Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
El Nido Elementary	Rae Ann Jimenez	rjimenez@elnido.k12.ca.us
	Superintendent	2093858420

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

El Nido Elementary School District is a small one school district located in Merced County. El Nido is a Transitional Kindergarten through Eighth (8th) grade school. El Nido School maintains a healthy relationship with the community. The district serves approximately 165 students with a high percentage of English Learner (EL) and Low Income (LI) student populations of approximately 9 out of 10 students. Currently, no Foster Youth (FY) are enrolled in the district. El Nido has a warm, caring staff that ensures student success. One person serves the duties of Superintendent and Principal.

El Nido maintains an active After School Program (ASES). ASES offers a variety of club type classes for all grades integrating these club activities with California Common Core State Standards (CCCSS). Many certificated staff remain after school to utilize this time for collaboration with after school staff to ensure a fluid transition between regular school and after school instruction. ASES is included in this plan as it was evident from the stakeholder meetings that services outside the regular school day continue to be a priority.

El Nido benefits from Merced County Mental Health by having 1 home liaison working from the school site connecting and promoting healthy lifestyle and choices for all our students and their families. El Nido Elementary School works closely with this liaison to ensure an open and ongoing dialogue regarding support for families and students between home and school.

Parents are encouraged to become actively involved in the education process. Parents volunteer in the classrooms, help with special events, serve on the School Site Council (SSC) and District English Language Advisory Committee (DELAC), Parent Teacher Club (PTC), and perform other countless acts of service making the school the center of the community.

El Nido Elementary School District does not have a high school. The following metrics are not part of the LCAP:

1. Share of students that are college and career ready (graduation rate and graduates completing US/CSU required courses);

2. Share of students that pass the AP exams with a 3 or higher;

3. Share of students determined to be prepared for college by the EAP;

4. High school dropout rates; and

5. High school graduations rates.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This LCAP reflects the district's priority to ensure 21st Century Learning for our students. Technology, Next Generation Science Standards (NGSS), and project based learning continue to be a priority for El Nido.

This LCAP also has added an action to Goal 2 to update the science curriculum by piloting and adopting state approved NGSS science curriuculum this school year, 2018-2019.

Teacher professional development is focused around technology, NGSS, writing, and project based learning. El Nido has always maintained that focusing on the whole child creates an environment where adults and students grow and learn from each other thus supporting the teacher as the facilitator of student learning and an environment where the students drive the learning process.

Currently, El Nido has only one bus and one bus driver. El Nido has two transportation routes needed for the families. El Nido is committed to purchasing another bus and we are currently training a second bus driver.

El Nido is committed to parent outreach and having activities on campus that will bring families into the school community. For example, the library will be open on a summer schedule for families to spend time together reading and for students to take Accelerated Reader quizzes.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

El Nido is proud that even though we are a small rural school, student discipline remains low. On the California Dashboard, El Nido has a green score for suspension rates. El Nido strongly believes that students belong at school and not at home so the staff and students support positive leadership and decision making skills that allow everyone to stay focused on a safe and positive learning environment. El Nido will continue to build on the success of low/no suspension rates by continuing The Leader in Me program and processes to support students in continuing to make positive choices.

El Nido English Learner Progress indicator was Orange on the California Dashboard showing an area of need. According to the Fall 2017 Dashboard, El Nido's English Learner Progress has moved from Orange to Yellow. El Nido has over 50% English Learner student population. El Nido will continue to support our English Learner population to progress and be ready for success in high school by administration continuing to meet with all English Learners each trimester to discuss English Language Development progress. Also, El Nido will continue to focus writing skills and extending that cross-curricular.

El Nido is a small rural community where access to wifi and technology wasn’t available just a few years ago. We are proud to say that the entire school has wifi and has a tower which makes access for our students as strong as any large district. We are also proud that approximately 68% of our students have 1:1 chrome-books. El Nido will be expanding 1:1 chrome-book access for next year to include more grade levels for 1:1 capacity.

With approximately 88% of El Nido’s student population qualifying for unduplicated counts, focusing on technology and project based learning increases access and learning for 21st Century skills that they will need to successfully complete high school and move towards college and career.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

El Nido struggles with CAASPP Math scores which are Orange on the California Dashboard showing an area of need. El Nido adopted an updated state approved mathematics program and 100% of teachers are implementing this program. Staff professional development will continue to support the depth of content for the state standards.

El Nido struggles with CAASPP ELA scores which are Orange on the California Dashboard showing another area of need.

