

School Year: 2021-22



## School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eliot Elementary School	43694846047302	November 4, 2021	November 18, 2021

### Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
Introduction and School Narrative

Eliot Elementary is a wonderful community school full of caring individuals who work for the success of all students. This year we have an enrollment of 484 students in grades TK-5 of which

91% are Hispanic and 80% are eligible for Free/Reduced Breakfast and Lunch Programs. Eliot has 58% of students who are considered English Language Learners and 12% of students are in our special education program. The entire staff works as a team and goes above and beyond to help meet the needs of students and families alike.

The staff at Eliot remains focused on supporting all students to achieve higher levels of academic achievement. This year presents challenges in and of itself as we come together as a staff to repair and build our community once again. Coming back from being at home and learning through a computer screen presents the need for students to learn in a classroom setting once again. Therefore, we will continue our focus on reading instruction and effective implementation of the ELA Benchmark Advance and GoMath curriculum. This will also include a big focus on intervention. Following the MTSS (Multi-Tiered Systems of Support) model, we will be using much of our staff to support literacy intervention in all grades. These include our literacy facilitator, literacy coach, CAL-SOAP tutors, intervention teachers, and paraeducators. Additionally, academic language strategies are being implemented by teachers through SEAL (Sobrato Early Academic Language) and GLAD (Guided Language Acquisition Design). Staff will be receiving a SEAL/GLAD refresher of strategies that can be used in the classroom at staff meetings. The staff is committed to providing all students with strong literacy foundations in order for students to become successful readers.

This year, Eliot will be using iReady as a way to provide even more support in ELA and Math and to monitor progress. iReady is a standard and computer-based application that focuses on ELA and Math. iReady also supports our EL students by promoting access and engagement through rigorous and culturally responsive texts, providing strategic scaffolds, and supporting academic language development.

Eliot students have been through so much during the pandemic. The inability to attend school for a year and for some, a year and a half has resulted in students forgetting how to be in a classroom and how to be with other students. In order to work on our positive culture for our community, we will be focusing on our PBIS (Positive Behavior Intervention System). This along with our Character Counts program enables students to learn those characteristics that will enable them to be a scholar at Eliot. More importantly, we will be focusing on Second Step, a social-emotional program that teaches students about regulating their emotions. Eliot students will continue to receive mental health support through the Prevention and Early Intervention Program, better known as PEI. This includes SLS (School Linked Services). Therapists and case managers are currently providing counseling to Eliot students and families. Lastly, a positive addition to Eliot this year is the Wellness Center. The Wellness Center will provide mental health services through a grant from the Santa Clara County Office of Education. The center will focus on educating students, staff, and families on strategies to help with regulating emotions at school, at home, and in the community.

Eliot is also fortunate to have a partnership with the Juvenile Probation Department Neighborhood Safety/Services Unit. Through this partnership, Eliot receives funding to provide students and families with prosocial opportunities and resources that are limited in the community. Eliot is also in partnership with the following community supporters: Costco, Community Solutions, Rebekah's, Target, Saint Joseph Family Center, The Giving Tree among others. Many of these supporters donate items that are used by all students, staff, and our community.

All in all, our schoolwide plan contains many facets that all point towards the improvement and education of all Eliot students.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The Stakeholder Engagement process is an ongoing, annual process. Meaningful involvement of parents, students, and other stakeholders are critical to the development and review of the SPSA. School Site Council including parents, teachers, staff, and the principal meet on a regularly scheduled time frame throughout the year. During the first two meetings of the year, conversations are held regarding goals for the school. Goals are carefully aligned to the district LCAP goals and these will be outlined at a meeting on October 7, 2021. The School Site Council will meet on November 4, 2021, to review and approve the schoolwide plan. A second committee is also involved in the process. ELAC (English Learner Advisory Committee) meets at regular times throughout the year. The same process holds as parents and the administrator discuss goals for the school. The goals will be reviewed and approved at a meeting on October 27, 2021.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.91%	1.23%	1.7%	4	6	8
African American	%	0.21%	0.6%		1	3
Asian	0.46%	0.41%	0.8%	2	2	4
Filipino	0.23%	0.21%	0.2%	1	1	1
Hispanic/Latino	93.85%	94.66%	91.3%	412	461	442
Pacific Islander	%	0%	0.2%		0	1
White	1.82%	1.85%	2.1%	8	9	10
Multiple/No Response	0.23%	1.03%	1.2%	1	2	6
Total Enrollment				439	487	484

