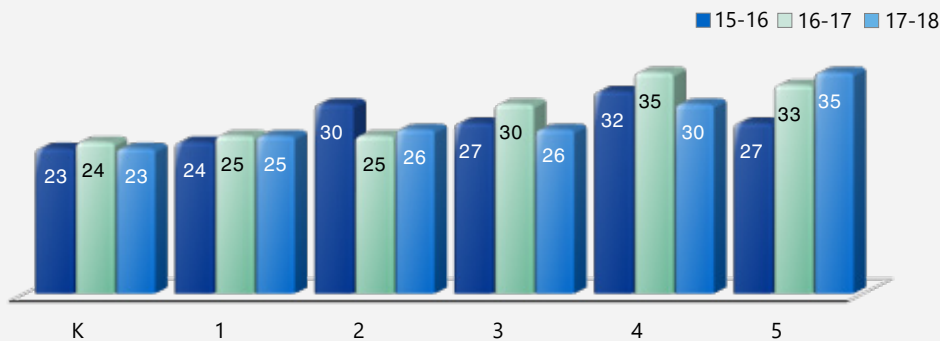| Grade	Enrollment
K	91
1	103
2	110
3	104
4	121
5	145

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.
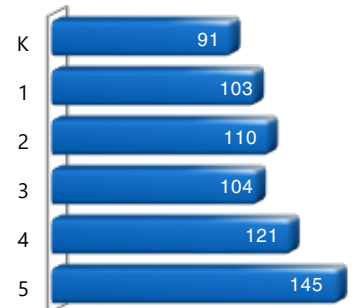
Average Class Size	Three-Year Data

Legend: 15-16, 16-17, 17-18

Grade	15-16	16-17	17-18
K	23	24	23
1	24	25	25
2	25	26	30
3	27	30	26
4	32	35	30
5	27	33	35

Number of Classrooms by Size — Three-Year Data

Grade	2015-16			2016-17			2017-18		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			4			4	
1		4			4			4	
2		4			4			4	
3		4			4			4	
4		4				4		4	
5		4				4			4

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Luigi Aprea ES

	15-16	16-17	17-18
Suspension rates	1.5%	1.1%	0.9%
Expulsion rates	0.0%	0.0%	0.0%

Gilroy USD

	15-16	16-17	17-18
Suspension rates	3.3%	3.9%	5.6%
Expulsion rates	0.1%	0.1%	0.2%

California

	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data
	Luigi Aprea ES		Gilroy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data
	Luigi Aprea ES		Gilroy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	58%	64%	49%	49%	48%	50%
Mathematics	58%	60%	42%	42%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2017-18 School Year
Percentage of Students Meeting Fitness Standards	Luigi Aprea ES
	Grade 5
Four of six standards	20%
Five of six standards	23%
Six of six standards	34%

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage 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 CAA divided by the total number of students who participated in both assessments.

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.

✧ Not applicable.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards			2017-18 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	359	358	99.72%	63.76%
Male	188	188	100.00%	55.91%
Female	171	170	99.42%	72.35%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	31	31	100.00%	74.19%
Filipino	15	15	100.00%	60.00%
Hispanic or Latino	149	149	100.00%	52.38%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	119	118	99.16%	72.88%
Two or more races	14	14	100.00%	78.57%
Socioeconomically disadvantaged	86	86	100.00%	42.35%
English learners	64	64	100.00%	55.56%
Students with disabilities	53	52	98.11%	30.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	359	358	99.72%	59.50%
Male	188	188	100.00%	58.51%
Female	171	170	99.42%	60.59%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	31	31	100.00%	74.19%
Filipino	15	15	100.00%	60.00%
Hispanic or Latino	149	149	100.00%	45.64%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	119	118	99.16%	68.64%
Two or more races	14	14	100.00%	64.29%
Socioeconomically disadvantaged	86	86	100.00%	39.53%
English learners	64	64	100.00%	54.69%
Students with disabilities	53	52	98.11%	28.85%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

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.

The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 4, 2018.

Textbooks and Instructional Materials List — 2018-19 School Year

Subject	Textbook	Adopted
Reading	*Benchmark Advanced/Benchmark*	2017
Reading	*Treasures*, Macmillan/McGraw-Hill (English language development)	2009
Reading	*Tesoros de lectura*, Macmillan/McGraw-Hill (Las Animas Elementary School, Rod Kelley Elementary School Dual Immersion)	2009
Mathematics	*Go Math!*, Harcourt	2016
Science	*California Science*, Harcourt (K-5)	2007
History/social science	*Scott Foresman History-Social Science for California*, Pearson/Scott Foresman (K-3)	2006
History/social science	*Reflections*, Harcourt (4-5)	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject — 2018-19 School Year

Luigi Aprea ES	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

✧ Not applicable.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks — 2018-19 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks — 2018-19 School Year

