

El Nido Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	El Nido Elementary School
Street	161 East El Nido Rd
City, State, Zip	El Nido, CA 95317
Phone Number	(209) 385-8420
Principal	Rae Ann Jimenez
E-mail Address	rjimenez@elnido.k12.ca.us
Web Site	www.elnidoschool.org
CDS Code	24-65680-6025456

District Contact Information	
District Name	El Nido Elementary School District
Phone Number	(209) 385-8420
Superintendent	Rae Ann Jimenez
E-mail Address	rjimenez@elnido.k12.ca.us
Web Site	www.elnidoschool.org

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

El Nido Elementary School is committed to equipping our students with the tools they need for academic, personal, and social achievement. We challenge every student to reach their highest potential through a curriculum that exceeds government standards for education; through extracurricular programs that develop children's mental, physical, and social skills; and through a collaborative effort between parents and the community to create an environment geared to the success of our students.

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

Grade Level	Number of Students
Kindergarten	24
Grade 1	12
Grade 2	23
Grade 3	17
Grade 4	22
Grade 5	18
Grade 6	18
Grade 7	11
Grade 8	19
Total Enrollment	164

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African	0
American Indian	1.2
Asian	1.2
Filipino	0
Hispanic or Latino	84.1
Native Hawaiian	0
White	13.4
Two or More	0
Socioeconomicall	84.1
English Learners	67.7
Students with	3.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	8	8	9	9
Without Full Credential	1	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	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 2017-18)

Year and month in which data were collected: 08-2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders (K-5) and McGraw Hill Studysync (6-8) 2016	Yes	0
Mathematics	McGraw Hill My Math (K-8) 2015	Yes	0
Science	Harcourt Brace (K-5)/2008 Glencoe (6-8)/2008	Yes	0
History-Social Science	Houghton Mifflin (K-5)/2007 and Glencoe (6-8)/2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The buildings are old and are maintained appropriately. Carpets in some rooms need replacement, and air conditioners have been replaced using Prop 39 Energy Funds. Playground asphalt has been resurfaced recently and the playground equipment has rubber bark. There are two sets of restrooms on campus, both of which are cleaned and sanitized daily. There is an additional restroom in the Staff Lounge.

In recent years, the District installed a new water supply using two grants from the state. A new water storage tank has been installed and a building to house the filtration equipment was built. A new well has been added and paid for by an emergency state grant for healthy water.

Several projects are being considered for facility improvement. A bus turnaround is needed for safety reasons; carpet needs replacing in the library and some classrooms. All these projects will be funded by the Deferred Maintenance Fund and are ongoing as funds are available.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2018				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	32	33	32	33	48	48
Mathematics (grades 3-8 and 11)	23	22	23	22	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	107	106	99.07	33.02
Male	51	50	98.04	34

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	56	56	100	32.14
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	90	89	98.89	31.46
White	15	15	100	40
Socioeconomically Disadvantaged	91	90	98.9	31.11
English Learners	79	78	98.73	26.92
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	108	107	99.07	21.5
Male	52	51	98.08	29.41
Female	56	56	100	14.29
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	91	90	98.9	20
White	15	15	100	33.33
Socioeconomically Disadvantaged	92	91	98.91	24.18
English Learners	80	79	98.75	21.52
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	32	28	32	28	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 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 new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8	37.5	37.5

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

At El Nido Elementary School, we encourage all parents to be involved in their child's education through:

- Participating in parent-teacher committees, such as the District English Language Advisory Council (DELAC) and the School Site Council (SSC)
- Participating in the El Nido Parent Teacher Club--Meetings are held the first Wednesday of each month at 4:30
- Volunteering in the classroom
- Reading to your child daily and listening to your child read daily
- Two-way communication between the school and home
- For more information on how to become involved, please contact M. Janeth De La Torre, 209-385-8420

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.1	2.4	1.7	1.1	2.4	1.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The School Safety Plan addresses the response to civil unrest, bomb threats, earthquakes, fire, explosions, or threats of explosion, windstorms, fallen aircraft, chemical accidents, floods, and war. Fire drills are conducted on a monthly basis. All visitors to the school are required to enter through the school office, sign in, and obtain a visitor's pass. The Safety Plan is on file at the school office, and copies may be obtained by request. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2017.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement*	Year 1	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		1		12	1			24		1	
1	19	1			22		1		12	1		
2	23		1		16	1			23		1	
3	20	1			20	1			17	1		
4	20	1			17	1			22		1	
5					19	1			18	1		
6	22		1		12	1			18	1		

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.05	N/A
Social Worker	0	N/A
Nurse	.04	N/A
Speech/Language/Hearing Specialist	.05	N/A
Resource Specialist	.75	N/A
Other	0	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,647	\$3,340	\$10,306	\$62,059
District	N/A	N/A	\$10,306	\$62,059
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	44.2	0.2

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

Types of Services Funded (Fiscal Year 2016-17)

Several programs are funded to serve the needs of all students at El Nido Elementary School. Title I funds are used to meet the needs of targeted students, through instructional aides. Title III funds are used for English Language Learners and migrant students through additional personnel. El Nido also receives funds for its ASES (After School Education and Safety) program. The ASES program provides curriculum support and enrichment opportunities for students. New teachers actively participate in Beginning Teacher Support and Assessment (BTSA) as needed.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,386	\$42,598
Mid-Range Teacher Salary	\$62,296	\$62,232
Highest Teacher Salary	\$72,850	\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary		\$117,868
Percent of Budget for Teacher Salaries	29%	32%
Percent of Budget for Administrative Salaries	5%	7%

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

Professional Development (Most Recent Three Years)

California Common Core State Standards are a major focus for staff development during the last 3 years. The staff continues to transition strategies and techniques geared towards 21st Century Learning and skills for all students to ensure that they are College and Career ready. All teachers attend professional development provided by the District. Components of professional development have included strategies for reading instruction, mathematics, and classroom management. In addition, many teachers have attended the Science Starts Project, ARISE, which is geared specifically towards English Learners, Math Matters, NCTM conference, California Association for Bilingual Education (CABE) conference, writing workshops, and adopted Language Arts and Math program training. Teacher/Principal meetings are held three times per month. The Principal regularly visits classrooms to observe and to give assistance to teachers who are in need of training.