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	103	105	98
Grade 1	66	76	81
Grade 2	66	80	74
Grade3	62	74	83
Grade 4	68	73	74
Grade 5	74	79	74
Total Enrollment	439	487	484

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	273	278	247	62.2%	57.1%	51.0%
Fluent English Proficient (FEP)	67	70	54	15.3%	14.4%	11.2%
Reclassified Fluent English Proficient (RFEP)	22	23	11	7.3%	8.4%	4.0%

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	76	69	69	74	66	69	74	66	100	97.4	95.7
Grade 4	72	67	73	71	67	69	71	67	69	98.6	100	94.5
Grade 5	98	68	82	96	66	79	96	66	79	98	97.1	96.3
All Grades	239	211	224	236	207	214	236	207	214	98.7	98.1	95.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2390.	2397.	2410.	17.39	12.16	16.67	10.14	20.27	21.21	28.99	32.43	30.30	43.48	35.14	31.82
Grade 4	2404.	2429.	2435.	5.63	14.93	15.94	18.31	16.42	15.94	19.72	22.39	23.19	56.34	46.27	44.93
Grade 5	2477.	2459.	2473.	13.54	9.09	11.39	27.08	19.70	29.11	23.96	28.79	18.99	35.42	42.42	40.51
All Grades	N/A	N/A	N/A	12.29	12.08	14.49	19.49	18.84	22.43	24.15	28.02	23.83	44.07	41.06	39.25

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	76	69	69	75	67	69	75	67	100	98.7	97.1
Grade 4	72	67	73	71	67	72	71	67	72	98.6	100	98.6
Grade 5	98	68	82	96	66	80	96	66	80	98	97.1	97.6
All Grades	239	211	224	236	208	219	236	208	219	98.7	98.6	97.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2423.	2407.	2427.	13.04	6.67	11.94	31.88	30.67	35.82	26.09	29.33	26.87	28.99	33.33	25.37
Grade 4	2427.	2452.	2452.	4.23	13.43	12.50	15.49	23.88	26.39	38.03	32.84	30.56	42.25	29.85	30.56
Grade 5	2468.	2468.	2486.	11.46	10.61	13.75	11.46	9.09	16.25	31.25	34.85	32.50	45.83	45.45	37.50
All Grades	N/A	N/A	N/A	9.75	10.10	12.79	18.64	21.63	25.57	31.78	32.21	30.14	39.83	36.06	31.51

# School and Student Performance Data

## ELPAC Results (Overall)

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1413.6	1406.3	1427.2	1423.7	1381.9	1365.4	79	69
Grade 1	1451.0	1428.5	1466.1	1452.2	1435.4	1404.3	55	46
Grade 2	1490.8	1481.2	1493.5	1485.6	1487.5	1476.4	41	42
Grade 3	1484.3	1481.5	1470.1	1465.4	1498.0	1497.4	43	37
Grade 4	1496.0	1495.8	1501.4	1475.3	1490.2	1516.1	29	39
Grade 5	1521.3	1516.6	1511.7	1498.5	1530.6	1534.2	32	30
All Grades							279	263