Teachers participated in professional development on the new ELA/ELD program as well as English Learner Standards and strategies integrating both sets of standards. Staff will continue professional development focused on English Learner Standards, writing across curriculum, and math standards.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

According to the California Dashboard, El Nido has no performance gaps.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

• Administration will increase meeting time with all low-income, English Learners, and foster youth students individually to support and ensure student growth multiple times per year as measured by student data sheets and signatures.
• The district will renew contracts with computerized differentiated instruction programs such as MobiMax for use in the computer lab, Accelerated Reader and chrome-books to ensure added support for low-income, English learners, and foster youth. Growth will be measured by Accelerated Reader Point Club achievement and MobiMax achievement.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$2,232,363.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$490,500

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

El Nido Elementary School District budgets most of monies towards salaries and benefits; deferred maintenance and facilities; and books and supplies. The Board of Trustees believes that children learn best when they are in a single grade class and not combo classes. So, even though we are a small rural school, El Nido is committed to continuing excellence through staffing one teacher per grade level and supplying students with project based learning and supplies.

El Nido is also committed to continuing the ASES program to support extended learning and enrichment opportunities for the students. ASES grant monies are not reflected in the LCAP but the Board of Trustees understands the value of the after-school program and it effectiveness in supporting daily instruction. The district is also committed to maintenance, facilities, and a healthy nutrition program for all students.

Since El Nido is a small district, the Board of Trustees makes it a priority to ensure the district reserves are higher than the board approved 7%.

The amount of General Fund that is not included in this LCAP is $1,781,424.00

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$1,7,411,863.00

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

1. Maintain a positive, safe, and welcoming school environment where parents, staff, and students support each other for life-long learning and success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	**Actual**

Metric - Williams Act -Facilities Baseline - Rating of "Good". Expected Outcome - Maintain rating of “Good”	El Nido maintained a rating of good on the Facilities Inspection Tool (FIT) for school year 2017-2018
Metric - Efforts to seek parent input – meetings and surveys Baseline - Total parent surveys returned – baseline 50% Expected Outcome - Total surveys returned 51%	Total parent surveys returned for school year 2017-2018 was 61%

Expected	Actual
Metric - 100% of families, including unduplicated students and individuals with exceptional needs, will be sent communication (phone calls and parent letters, etc.) informing them of opportunities to participate in district/school activities and meetings regarding all decision making processes including the LCAP, IEPs, and conferencing. Baseline - 1. Maintain 100% communication 2. Meet with parents of unduplicated students and individuals with exceptional needs 2 times per year with 5% families represented by sign-in sheets. Expected Outcome - 1. Maintain 100% communication 2. Meet with parents of unduplicated students and individuals with exceptional needs 2 times per year with 5.5% families represented by sign-in sheets.	1. El Nido maintained 100% communication with families of unduplicated students and individuals with exceptional needs using phone calls and/or texts. All communication was in both English and Spanish. 2. El Nido met with parents of unduplicated students and individuals with exceptional needs 2 times per year with 13% families represented by sign-in sheets.

Expected	Actual
Metric - Attendance rates Baseline - 97% baseline Expected Outcome - 97.10%	El Nido's attendance rate for school year 2017-2018 was 96.61% so we did not meet the expected outcome of 97.10%. El Nido will keep the expected outcome goal of 97.20% for school year 2018-2019.
Metric - Chronic absenteeism Baseline - 6% 2016-2017 base year Expected Outcome - Decrease by .05% from base year	El Nido's chronic absenteeism for school year 2017-2018 is 2%, which is a decrease of 4%.

Expected	Actual
Metric - Suspension rates Baseline - 2 suspensions, 2016-2017 Expected Outcome - Maintain 2 suspension or less	El Nido had zero suspensions during school year 2017-2018.
Metric - Expulsion rates Baseline - Zero expulsion rate 2016-2017 Expected Outcome - Maintain zero expulsions	El Nido maintained zero expulsions during school year 2017-2018.

Expected	Actual
Metric - Middle school dropout rates Baseline - Zero middle school dropout rate Expected Outcome - Maintain zero middle school dropout rate	El Nido maintained zero school dropouts for school year 2017-2018.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Maintain parent outreach through parent/family socials.	El Nido continued to reach out to parents through Back to School Night and Open House, which have high attendance rates. El Nido continued to host a Mother's Day Tea in Transitional Kindergarten and Kindergarten class with 90% of families attending. El Nido hosted a parent literacy gathering with reading activities that families can do with their children at home and the computer lab was open to show parents the CAASPP practice test. Family Literacy Night and CASSPP Night had low attendance.	$1,000.00 Concentration/Supplemental Salaries/Benefits	$1,385.46 Concentration/Supplemental Supplies/Salaries/Benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research the cost of a small bus.	El Nido decided not to conduct research in school year 2017-2018.	$600 $4,400 Base Concentration/Supplemental Transportation	no expenses

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain parent pathway through the field.	The parent pathway through the field was kept clean and was maintained on an ongoing basis.	$1,000 Supplemental/Concentration Facilities, Salaries/Benefits	$583.44 Supplemental/Concentration Facilities, Salaries/Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were implemented to support Goal 1 except researching the purchase of a new bus. El Nido still struggles with transportation but is currently training a second bus driver. Next year, 2018-2019, El Nido will research and purchase a new bus to support the second route.

