

Eliot 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	Eliot Elementary School
Street	475 Old Gilroy Street
City, State, Zip	Gilroy, CA 95020
Phone Number	(408) 847-5333
Principal	Maricela Rivera
Email Address	patricia.pelino@gilroyunified.org
Website	http://eliot-gusd-ca.schoolloop.com/
County-District-School (CDS) Code	43694846047302

Entity	Contact Information
District Name	Gilroy Unified School District
Phone Number	(408) 847-2700
Superintendent	Deborah Flores
Email Address	debbie.flores@gilroyunified.org
Website	www.gusd.k12.ca.us

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

Eliot Elementary School will provide meaningful opportunities for all students in our academic community to reach their highest potential. Our purpose is to develop academic and intellectual competencies and personal attributes in students so they become lifelong learners and productive members of our society.

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

Grade Level	Number of Students
Kindergarten	103
Grade 1	66
Grade 2	66
Grade 3	62
Grade 4	68
Grade 5	74
Total Enrollment	439

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.9
Asian	0.5
Filipino	0.2
Hispanic or Latino	93.8
White	1.8
Two or More Races	0.2
Socioeconomically Disadvantaged	88.8
English Learners	62.2
Students with Disabilities	10.3
Homeless	3.6

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	18	19	20	467
Without Full Credential	4	2	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.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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%
Mathematics	Go Math!, Harcourt 2016	Yes	0%
Science	California Science, Harcourt (K-5) 2007	Yes	0%
History-Social Science	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)

Eliot School has a beautiful campus and is located on the east side of town. The school was rebuilt in August 2005 and contains 26 classrooms, a library, three computer labs, and a spacious multipurpose room with an indoor and outdoor stage area. The teachers provide a warm, enriching environment within their classrooms, and the custodians proudly maintain a clean and safe campus by cleaning the school daily. One custodian works the day shift, and the other works the evening shift. We have all the newest and most modern equipment in classrooms, offices and workrooms. We have established our environment around academic excellence, quality work and community service. 11 Chromebook are carts available for students to use. All classrooms are connected to the internet. In our three computer labs, we total more than 120 computers. This year, we are incorporating the i-Ready program as part of our intervention plan for students who are struggling in reading and math. Students access i-Ready using their laptops, and each work at their independent instructional level. All students in grades 3-5 are using Google classrooms to build their writing pieces and share with others. They use Benchmark Advanced as a resource to cover standards. Additionally, students in grades TK-3 are implementing SEAL strategies to improve use and knowledge of academic vocabulary and instruction. This school has been well maintained by GUSD. We are proud to have one of the best maintenance departments. The school is very clean and everyday ready for the day-to day activities.

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: 11/22/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	roof leak MPR - Tremco work order to fix leak 12/20/2019 kinder area round pergola - pergola needs to be re-built 6-15-20
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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)	31	37	49	50	50	50
Mathematics (grades 3-8 and 11)	32	38	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	224	214	95.54	4.46	36.92
Male	116	111	95.69	4.31	35.14
Female	108	103	95.37	4.63	38.83
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	212	205	96.70	3.30	35.12
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	208	198	95.19	4.81	36.36
English Learners	160	151	94.38	5.62	35.10
Students with Disabilities	35	31	88.57	11.43	16.13
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	224	219	97.77	2.23	38.36
Male	116	113	97.41	2.59	40.71
Female	108	106	98.15	1.85	35.85
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	212	208	98.11	1.89	37.98
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	208	203	97.60	2.40	38.42
English Learners	160	156	97.50	2.50	39.74
Students with Disabilities	35	31	88.57	11.43	25.81
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	14.6	2.4	

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)

Our school's annual improvement plan and major budget decisions are discussed with Eliot School Site Council, which always includes staff and parent members. We also solicit input from parents about instruction during ELAC. Our Fundraising Club is small but mighty. It plans several events throughout the year, including our Opening Doors, Gilroy Bonanza Day Parade, Harvest Festival, Winter Festival and the end-of-the-year Cinco de Mayo Celebration. These events truly bring family and community atmosphere to our school. We are also fortunate to have many parents who volunteer in classrooms, and also accompany classes on field trips.

For more information on how to become involved at the school, please contact Ana Mendoza, ELAC president, at (408) 413-8929.

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	3.2	1.2	2.2	3.9	5.4	5.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The staff monitors school grounds before the start of school and immediately after dismissal. We have monthly fire drills and hold earthquake and Code Red drills one to two times a year, as outlined in our school safety plan. Staff members enforce playground rules during recess and lunch. Thanks to a perimeter fence, our school and grounds are very safe. The school safety plan was last reviewed, updated and discussed with the school faculty in August 2018.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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	21	2	3		23		5		21	2	3	
1	23		3		25		3		22		3	
2	26		3		22		3		22		3	
3	25		3		25		3		21	1	2	
4	24		3		22		3		23		3	
5	32		3		23		3		25		3	
Other**												

*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	2.0

*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.

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	\$7,083	\$1,145	\$5,939	\$5,939
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
Percent Difference - School Site and State	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)

Our staff, parent groups and School Site Council have a great opportunity to contribute ideas to the development of the annual budget. Eliot is fortunate to have several partners from the community: Costco, Target, Colibri foundation, Disney Store, religious based organizations and St. Joseph Community Center among others. Power School, funded by a 21st Century Community Learning Center grant and After School Education and Safety (ASES), has allowed Eliot to serve up to 160 students after school for the entire school year. This opportunity has helped us tremendously this year as we have provided additional support to many of our students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,743	\$51,374
Mid-Range Teacher Salary	\$74,751	\$80,151
Highest Teacher Salary	\$94,963	\$100,143
Average Principal Salary (Elementary)	\$132,658	\$126,896
Average Principal Salary (Middle)	\$142,317	\$133,668
Average Principal Salary (High)	\$150,900	\$143,746
Superintendent Salary	\$221,519	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	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
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Staff development is provided during staff meetings and staff development days. We encourage peer coaching and collaborative planning to share effective strategies and ideas. We have implemented schoolwide Professional Learning Community (PLC) practices. We have completed trainings on Accelerated Reader, F/P and trainings on Close Reading, SEAL and Number Talks, among others. SEAL: Sobrato Early Academic Language program Model (from the Sobrato website): The Sobrato Early Academic Language Model is designed as a comprehensive model of intensive, enriched language and literacy education designed for English language learners, starting in preschool and continuing through third grade. It was designed by Dr. Laurie Olsen, a national expert in English language learner education. A national advisory group provided initial input, and continues to advise the project as the model evolves. The model is anchored by six researchbased foundational components that infuse all aspects of teaching and learning throughout the school day:

- Alignment of preschool and the K-3 systems around a shared vision of powerful language development as the foundation for academic success, with support for transitions across systems and levels (including Summer Bridge programs). Simultaneous academic language and literacy (including bilingual options).
- Language-rich environments and instruction with an emphasis on expressive and complex oral language development and enriched vocabulary.
- Text-rich curriculum and environments that engage children with books and the printed word, and lead to the appreciation and love of reading and writing.
- Language development through academic thematic units based upon science and social studies standards.
- An affirming learning environment that brings together teachers and parents to support strong language and literacy development at home and at school.