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	20.25	10.14	18.99	30.43	45.57	43.48	15.19	15.94	79	69
1	27.27	2.17	34.55	36.96	20.00	32.61	*	28.26	55	46
2	56.10	11.90	31.71	45.24	*	33.33	*	9.52	41	42
3	*	5.41	37.21	37.84	41.86	43.24	*	13.51	43	37
4	*	17.95	37.93	53.85	*	12.82	*	15.38	29	39
5	*	20.00	53.13	36.67	*	30.00	*	13.33	32	30
All Grades	25.09	10.65	32.62	39.16	27.96	33.84	14.34	16.35	279	263



# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
487	92.4	57.1	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	278	57.1
Foster Youth	1	0.2
Homeless	18	3.7
Socioeconomically Disadvantaged	450	92.4
Students with Disabilities	52	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian	6	1.2
Asian	2	0.4
Filipino	1	0.2
Hispanic	461	94.7
Two or More Races	2	0.4
White	9	1.8

Conclusions based on this data:

1.

# School and Student Performance Data

ELA Benchmark (STAR Reading 2<sup>nd</sup>-8<sup>th</sup>, MAP 9<sup>th</sup>-10<sup>th</sup>)

	18-19 Spring	19-20 Spring	20-21 Spring
2nd	35%	34%	19%
3rd	46%	38%	28%
4th	31%	31%	26%
5th	23%	27%	23%

## Math Benchmark

	18-19 Winter/Spring	19-20 Winter/Spring	20-21 Spring
1st	67%	54%	
2nd	64%	74%	29%
3rd	22%	49%	31%
4th	51%	41%	35%
5th	35%	25%	33%

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Provide high quality instruction and 21st century learning opportunities to ensure College & Career Readiness

## Goal 1

Increase the number of students meeting or exceeding grade-level standards in ELA and Math.

- Ensure effective classroom instruction through the implementation of CC through the adopted ELA and Math programs
- Ensure that classrooms in grades TK-5 are continuing the successful integration and implementation of SEAL/GLAD strategies
- Support the use of technology applications, and technology resources needed to deliver instruction
- Continue the implementation of NGSS with science and technology integration

## Identified Need

What data did you use to find this goal?

2019 ELA and Math CAASPP Results  
AR STAR Spring 2021 Assessments  
Math STAR Spring 2021 Assessments  
ESGI 2021  
ELPAC 2021  
Brightbytes Data  
iStation

- Due to Covid 19 closures, spring 2021 benchmark assessments might be invalid because of the difficulties with administering assessments online

How will the school evaluate the progress of the goal?

Progress monitoring using:

iReady  
District Benchmark data  
Brightbytes data  
Formal and informal assessments  
Observation  
CAASPP

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Average 37% of students met or exceeded standards in grades 3-5 (2019)	Increase by 5 percentage points at each grade level
CAASPP MATH	39% of students met or exceeded standards in grades 3-5	Increase by 5 percentage points at each grade level
Benchmark	Average 26% of students are proficient in ELA	Increase by 5% in each grade level
F/P	Average 54% of students met or exceeded standards in K-1	Increase by 5% in each grade level
Bright Bytes (Problem Solving)	0% of students are being asked to problem solve through communication and critical thinking skills using technology	Increase the ability to problem solve through technology by 5%
Instructional Rounds/Classroom visits	Average of 2-3 focus strategies observed	Increase in the number of classroom strategies identified during instructional rounds or classroom visits and include three visits per year
Benchmark	Average 32% of students are proficient in Math	Increase 5% in each grade level

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

STRATEGY: Monitor and support the implementation of effective classroom instruction and the use of adopted curriculum

#### Actions:

- All teachers will use the district-adopted curriculum including Benchmark Universe, GoMath, Science.
- Teachers will be provided ongoing professional development and support as needed.
- Teachers will be provided materials and supplies for instruction (\$6000 site discretionary)
- Teachers in grades TK-5 will use SEAL or GLAD strategies and PD refreshers will be added at staff meetings in SEAL/GLAD strategies.
- Teachers in grades TK-5th will continue planning, updating units, and collaborating on SEAL/GLAD strategies by having release days/after school paid planning (LCAP 1: \$8,000 )