El Nido was more successful in offering parent socials and informational events and attendance was varied. Surveys still show approximately 90% of parents feel supported and welcomed by the school.

The parent pathway was maintained through out the school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

El Nido parent outreach continues with varied results. The Mother's Day Tea had 90% attendance rate. The Family Literacy Event had 8% and El Nido still struggles with community attendance for parent meetings/forums at 2%. The parents who were involved said they benefited and enjoyed learning new things. El Nido Student Council hosted a school wide "dance off" where each grade level created a dance. This culminated into a dance rally where all parents were invited to be part of the audience. El Nido Student Council also hosted a Cinco de Mayo social where all parents were invited.

Parent involvement is a priority for El Nido and will continue to maintain and create opportunities for families to become involved with the school community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As stated above, the board of trustees decided to push the research and purchase of a new school bus to school year 2018-2019.

The parent pathway requires less maintenance than last year since last year was the first year. So, the cost was $583.44 which was under $1000.00 budgeted at LCAP adoption, June 2017.

The parent socials cost more than the $1,000 budgeted due to more staff time involved and more socials/activities offered.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

El Nido will continue to encourage parents involvement in activities at the school site. The library and computer lab will continue to be open for parent classes and information. Parents continue to attend social events but attendance continues to be low for LCAP meetings. El Nido will budget more money for parent socials/activities.

Though El Nido Attendance rate decreased in school year 2017-2018, El Nido will keep the project/planned goal of 97.20% for year 2018-2019.

Goal 2

2. Engage and prepare all students to be high school, college, and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric - California Common Core State Standards Instructional Materials Baseline - 100% students have access to all adopted and aligned instructional materials Expected Outcome - 100% students have access to all adopted and aligned instructional materials	100% students have access to all adopted and aligned instructional materials.

Expected	Actual
Metric - CAASPP ELA scores Baseline - 2014-2015 proficiency of 31% Expected Outcome - Student proficiency will increase by 2%	Student proficiency increased by 1% to 32% on CAASPP ELA scores
Metric - CAASPP Math scores Baseline - 2014-2015 proficiency of 27% Expected Outcome - Student proficiency will increase 2%	Student proficiency decreased by 6% to 21% on CAASPP Math scores
Metric - High school readiness Baseline - 100% of all 8th graders will move with all credits to 9th grade. Expected Outcome - 100% of all 8th graders will move with all credits to 9th grade	100% of all 8th graders moved with all credits to 9th grade.

Expected	Actual
Metric - English Language proficiency Baseline - 1. Annual Progress – 2014-2015 baseline 60.2% 2. Attaining English Proficiency less than 5 years – 2014-2015 baseline 22.1% 3. Attaining English Proficiency more than 5 years 2014-2015 baseline 59.5% Expected Outcome - 1. Increase by 4% from base year. 2. Increase by 4% from base year. 3. Increase by 4% from base year.	The AMAO metric is no longer viable as California transitions to the new English Language Proficiency metrics. According to the California Dashboard, El Nido has progressed from Orange to Yellow last year at 76.8% progressing in the English Language. This metric will be updated to reflect the California Dashboard for school year 2018-2019.

Expected	Actual
Metric - Access to broad course of study that includes programs/services for unduplicated students and individuals with exceptional needs Baseline - 100% of students have access to required courses of study that includes programs/services for unduplicated students and individuals with exceptional needs as indicated on the Master Schedule. Expected Outcome - 100% of students have access to required courses of study that includes programs/services for unduplicated students and individuals with exceptional needs as indicated on the Master Schedule	100% of students have access to required courses of study that includes programs/services for unduplicated students and individuals with exceptional needs as indicated on the Master Schedule.

Expected	Actual
Metric - Implement a broad course of study that includes programs/services for unduplicated students and individuals with exceptional needs Baseline - 100% of students have access to a required broad course of study that includes programs/services for unduplicated students and individuals with exceptional needs Expected Outcome - 100% of students have access to a required broad course of study that includes programs/services for unduplicated students and individuals with exceptional needs	100% of students have access to a required broad course of study that includes programs/services for unduplicated students and individuals with exceptional needs
Metric - Other Outcomes Baseline - District Writing Assessment overall rubric score of 2.60, 2016-2017 base year Expected Outcome - District Writing Assessment scores will increase by 3% from base year, 2016-2017	The District Writing Assessment scores decreased to 2.55. The baseline was 2.60, 2016-2017. El Nido did not meet this outcome but will keep the original expected outcome of 3.5% for school year 2018-2019.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Full implementation of the new English Language Arts/English Learner Program with an increase in District Writing Assessment scores.	All teachers have implemented the new English Language Arts/English Learner Program however, there was a slight decrease in writing scores on the District Writing Assessment.	1. $144,000. 2. 8-year program paid in 2015-2016 1. Base 2. Base/Lottery 1. Salaries/Benefits 2. Instructional Materials	1. $189,500. 2. 8-year program paid in 2015-2016 1. Base 2. Base/Lottery 1. Salaries/Benefits 2. Instructional Materials

