El Nido 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	El Nido Elementary School
Street	161 East El Nido Rd
City, State, Zip	El Nido, CA 95317
Phone Number	(209) 385-8420
Principal	Lori Gonzalez
Email Address	lgonzalez@elnido.k12.ca.us
Website	www.elnidoschool.org
County-District-School (CDS) Code	24-65680-0000000

Entity	Contact Information
District Name	El Nido Elementary School District
Phone Number	(209) 385-8420
Superintendent	Lori Gonzalez
Email Address	lgonzalez@elnido.k12.ca.us
Website	www.elnidoschool.org

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

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.

El Nido has a commitment to our students to advance knowledge through adopted state curriculum, a strong technology program, and a safe learning environment. Staff professional development is a priority to ensure that all staff are prepared to lead our students through an active learning environment to reach the high expectations mandated by today's learning. El Nido is a single school district and is proud of all the accomplishments of our students.

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

Grade Level	Number of Students
Kindergarten	25
Grade 1	17
Grade 2	21
Grade 3	15
Grade 4	24
Grade 5	18
Grade 6	25
Grade 7	17
Grade 8	19
Total Enrollment	181

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	1.1
Hispanic or Latino	90.6
White	7.7
Socioeconomically Disadvantaged	85.6
English Learners	74.6
Students with Disabilities	7.2
Foster Youth	0.6
Homeless	

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	7	7	6	
Without Full Credential	2	2	3	
Teaching Outside Subject Area of Competence (with full credential)	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: 08-2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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)

El Nido Elementary School District, although old, is maintained appropriately. There are some rooms that need carpets to be replaced and painted. The air conditioners and light fixtures have been replaced using Prop 39 Energy Funds. The cafeteria AC was replaced January 2020. Playground asphalt has been resurfaced recently and the playground equipment has updated 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.

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. Every year, the district assesses facility needs and prioritizes them for summer projects and funding based on budget. The kindergarten restroom was updated summer 2018. The playground rubber bark was updated fall 2018.

Two bond measure are currently on the March 2020 election. If the two measures pass, the building of a multi-purpose room which would consist of a gym, cafeteria, and administrative offices would be built. In addition, if CA Prop 13 passes, El Nido Elementary School District will be eligible to apply for additional hardship grants which would assist in building and modernizing classrooms, restrooms and improving safety features on campus. In addition, all funds would be utilized to improve to ensure all buildings ADA compliant.

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: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC replaced in cafeteria.
Interior: Interior Surfaces	Good	Carpets and painting may be needed in some rooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Cleanliness needs to be improved in some rooms.
Electrical: Electrical	Good	Hanging wires in room 10.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Adult restroom in office needs to be replaced.
Safety: Fire Safety, Hazardous Materials	Good	3 classrooms had cleaning materials (hazardous materials). Materials have been put in locked cabinets.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
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)	30	37	30	37	50	50
Mathematics (grades 3-8 and 11)	18	25	18	25	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	106	106	100.00	0.00	36.79
Male	54	54	100.00	0.00	38.89
Female	52	52	100.00	0.00	34.62
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	97	97	100.00	0.00	36.08
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	90	90	100.00	0.00	35.56
English Learners	82	82	100.00	0.00	32.93
Students with Disabilities	--	--	--	--	--
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	106	106	100.00	0.00	24.53
Male	54	54	100.00	0.00	33.33
Female	52	52	100.00	0.00	15.38
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	97	97	100.00	0.00	24.74
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	90	90	100.00	0.00	24.44
English Learners	82	82	100.00	0.00	21.95
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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

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

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

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

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

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.8	37.5	31.2
7	26.7	6.7	33.3

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)

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 second Thursday of each month at 4:30
- Volunteering in the classrooms
- Family Nights focusing on literacy, mathematics, STEAM and technology
- Two-way communication between the school and home
- Utilize the library program and Accelerated Reader Program through the summer months.

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	1.7	0.0	0.5	1.7	0.0	0.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		1		19	1			25		1	
1	12	1			18	1			17	1		
2	23		1		15	1			21		1	
3	17	1			26		1		15	1		
4	22		1		17	1			24		1	
5	18	1			23		1		18	1		
6	18	1			19	1			25		1	
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.

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	$12,949	$3,628	$9,320	$66,729
District	N/A	N/A	$9,320	$64,579.00
Percent Difference - School Site and District	N/A	N/A	0.0	3.0
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	26.7	5.4

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)

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 bilingual 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,709	$45,252
Mid-Range Teacher Salary	$65,485	$65,210
Highest Teacher Salary	$76,581	$84,472
Average Principal Salary (Elementary)	$0	$107,614
Average Principal Salary (Middle)	$0	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$0	$124,686
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	7%

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	4	4	4

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, Number Talks, 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. El Nido contracts with Merced County Office of Education for 10 days of Math professional development for Number Talks and Three Read Protocol.