- Support students and staff with supplemental materials (Scholastic magazine \$3500, Handwriting without Tears \$ 1500, Success by Design Planners \$1,300 Restricted Lottery )

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

8,000	LCAP Goal 1
6,000	Site Discretionary
6,300	Restricted Lottery

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

#### **Strategy/Activity**

STRATEGY: Provide technology software and hardware upgrades and support for teaching and learning

#### **Actions:**

Use iReady to support instruction, create goals for students, and monitor growth in ELA and Math (iReady Math \$9,000 LCAP Goal 1)

Teachers will be supported by the Literacy Facilitator and Academic Coaches in the effective use of technology in the classroom

Provide teachers with online platforms for learning to use during small group independent learning time(Starfall \$300, RAZ kids, \$1000 restricted lottery)

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

9,000	LCAP Goal 1
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1300

Restricted Lottery

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

STRATEGY: Create a science/technology advisory committee that will plan effective science integration.

#### Actions:

Provide time for the science/technology advisory committee to meet monthly to plan for the creation of a STEAM room. (LCAP Goal 1: \$3000)

Purchase appropriate technology and resources to equip the room with the tools necessary for teachers to implement the NGSS. (LCAP Goal 1: \$10,000, NSU Grant \$10,000)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10,000

LCAP Goal 1

10,000

Other

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Strategy: Plan a college and Career Week

#### Actions:

- Plan a college and career week to motivate and introduce students to seek higher education

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During distance learning, not all students were engaged. Teachers used the adopted curriculum to teach ELA and Math using technology through ZOOM. Many students struggled with connectivity issues, accessing curriculum and resources, and attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year students are now in person and returning from school closures due to the pandemic. Students will be provided with standards based curriculum using the adopted curriculum. Chromebooks will also be available to each student. Iready will be used to provide supplemental practice in ELA and Math. Finally, teachers will use strategies in person to scaffold and support learning for all students.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Provide Equitable Support for All Learners-ELA and Mathematics

## Goal 2

Provide effective literacy instruction and intervention to increase students reading skills

- Increase the number of Economically Disadvantaged students and English Learners meeting/exceeding grade-level standards
- Support English Learners in their language development as evidenced by their growth in their progression of ELPAC levels, academic assessments and the reclassification rate.
- Decrease the number of EL students that are At-Risk of being LTEL
- Provide intentional Tier 1 and Tier 2 intervention to targeted students within the school day and before or after school support.
- Monitor student progress through the use of data/PLC cycles

## Identified Need

What data did we use to form this goal?

2019 CAASPP

- 2021 ELPAC
- CBEDS
- End of year teacher reflections
- District benchmarks for math and ELA spring 2021
- AR Star assessment data Spring 2021
- F&P Data
- iStation
- PLC Data

What were the findings from the analysis of this data?

- Due to Covid 19 school closures, some of the data might have discrepancies
- Progress monitoring is essential for all students as we return to in-person instruction after being in distance learning for over a year.

How will the school evaluate the progress of the goal?

Progress monitoring using:

iReady

District Benchmark data

Brightbytes data

Formal and informal assessments

Observation

CAASSP

F&P Data

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	33% of economically disadvantaged students met or exceeded grade level standards 15% of ELs met or exceeded standards	Increase the number of students meeting or exceeding by 5% Increase the number of EL's meeting or exceeding by 5%
CAASPP Math	36% of economically disadvantaged students met or exceeded grade level standards 19% of ELs met or exceeded standards	Increase the number of students meeting or exceeding by 5% Increase the number of EL's meeting or exceeding by 5%
ELPAC	38% of ELs at level 3 or 4 on the ELPAC (moderately or well-developed)	Increase the number of ELs at levels 3 and 4 by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