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand the 1:1 devices for selected elementary grade levels	El Nido leased another 50 chromebooks for 3 years as an addition to the already leased 115 the year prior. Grades 3 through 8 are now 1:1 on a daily basis.	$20,000 Supplemental/Concentration Instructional Materials	$5,246.97 Supplemental/Concentration Instructional Materials

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Implement Next Generation Science Standards (NGSS) project-based learning in 40% of the classrooms.	Next Generation Science Standards project-based activities and learning occurred in 44% of the classrooms	4,000 Supplemental/Concentration Books/Supplies	$2,854.00 Supplemental/Concentration Books/Supplies Salaries/Benefits

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a master schedule which includes all required courses of study and all students are properly enrolled.	A master schedule that includes all required courses of study and all the students where properly enrolled.	0 0 0	0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Full implementation of adopted and aligned mathematics curriculum.	My Math by McGraw-Hill was in full implementation for school year 2017-2018 with all teachers using the program on a daily basis.	1. $72,000 2. Cost paid in 2014-2015 for 8 year program 1. Base 2. Base/Lottery 1. Salaries/Benefits 2. Instructional Materials	1. $75,807 2. Cost paid in 2014-2015 for 8 year program 1. Base 2. Base/Lottery 1. Salaries/Benefits 2. Instructional Materials

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Grade level Intervention tutoring will continue to be offered for students who are below grade level, with the priority to English Learner, Foster Youth, and Low-Income in Math and ELA/ELD using Standards Plus Curriculum and other materials.	Tutoring was offered to students with a priority for placement for English Learner and Low-Income youth. El Nido didn't have Foster Youth enrolled. Tutoring was offered to grades 1 and 2 before school and grades 4, 5, and 6 after school 2-3 times per week for 6 weeks in the spring. Tutoring focused on below grade level phonics and reading skills as well as reading comprehension through science.	1. $72,000 2. $8,000 1. Concentration/Supplemental 2. Concentration/Supplemental 1. Salaries/Benefits 2. Instructional Materials	1. $1,665.00 2. $4,942.00 1. Concentration/Supplemental 2. Concentration/Supplemental 1. Salaries/Benefits 2. Instructional Materials

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administration will continue to meet with Low-Income, English Learner, Foster Youth, and Re-designated Fluent English Proficient groups each trimester	Administration met with all Low-Income, English Learner, and Re-designated Fluent English Proficient groups once each trimester to check in on grades, graduation, discipline, and any other supports needed for student growth.	$7,000 Concentration/Supplemental Salaries/Benefits	$7,520 Concentration/Supplemental Salaries/Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services were completedl. Mathematics and ELA/ELD curriculum is being implemented on a daily basis though with varied results on the CAASPP. El Nido still stuggles with attendance with tutoring but will continue to offer it for school year, 2018-2019. Administration met with all unduplicated students each trimester. 1:1 technology is available to all grades but grades 3-8 are 1:1 in the classroom. Next Generation Science Standards project based learning is being implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Tutoring continues to struggle with attendance due to parents dropping kids off too late or picking them up to early. Though state adopted curriculum is being implemented daily, the CAASPP scores in ELA only improved by 1% and math decreased by 6%. All 8th graders graduated to 9th grade successfully. All other actions/services have shown to be effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a difference of budgeted expenditures and estimated actual expenditures for the full implementation of the ELA/ELD program due to more staff time spent on ELD included in the program.

Administration time spent meeting with Low-Income, English Learner, and Re-designated Fluent English Proficient groups increased as enrollment increased in the spring.

The cost of 50 chromebooks total of $15,740.91 is divided by the 3 year lease. This brings the cost of new chromebooks manageable for El Nido.

Tutoring was offered outside the master schedule for school year, 2017-2018. It was originally budgeted for all teachers participating during time built within the master schedule but it was a staff decision to do it outside the master schedule and 3 teachers taught a short span before state testing.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The AMAO metric is no longer viable as California transitions to the new English Language Proficiency metrics and ELPAC. According to the California Dashboard, El Nido has progressed from Orange to Yellow last year at 76.8% progressing in the English Language.

This metric will be updated to reflect the California Dashboard for school year 2018-2019.

