

# El Nido Elementary School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES K-8

161 E. El Nido Rd. El Nido, CA 95317

Phone: (209) 385-8420 Fax: (209) 723-9169

**Marilyn Blake**  
Superintendent

## Principal's Message

El Nido Elementary School provides a safe and secure learning environment for all students, and serves students in grades K-8. High academic expectations for all is encouraged and pursued. The El Nido School staff is cohesive, caring, and continuously developing their professional skills through ongoing staff development. El Nido School honors and promotes students who have good attendance, academics, and behavior, and strives for continuous schoolwide improvement in all curricular areas.

El Nido Elementary School's Schoolwide Plan is based on rigorous State and local standards and is designed to help all students meet California State Standards. Parental engagement and involvement, a schoolwide focus on literacy, ongoing staff development and collaboration, and improved communication between home and school are key features of our School Plan.

## Parental Involvement

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 English Language Advisory Council (ELAC), Committee of Teachers and Parents, and the School Site Council (SSC)
- Volunteering in the classroom
- Reading to your child
- Listening to your child read
- Two-way communication between the school and home

For more information on how to become involved, contact our school secretary, Irene Martinez, at (209) 385-8420.

## School Safety

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 visitor's passes. 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 October 2010.

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

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***“El Nido Elementary School is committed to equipping our students with the tools they need for academic, personal and social achievement.”***



## El Nido Elementary School District

### Mission and Values

*Dedicated to excellence and student achievement.*

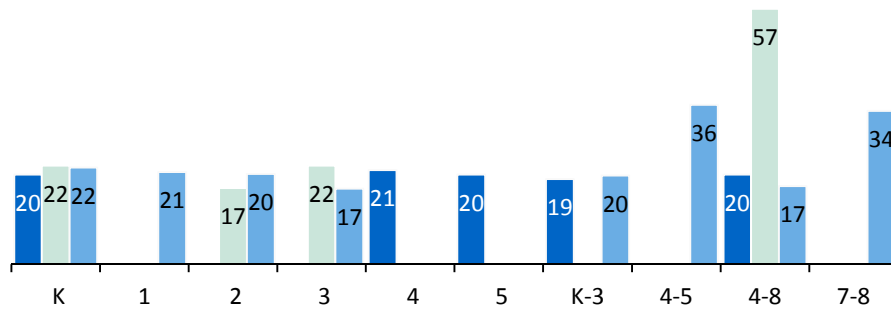
El Nido Elementary School is committed to equipping our students with the tools they need for academic, personal and social achievement. We enable every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular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



**Class Size**

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

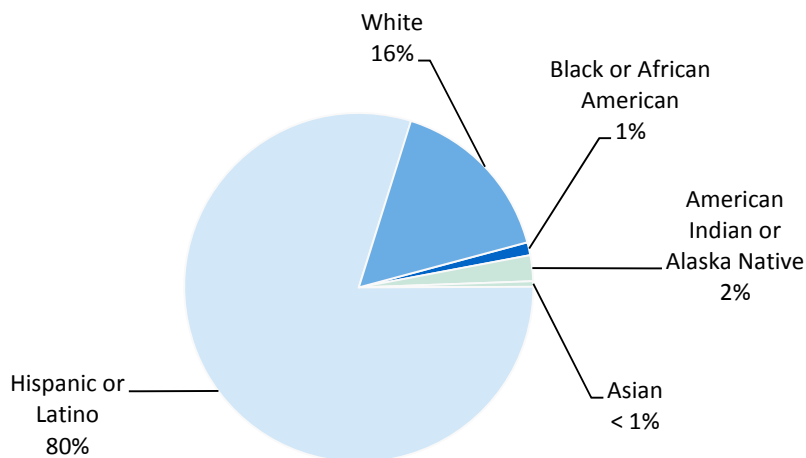


**Class Size Distribution — Number of Classrooms By Size**

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1				1			1	
1								1	
2				1				1	
3					1		1		
4		1							1
5	1								1
6									1
K-3	3				2		4		
4-5									1
4-8			2		3		3		
7-8									1

**Enrollment and Demographics**

The total enrollment at the school was 169 students for the 2009-10 school year.