STRATEGY: Improve reading skills of all students

#### Actions:

- The focus this year will be on literacy. The literacy facilitator, coach, and admin will work together to provide intentional support and intervention for students. They will attend professional development on literacy teaching skills to support teachers and engage in collaborative data analysis.
- The Library Clerk will support AR implementation and do Read Alouds for students K-2. (Title 1:\$8126, SLIBG: \$8126)
- The Literacy facilitator will support classroom teachers on Common Core implementation, Thinking Maps, Academic Vocabulary, Intervention, and lesson planning. (LCAP Goal 2: \$50,482 Title 1 \$50,482 Literacy Facilitator)
- Teachers will create reading goals with students to increase the number of words read in AR. Students will be rewarded for the number of points they achieve when reading books. (LCAP 2 \$2,000)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

52,482	LCAP Goal 2
58,608	Title I
8,126	SLIBG

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students performing below grade level

#### Strategy/Activity

STRATEGY: Through progress monitoring, identify targeted students and provide effective interventions

Actions:

- Provide a consistent data analysis process during PLCs to look for trends to identify and respond to needs.
- Provide needed instructional resources and supplies to make lessons accessible to all students. (NSU \$5,000)
- Implement a school-wide tiered system of intervention.
- Continue the implementation of iReady in Math and ELA. All students will use the iReady program during the school day, (LCAP 2: \$9,000)
- A K bilingual paraprofessional will work with the intervention program during ELA centers. (LCAP 2: \$32,485)
- A TK paraprofessional will support early learning centers. (LCAP 2: \$11,495 and Title 1: \$11,495)
- Cal-Soap tutors will provide extra support for 1st-5th grade students (\$8,000 -LCAP 2, \$6,000-NSU Grant)
- Before/After/Saturday School intervention will be provided for students (LCAP 2-\$8,000)
- Hire a part-time intervention teacher (LCAP 2 \$45,000)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

113980	LCAP Goal 2
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11,495	Title I
11,000	Other

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

#### Strategy/Activity

STRATEGY: Provide targeted and effective support for English Language Learners and increase the rate of reclassification

#### Actions:

- Support with daily integrated and designated ELD using SEAL/GLAD strategies including the use of thinking maps/graphic organizers to provide the extra scaffold for students.
- Teachers will build opportunities for students to engage in Academic Conversations using SEAL/GLAD strategies.
- Provide professional development supported by our Literacy Facilitator and Coach to support student success on the ELPAC test
- CalSOAP tutors will provide support for newcomers by providing ESL strategies. Tutors will work closely with the classroom teacher. (\$2,000 LCAP Goal 2)
- Purchase software programs that will support fluency, listening, and speaking.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,000	LCAP Goal 2
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## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The additional intervention services were reduced during Covid closures.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers will provide intervention during small group instruction. All classrooms have been equipped with chromebooks to allow students to work independently while teacher focuses on a small group. iReady in ELA and math will provide further practice on specific skills targeted for each student according to their levels. Teachers have been planning designated and integrated ELD lessons through SEAL/GLAD and are continuing to plan to accommodate the needs of individual students. CAL-Soap tutors will be used strategically to help newcomer students as well as those students needing extra support.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

School Culture and Engagement

## Goal 3

Provide a safe and positive school community for students, parents, and staff

- Support and implement programs and interventions to increase student attendance, increase parent involvement, decrease behavior referrals, and address the emotional well-being of all students
- Continue to decrease chronic absenteeism rate through early preventative measures
- Strengthen the connection between home, school, and community
- Continue the implementation of PBIS.
- Continue the partnership with SLS/PEI counseling services on site
- Decrease suspension rate and the number of referrals

## Identified Need

- What data did we use to form these goals?
- Attendance reports on Aeries
- Suspension reports on Aeries
- Attendance and participation at ELAC and Parent Club Meetings
- Disciplinary records from Aeries and suspension forms

How will the school evaluate the progress of these goals?