Since El Nido Mathematics scores decreased by 6% on the CAASPP, professional development for staff in the math standards is a priority for school 2018-2019 and will work with Merced County Office of Education for services..

Goal 3

3. Strengthen staff’s ability to provide an exceptional educational program, who are committed to learning and modeling 21st century skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric - Appropriate teacher assignment and highly qualified teachers. Baseline - District teachers will maintain 100% Highly Qualified Teachers. Expected Outcome - District teachers will maintain 100% Highly Qualified Teachers.	All teachers in the district are 100% Highly Qualified.

Expected	Actual
Metric - Curriculum, Common Core, and English Learner Standards. Baseline - 100% of teachers will participate in Common Core district adopted curriculum and standards professional development Expected Outcome - 100% of teachers will participate in Common Core district adopted curriculum and standards professional development	100% of teachers in the district participated in Common Core district adopted curriculum and standards professional development.

Expected	Actual
Metric - Programs and services that will enable English Learners access to Common Core State Standards and English Language Development Standards. Baseline - 100% of students have access to state board adopted academic content and performance standards. 100% of English Learners have access to the CCSS ad the ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency Expected Outcome - 100% of students have access to state board adopted academic content and performance standards. 100% of English Learners have access to the CCSS ad the ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency	100% of students have access to state board adopted academic content and performance standards for school year 2017-2018. 100% of English Learners have access to the CCSS and the ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Professional development for grade levels with new 1:1 devices on strategies for integrating technology in the classroom with an emphasis in English Language Development Standards and strategies.	2 staff members participated in CABE this year which focused on English Language Development Standards and strategies however it didn't include technology strategies within the classroom. This professional development was paid for from Teacher Effectiveness monies.	1. $6,000.00 2. $3,000.00 Concentration/Supplemental Base 1. Salaries/Benefits	1. $2,880.00 2. $2,172.00 Concentration/Supplemental 1. Salaries/Benefits 2. Professional Development/Services

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue to meet with grade level groups once a month to review student data and then plan strategies to assist English Learner students, Foster Care students, and low-income students who are below grade level.	Staff continued to meet with grade level teams once a month to review student data. Staff then planned strategies such as placement and tutoring needs for English Learner students, Foster Care students, and low-income students who are below grade level.	$4,000.00 Supplemental/Concentration Salaries/Benefits	$3,159.00 Supplemental/Concentration Salaries/Benefits

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Teachers will meet to review and discuss the writing component to the new ELA/ELD curriculum and plan instruction for an increase of District Writing Assessment scores from prior year scores.	Teachers met at staff meetings and team meetings and discussed the District Writing Assessment. Also discussed at these meetings was the integrated ELD components of the newly adopted ELA/ELD program and strategies were shared about how each teacher was utilizing the integrated ELD program and times. Discussion and scoring of the District Writing Assessment occurred over a number of days with substitutes.	1. $5,400.00 2. $39,600.00 1. Base 2. Concentration/Supplemental Salaries/Benefits	1.$2,335.00 2. $21,021.00 1. Base 2. Concentration/Supplemental Salaries/Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All the actions/services were implemented to support the articulated goal 3 except for new professional development for technology in the classroom. Professional development focused more on math since we continue to struggle with math scores. All teachers are highly qualified. All teachers participated in professional development in curriculum and standards. All students had access to state adopted academic content and performance standards. English Learners had access to ELD standards and curriculum.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

English Learner progress on the California Dashboard show progress for the English Learner group but El Nido still struggles with student progress on CAASPP

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The monies set aside for 1:1 training for staff training for chromebooks but training did occur on the ELD standards and strategies for English Learners. That training was paid for with Teacher Effectiveness monies and not Base/Concentration/Supplemental except for teacher salaries/benefits. That was paid for by concentration/supplemental.

The District Writing Assessment was only given once this year so that decreased staff time spent on planning and scoring.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Staff development is set for math as a priority through Merced County Office of Education through an MOU for school year 2018-2019. Support will continue to be brought in for staff needing assistance with technology in the classroom.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

El Nido has a culture of ongoing collaboration with the Parent-Teacher Club (PTC) and Merced Mental Health. These ongoing conversations are included in this plan. Staff meetings are the first and third Tuesdays of every month. At these meetings, staff and administration review, discuss, and collaborate on the progress of the California Common Core State Standards, Local Control Funding Formula (LCFF), and the Local Control Accountability Plan (LCAP). Teachers meet the second Tuesday of every month to collaborate on data and best practices. El Nido Elementary School District has a signed Memorandum of Understanding (MOU) with the El Nido Teacher Association (ENTA) that states all parties will continue to work together to move forward with the LCAP.

PTC is an active organization, which meet on a monthly basis. The PTC actively supports the district through ongoing fundraising and uses those moneys to support various academic and social activities throughout the year. Their input is invaluable to the day to day processes of this school.