**California Physical Fitness Test**

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

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

The primary goal of the *Fitnessgram*® is to assist students in establishing life-time habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

**Percentage of Students Meeting Fitness Standards**

Grade 5	
Four of Six Standards	0.0%
Five of Six Standards	47.1%
Six of Six Standards	52.9%
Grade 7	
Four of Six Standards	12.5%
Five of Six Standards	6.2%
Six of Six Standards	75.0%



### School Facility Items Inspected

The tables show the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/ Fences, Playgrounds/School Grounds

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Poor
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Poor
Electrical	Good	External	Fair
<b>Overall Summary of Facility Conditions</b>			Fair
<b>Date of the Most Recent School Site Inspection</b>			10/15/2010
<b>Date of the Most Recent Completion of the Inspection Form</b>			10/15/2010

### Deficiencies and Repairs

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

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Electrical	Repair outlet in maintenance shed; November 2010
Restrooms/Fountains	Repair sinks and fountains; June 2011
Safety	Chemicals stored properly; October 2010
Structural	Beams replaced in maintenance shed; April 2010
External	Playground blacktop areas replaced; As funds are available

### School Facilities

Students arrive at the school beginning at approximately 7:30 A.M. Breakfast is provided in the cafeteria for all students. At 8:00 A.M. students may go to the playground area or to the classrooms. School begins at 8:20 A.M. daily.

The buildings need paint inside and out. Doors and crash bars need replacement. Carpets in some rooms need replacement and several air conditioners need replacement. Playground asphalt is in very poor condition. Bathrooms need modernizing and made handicap accessible. 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 custodial staff consists of one six-hour custodian who cleans 16 classrooms after students have left for the day, and works 191 days in the year. One hour of the five-hour maintenance technician is also used for custodial duties.

Daily work includes bathroom cleaning, vacuuming and trash removal of all rooms, cleaning whiteboards, and occasional window cleaning and wall scrubbing. The cafeteria is cleaned, swept, and mopped daily by cafeteria staff. Major maintenance, such as painting and floor waxing, are conducted on non-student days.

The El Nido School is situated on 10 acres of flat ground in the community of El Nido, California. There is one main classroom building, an office/cafeteria building, and seven portable rooms.

In addition, there is a workshop area and a supply storage building. The original school site was built at the turn of the century and was a one-school building. In 1952, a new school was constructed to accommodate the growing school population. The main school building was built in 1952 and has not had major maintenance within the past nine years.

There are seven portable classrooms on the campus used to meet the needs of our student enrollment. The buildings need attention in many areas. Last year, the District installed a new water supply using two grants from the state to pay for it. A new water storage tank has been installed and a building to house the filtration equipment was built.

*Continued on page 4*

### Textbooks and Instructional Materials

Textbooks are provided for all students for use in the classroom and at home. Teachers and the administration chose the current Standards-based language arts and mathematics texts from the California State-adopted textbook list. All textbooks in the core areas of language arts, mathematics, science, and social studies are State-adopted materials. Visual and performing arts are integrated into the core curriculum. The books are in good to excellent condition at all grade levels. The social studies editions were purchased new for the 2005-06 school year. Science and math editions were purchased new for the 2008-09 school year.

Each student at the school has his or her own textbook, with extras available for the classroom if needed. The annual textbook review, before materials are distributed to students, occurs in August preceding the school year.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-5)	2003
English-Language Arts	McDougal (6-8)	2003
Mathematics	Sadlier Oxford (K-5)	2008
Mathematics	Holt (6-8)	2008
Science	Harcourt Brace (K-5)	2008
Science	Glencoe (6-8)	2008
History-Social Science	Houghton Mifflin (K-8)	2007

### Availability of Textbooks and Instructional Materials

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

El Nido ES	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

Note: This data was most recently collected and verified in October 2010.

✧ Not applicable.

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### School Facilities

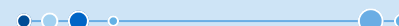
*Continued from page 3*

A computer lab which can accommodate 35 students at one time has been in use for two years and recently, the classroom computers were networked to the lab as well as the internet.

The library has grown immensely in the past several years. The collection now consists of over 4,000 books. Last year a full time computer lab was developed with 30 computers for student use. The entire school has been networked with the computer lab and the office and there are three to five computer stations in each classroom.

Several projects are being considered for facility improvement. Blacktop areas need replacing; a bus turnaround is needed for safety reasons; carpet needs replacing in the library; and renovation of student restrooms is needed. All these projects will be funded by the Deferred Maintenance Fund and are ongoing as funds are available.

Recently, improvements were made to the school funded by the General Fund. A fenced enclosure was built for the buses; a new adult restroom was added in the staff lounge; parking spaces were marked in front of school; tile flooring was added in the cafeteria and office; down spouts on building eaves were repaired or replaced; and leaks in portable building roofs were repaired.



### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	El Nido ES			El Nido ESD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	39%	50%	43%	39%	50%	43%	46%	50%	52%
Mathematics	54%	48%	58%	54%	48%	58%	43%	46%	48%
Science	54%	66%	65%	54%	66%	65%	46%	50%	54%

### STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	43%	58%	65%
All Students at the School	43%	58%	65%
Male	40%	52%	55%
Female	48%	65%	82%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	38%	55%	62%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	68%	76%	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	44%	58%	65%
English Learners	24%	49%	33%
Students with Disabilities	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖

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

### Standardized Testing and Reporting Program

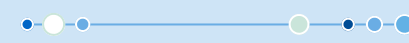
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

### API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	3	6	6
Similar Schools API Rank	9	10	10

### API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	51	28	-11
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	54	43	-27
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	47	28	2
English Learners	■	■	-7
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



### API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

### API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	El Nido ES	El Nido ESD	California
All Students at the School	795	795	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	802	802	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	■	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	792	792	712
English Learners	788	788	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

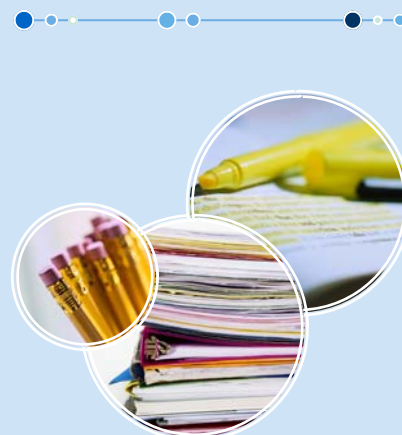
Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	El Nido ES	El Nido ESD
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate			
El Nido ES			
07-08	08-09	09-10	
0.113	0.006	0.172	
El Nido ESD			
07-08	08-09	09-10	
0.113	0.006	0.172	
Expulsion Rate			
El Nido ES			
07-08	08-09	09-10	
0.000	0.006	0.000	
El Nido ESD			
07-08	08-09	09-10	
0.000	0.006	0.000	

### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	El Nido ES		El Nido ESD	
<b>Met Overall AYP</b>	Yes		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	No	Yes
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

### Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
<b>Number of Academic Counselors (FTE)</b>	0.0
<b>Ratio of Students Per Academic Counselor</b>	✧
Support Staff	FTE
<b>Counselor (Social Behavioral or Career Development)</b>	0.0
<b>Library Media Teacher (Librarian)</b>	0.0
<b>Library Media Services Staff (Paraprofessional)</b>	0.5
<b>Psychologist</b>	0.2
<b>Social Worker</b>	0.0
<b>Nurse</b>	0.2
<b>Speech/Language/Hearing Specialist</b>	0.0
<b>Resource Specialist (non-teaching)</b>	0.0
<b>Other</b>	0.0

✧ Not applicable.

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



*“El Nido Elementary School is a proud beacon for the community, students and rest of Merced County.”*



### Teacher Qualifications

Teacher Credential Information				
	El Nido ESD	El Nido ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	9	9	9	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	El Nido ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
El Nido ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



### Professional Development

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, Math Matters, NCTM conference, California Association for Bilingual Education (CABE) conference, writing workshops, and Adopted Language Arts program training. For the previous three school years, two full days each year were dedicated to staff and professional development each year.

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.



### District Financial Data

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

District Salary Data		
Category	El Nido ESD	Similar Sized District
Beginning Teacher Salary	⊗	\$38,905
Mid-Range Teacher Salary	⊗	\$56,504
Highest Teacher Salary	⊗	\$71,750
Average Principal Salary	⊗	\$92,053
Superintendent Salary	⊗	\$111,055
Teacher Salaries — Percent of Budget	26.0%	37.9%
Administrative Salaries — Percent of Budget	4.9%	6.8%

⊗ Single-site districts are not required to display this data. (*Education Code Section 41409.3*).

### School Financial Data

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

School Financial Data	
	El Nido ES
Total Expenditures Per Pupil	\$9,600
Expenditures Per Pupil From Restricted Sources	\$3,200
Expenditures Per Pupil From Unrestricted Sources	\$6,400
Annual Average Teacher Salary	\$49,799

### Financial Data Comparison

The following table displays the school’s per pupil expenditures from unrestricted sources and the school’s average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
El Nido ES	\$6,400	\$49,799
El Nido ESD	\$6,400	\$49,799
California	\$5,681	\$57,352
School and District — Percent Difference	◆	◆
School and California — Percent Difference	+11.2%	-15.2%

◆ Because El Nido ESD is a single-site district, the percent difference does not apply.

### Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



### Types of Services Funded

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 personnel, professional development, and materials. Title III funds are used for English language learners and migrant students through the utilization of tutoring, additional personnel, and professional development. The school also participates in Class Size Reduction in grades K–3. The new teachers actively participate in Beginning Teacher Support and Assessment (BTSA) as needed.

### School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.