Data collection date	10/4/2018

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status	2018-19 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Fair
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	10/17/2018
Date of the most recent completion of the inspection form	10/17/2018

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2018-19 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Structural	Phase 2 of site reroofing. Roof work will be out to bid November 2018 and completed by January 2019.	January 2019

School Facilities

Luigi Aprea Elementary School opened in 1996. It is a ranch-style campus located next to a park. Our school features 36 classrooms, 11 portables, a multipurpose room, a spacious and well-equipped library, a computer lab, a welcoming front office, and fields used for play. Luigi has a partnership with the City of Gilroy to share a playground and field, and we also have a self-contained playground for our kindergarten students. We recently replaced the roof and beautified our school by adding a welcoming school mural in front of the main office. Our two custodians clean the school daily. One custodian works the day shift, and the other works the evening shift. District maintenance staff handles all maintenance repairs.

Our school library has an impressive collection of approximately 15,000 books, and there are 150 videos for teacher reference. Students visit the library and check out books at least once a week. Our part-time library clerk reads aloud to students and helps them with research projects and book reports.

We have approximately 50 computers available for student use in our computer labs. We currently have six Chromebook carts with 35 Chromebooks each for our third through fifth grade classrooms. Each of our first and second grade classrooms have a set of 6 Chromebooks. Our technology/assessment aide is available to provide support for our teachers and students.

Types of Services Funded

Luigi strives to provide a rich and diverse curriculum for all of our students. There are three special day classes, resource support in and out of the classroom, and a new Intervention Program. We also provide an after-school GATE program with various enrichment workshops throughout the year.

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

"Luigi Aprea Elementary School strives to be a school where healthy, respectful and caring interactions lead to a community that embraces a love of learning and promotes individual growth."

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data		
	Gilroy USD	**Luigi Aprea ES**		
Teachers	**18-19**	**16-17**	**17-18**	**18-19**
With a full credential	479	28	28	26
Without a full credential	35	2	2	2
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Luigi Aprea ES		
Teachers	**16-17**	**17-18**	**18-19**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

At Luigi Aprea Elementary School, our teachers and staff are provided professional development in a variety of ways. We have three district academic coaches who facilitate professional development, coach teachers and assists grade-level teams with planning. Our literacy facilitator also facilitates professional development and provides support for in-class and out-of-class intervention. The principal has weekly meetings with the teachers, office staff and yard duties and has monthly meetings with the paraprofessionals. The focus of our support has been on relationship building; technology in the classroom; the Common Core State Standards; Next Generation Science standards, and on our new math curriculum, Go Math. Our grade-level teams meet weekly to discuss curriculum, intervention and student support.

Luigi teachers and staff participate in three districtwide staff development days. Also available to them are literacy, technology and classroom management workshops. Our new teachers are provided a coach and supported through the district's new teacher program.

Professional Development Days	Three-Year Data		
	2016-17	**2017-18**	**2018-19**
Luigi Aprea ES	3 days	3 days	3 days

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral counselor	0.0
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	0.5
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.5
Resource specialist (nonteaching)	0.0
Other	**FTE**
Literacy facilitator	0.8
Assessment paraeducator	0.8

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

| Salary Data		2016-17 Fiscal Year
	Gilroy USD	**Similar Sized District**
Beginning teacher salary	$50,743	$49,512
Midrange teacher salary	$74,751	$77,880
Highest teacher salary	$94,963	$96,387
Average elementary school principal salary	$130,057	$123,139
Average middle school principal salary	$139,526	$129,919
Average high school principal salary	$147,941	$140,111
Superintendent salary	$217,175	$238,324
Teacher salaries: percentage of budget	34%	36%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Luigi Aprea ES	$6,206	$102,666
Gilroy USD	$7,833	$86,053
California	$7,125	$79,665
School and district: percentage difference	-20.8%	+19.3%
School and California: percentage difference	-12.9%	+28.9%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	$7,737
Expenditures per pupil from restricted sources	$1,531
Expenditures per pupil from unrestricted sources	$6,206
Annual average teacher salary	$102,666
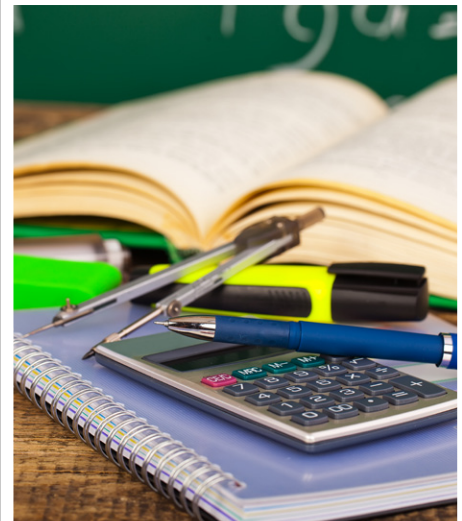
Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.