El Nido has a new Community Development Partner located onsite from the Merced County Mental Health Services Department. This person works directly with our community and students to bring Behavioral Health and Recovery Services to our families. These services are provided through a Mental-Health Services Act – Strengthening Families Grant awarded to Merced County Social Services.

Surveys - Spring 2018
Parents – March 2018
Staff – March 2018
Students (3rd-8th) – March 2018

Staff Meetings
First and second Tuesdays every month
Third Tuesday every month – grade group meetings (K-2, 3-5, and 6-8)

El Nido Teacher's Association Meeting
May 2018

Community Forums
November 2017
April 2018
May 2018

Parent Advisory Committees and English Learner Advisory Committee
November 2017

School Site Council and DELAC
Adoption – May 29, 2018

Board Meeting
August 2017
September 2017
December 2017
March 2018
May 2018
Public comment was available to all stakeholders at the board meetings.

Date of Board Meeting Public Comment
June 12, 2018

Date of Board Approval:

June 18, 2018

*All communication with stakeholders was in English and Spanish.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

This Local Control Accountability Plan (LCAP) was developed with a collaborative culture and all stakeholders had multiple opportunities for input. All meetings with the stakeholders maintained an open dialogue in English and Spanish where all ideas and suggestions were validated and given the opportunity for discussion by all participants. From these meetings, LCAP goals and actions were combined and/or updated. This plan is developed around the needs of all the students enrolled but with specific focus on English Language Learners, Foster Youth, and Low-Income students as these subgroups make up almost 89% of the total population.

Survey Impact
Surveys showed that students feel safe at school and less than 40% of grades 3rd-8th feel that bullying is a problem and parents surveyed state that bullying is still a small problem. Surveys also show that 82% of parents feel that the school provides various activities focused on student learning. El Nido will continue to reach out a offer a variety of opportunities for parents to support student learning.

ENTA and Staff Meetings
Staff and ENTA agree that NGSS project based learning moving forward in the next 3 years and a continued focus on staff development on math, technology, and English Learner Standards. They also suggested continued focus on cross curricular writing. Staff also wants to move forward in piloting for adoption Science curriculum that is state adopted and supports Next Generation Science Standards.

Community Input (English Learner Advisory, DELAC, and School Site Council
Community appreciates that the path is maintained for easy access through the field. So, this action will continue. Also, the continued support of English Learner, Low-Income, and below grade level students for tutoring/differentiated instruction will continue.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

1. Maintain a positive, safe, and welcoming school environment where parents, staff, and students support each other for life-long learning and success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Identified Need:

Parents, staff, and students need a positive learning environment focused around the whole child. El Nido School strives to maintain a welcoming and safe environment for families to visit and be part of the learning process of their children.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Williams Act - Facilities	Rating of “Good”	Maintain rating of “Good”	Maintain rating of “Good”	Maintain rating of “Good”
Efforts to seek parent input – meetings and surveys	Total parent surveys returned – baseline 50%	Total parent surveys returned 51%	Total parent surveys returned will be 52%	Total parent surveys returned will be 53%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of families, including unduplicated students and individuals with exceptional needs, will be sent communication (phone calls and parent letters, etc.) informing them of opportunities to participate in district/school activities and meetings regarding all decision making processes including the LCAP, IEPs, and conferencing.	1. Maintain 100% communication 2. Meet with parents of unduplicated students and individuals with exceptional needs 2 times per year with 5% families represented by sign-in sheets.	1. Maintain 100% communication 2. Meet with parents of unduplicated students and individuals with exceptional needs 2 times per year with 5.5% families represented by sign-in sheets.	1. Maintain 100% communication 2. Meet with parents of unduplicated students and individuals with exceptional needs 2 times per year with 6% families represented by sign-in sheets.	1. Maintain 100% communication 2. Meet with parents of unduplicated students and individuals with exceptional needs 2 times per year with 6.5% families represented by sign-in sheets.
Attendance rates	97% baseline	97.10%	97.20%	97.30%
Chronic absenteeism	6% 2016-2017 base year	Decrease by .05% from base year	Decrease by 1% from base year	Decrease by 1.5% from base year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension rates	2 suspensions, 2016-2017	Maintain 2 suspensions or less	Maintain 2 suspensions or less	Maintain 2 suspensions or less
Expulsion rates	Zero expulsion rate 2016-2017	Maintain zero expulsions	Maintain zero expulsions	Maintain zero expulsions
Middle school dropout rates	Zero middle school dropout rate	Maintain zero middle school dropout rate	Maintain zero middle school dropout rate	Maintain zero middle school dropout rate