- Attendance reports on Aeries
- Suspension reports on Aeries
- Attendance and participation at ELAC and Parent Club Meetings
- Disciplinary records from Aeries and suspension forms
- PBIS self-assessment survey
- Panorama SEL screener

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aries	Yearly total ADA was 94.97%	Increase percentage points by 2%
PBIS	SAS-Self Assessment Survey of implementation was 75%	Increase percentage points by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS	TFI-Tiered Fidelity Inventory-measure of fidelity of implementation was 91%	Increase percentage points by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

STRATEGY: Promote a positive school climate and increase students' well-being

- Implement the new school-wide Second Step program to help students with their social-emotional learning and well-being and include staff exercises during staff meetings.
- Teachers will teach the Character Counts Pillars and school expectations will be shared and taught to the students. Students will be recognized at assemblies and a reward system implemented. (LCAP 3: \$3000, Reward System)
- A PBIS Tier 1 team will meet monthly to plan for school-wide support and implementation. (LCAP 3, \$2500 PBIS stipends)
- Support a Wellness Center on-site through the county office
- Enrichment opportunities will be offered after school. (NSU Grant \$19,000)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5500	LCAP Goal 3
15,000	Other

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

STRATEGY: Engage parents and community and promote participation in school parent meetings

#### Actions:

- Before-after-school interpretation, during training, and presentations will be provided. (Title 1: \$1000 supplementary Interpretation)
- A monthly newsletter will be sent out to inform parents.
- Events will be planned throughout the year to invite parents to the school as permitted.
- Parent Classes will be offered through CAFE Project2Inspire online to educate and provide resources and strategies (\$3,000 NSU Grant)
- Community Liaison will reach out to families to increase ELAC participation.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1,000

Title I

3,000

Other

#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

STRATEGY: Develop a multi-tiered system for attendance and truancy support.

#### Actions:

- The school will have a partnership with PEI to support families with resources to eliminate barriers to good attendance (counseling, parent education, etc.).
- Community Liaison will provide the bridge between school and home by supporting parents and providing bilingual resources and services including home visits. (Title 1: \$30,612)
- Students will be recognized for good attendance at PBIS assemblies. (LCAP 3 \$1000 Trophies)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

30,612

Title I



1,000	LCAP Goal 3

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During distance learning the emphasis was on providing support for students and families to access learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As we return from the pandemic, the focus of our goal is centered around reintegrating school practices. Students will be re-engaged and given lessons centered around social emotional learning. The work is to engage the entire school community to help in meeting the needs of all students at Eliot.

# Budgeted Funds and Expenditures in this Plan

## Budget Summary (GUSD)

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Funds Allocated to the School (including Title I)	\$364,573.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds <b>Budgeted</b> for Strategies to Meet the Goals in the SPSA	\$364,403.00

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Budgeted (\$)
Title I	\$101,715.00

Subtotal of additional federal funds included for this school: \$101,715.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Budgeted (\$)
LCAP Goal 1	\$27,000.00
LCAP Goal 2	\$168,462.00
LCAP Goal 3	\$6,500.00
Other	\$39,000.00
Restricted Lottery	\$7,600.00
Site Discretionary	\$6,000.00
SLIBG	\$8,126.00

Subtotal of state or local funds included for this school: \$262,688.00

Total of federal, state, and/or local funds for this school: \$364,403.00

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.



# Funds Budgeted to the School by Funding Source

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funding Source	Allocated
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# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 0 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Maricela Rivera	Principal
Jeannine Tovar	Classroom Teacher
Crystal Sullivan	Classroom Teacher
Rosa Chen	Classroom Teacher
Elia Scettrini	Parent or Community Member
Giovanni Albanese	Parent or Community Member
Juana Guzman	Parent or Community Member
Alicia Davila	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 4, 2021.

Attested:



Principal, Maricela Rivera on 11/4/2021



SSC Chairperson, Rosa Chen on 11/8/2021