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain parent outreach through parent/family socials.	Maintain parent outreach through parent/family socials.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000.00	$1,500.00	
Source	Concentration/Supplemental	Concentration/Supplemental	
Budget Reference	Salaries/Benefits	Salaries/Benefits Books/Supplies	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Research the cost of a small bus.	Research and purchase a small bus	Maintain transportation department for home to school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$600 $4,400	$18,000 $132,000	$10,800 $79,200
Source	Base Concentration/Supplemental	Base Concentration/Supplemental	Base Concentration/Supplemental
Budget Reference	Transportation	Transportation	Transportation

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain parent pathway through the field.	Maintain parent pathway from the mobile home park through the field to school.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,000.00	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	Facilities, Salaries/Benefits	Facilities Salaries/Benefits	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

2. Engage and prepare all students to be high school, college, and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, 8

Local Priorities:

Identified Need:

Students need differentiated instruction and support systems both during and outside the regular school day based on parent meetings and surveys.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

California Common Core State Standards Instructional Materials	100% students have access to all adopted and aligned instructional materials	100% students have access to all adopted and aligned instructional materials	100% students have access to all adopted and aligned instructional materials	100% students have access to all adopted and aligned instructional materials
CAASPP ELA scores	2014-2015 proficiency of 31%	Student proficiency will increase by 2%.	Student proficiency will increase by 3%.	Student proficiency will increase by 4%.
CAASPP Math scores	2014-2015 proficiency of 27%	Student proficiency will increase by 2%.	Student proficiency will increase by 3%.	Student proficiency will increase by 4%.
High school readiness	100% of all 8th graders will move with all credits to 9th grade	100% of all 8th graders will move with all credits to 9th grade	100% of all 8th graders will move with all credits to 9th grade	100% of all 8th graders will move with all credits to 9th grade
English Language proficiency	Baseline for ELPAC will be 2019-2020. English Language proficiency baseline will be re-designation rate according to the California Dashboard until ELPAC baseline is released which is 76.8%.	1. Increase by 4% from base year. 2. Increase by 4% from base year. 3. Increase by 4% from base year.	English Learner Progress will increase by 1% from California Dashboard baseline Fall 2017 of 76.8%.	English Learner Progress will increase by 2% from California Dashboard baseline Fall 2017 of 76.8%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to broad course of study that includes programs/services for unduplicated students and individuals with exceptional needs	100% of students have access to required courses of study that includes programs/services for unduplicated students and individuals with exceptional needs as indicated on the Master Schedule.	100% of students have access to required courses of study that includes programs/services for unduplicated students and individuals with exceptional needs as indicated on the Master Schedule.	100% of students have access to required courses of study that includes programs/services for unduplicated students and individuals with exceptional needs as indicated on the Master Schedule.	100% of students have access to required courses of study that includes programs/services for unduplicated students and individuals with exceptional needs as indicated on the Master Schedule.
Implement a broad course of study that includes programs/services for unduplicated students and individuals with exceptional needs	100% of students have access to a required broad course of study that includes programs/services for unduplicated students and individuals with exceptional needs	100% of students have access to a required broad course of study that includes programs/services for unduplicated students and individuals with exceptional needs	100% of students have access to a required broad course of study that includes programs/services for unduplicated students and individuals with exceptional needs	100% of students have access to a required broad course of study that includes programs/services for unduplicated students and individuals with exceptional needs
Other Outcomes	District Writing Assessment overall rubric score of 2.60, 2016-2017 base year	District Writing Assessment scores will increase by 3% from base year, 2016-2017	District Writing Assessment scores will increase by 3.5% from base year, 2016-2017	District Writing Assessment scores will increase by 4% from base year, 2016-2017

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Full implementation of the new English	Full implementation of the new English	Full implementation of the new English

Language Arts/English Learner Program with an increase in District Writing Assessment scores.	Language Arts/English Learner Program with an increase in District Writing Assessment scores by 3.5% from base year, 2016-2017 of 2.60.	Language Arts/English Learner Program with an increase in District Writing Assessment scores by 4% from base year, 2016-2017 of 2.60.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $144,000. 2. 8-year program paid in 2015-2016	1. $144,000. 2. 8-year program paid in 2015-2016	1. $144,000. 2. 8-year program paid in 2015-2016
Source	1. Base 2. Base/Lottery	1. Base 2. Base/Lottery	1. Base 2. Base/Lottery
Budget Reference	1. Salaries/Benefits 2. Instructional Materials	1. Salaries/Benefits 2. Instructional Materials	1. Salaries/Benefits 2. Instructional Materials

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expand the 1:1 devices for selected elementary grade levels	Maintain 1:1 devices for selected elementary grade levels	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	
Source	Supplemental/Concentration	Supplemental/Concentration	

Year	2017-18	2018-19	2019-20
Budget Reference	Instructional Materials	Instructional Materials	

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Implement Next Generation Science Standards (NGSS) project-based learning in 40% of the classrooms.	Implement NGSS project-based learning in 50% of the classrooms.	Implement NGSS project-based learning in 60% of the classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,000	$5,000	$6,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Books/Supplies	Books/Supplies	Books/Supplies

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain a master schedule which includes all required courses of study and all students are properly enrolled.	Maintain a master schedule which includes all required courses of study and all students are properly enrolled.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Source	0	0	
Budget Reference	0	0	

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Full implementation of adopted and aligned mathematics curriculum.	100% of teachers will be offered professional development focused on Mathematics Standards of Practice.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $72,000 2. Cost paid in 2014-2015 for 8 year program	$3,000.00	
Source	1. Base 2. Base/Lottery	Concentration/Supplemental	
Budget Reference	1. Salaries/Benefits 2. Instructional Materials	Salaries/Benefits	

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Grade level Intervention tutoring will continue to be offered for students who are below grade level, with the priority to English Learner, Foster Youth, and Low-Income in Math and ELA/ELD using Standards Plus Curriculum and other materials.	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $72,000 2. $8,000	1. $72,000 2. $8,000	
Source	1. Concentration/Supplemental 2. Concentration/Supplemental	1. Concentration/Supplemental 2. Concentration/Supplemental	

Year	2017-18	2018-19	2019-20
Budget Reference	1. Salaries/Benefits 2. Instructional Materials	1. Salaries/Benefits 2. Instructional Materials	

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services | **2018-19 Actions/Services** | **2019-20 Actions/Services**

Administration will continue to meet with Low-Income, English Learner, Foster Youth, and Re-designated Fluent English Proficient groups each trimester	Administration will continue to meet with Low-Income, English Learner, Foster Youth, and Re-designated Fluent English Proficient groups each trimester	Administration will continue to meet with Low-Income, English Learner, Foster Youth, and Re-designated Fluent English Proficient groups each trimester.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,000	$7,500	$8,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Salaries/Benefits	Salaries/Benefits	Salaries/Benefits

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Pilot California State adopted NGSS aligned core science materials.	Adopt California State adopted NGSS aligned core science materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$20,000	$45,000
Source	N/A	Base	Base Lottery
Budget Reference	N/A	Salaries/Benefits	Instructional Materials

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

3. Strengthen staff’s ability to provide an exceptional educational program, who are committed to learning and modeling 21st century skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Identified Need:

El Nido School District is focused on professional development for all staff to ensure proper knowledge and preparation to support students’ in life-long learning and success.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Appropriate teacher assignment and highly qualified teachers	District teachers will maintain 100% Highly Qualified Teachers.	District teachers will maintain 100% Highly Qualified Teachers.	District teachers will maintain 100% Highly Qualified Teachers.	District teachers will maintain 100% Highly Qualified Teachers.
Curriculum, Common Core, and English Learner Standards	100% of teachers will participate in Common Core district adopted curriculum and standards professional development	100% of teachers will participate in Common Core district adopted curriculum and standards professional development	100% of teachers will participate in Common Core district adopted curriculum and standards professional development	100% of teachers will participate in Common Core district adopted curriculum and standards professional development
Programs and services that will enable English Learners access to Common Core State Standards and English Language Development Standards	100% of students have access to state board adopted academic content and performance standards. 100% of English Learners have access to the CCSS ad the ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency	100% of students have access to state board adopted academic content and performance standards. 100% of English Learners have access to the CCSS ad the ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency	100% of students have access to state board adopted academic content and performance standards. 100% of English Learners have access to the CCSS ad the ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency	100% of students have access to state board adopted academic content and performance standards. 100% of English Learners have access to the CCSS ad the ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional development for grade levels	Continue professional development for	N/A

with new 1:1 devices on strategies for integrating technology in the classroom with an emphasis in English Language Development Standards and strategies.	utilizing technology in the classroom with an emphasis in English Language Development Standards and strategies.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $6,000.00 2. $3,000.00	1. $6,000.00 2. $3,000.00	
Source	Concentration/Supplemental Base	Concentration/Supplemental Base	
Budget Reference	1. Salaries/Benefits	1.Salaries/Benefits	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will continue to meet with grade level groups once a month to review student data and then plan strategies to assist English Learner students, Foster Care students, and low-income students who are below grade level.	Teachers will continue to meet with grade level groups once a month to review student data and then plan strategies to assist English Learner students, Foster Care students, and low-income students who are below grade level.	Teachers will continue to meet with grade level groups once a month to review student data and then plan strategies to assist English Learner students, Foster Care students, and low-income students who are below grade level.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000.00	$4,500.00	$5,000.00

Year	2017-18	2018-19	2019-20
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Salaries/Benefits	Salaries/Benefits	Salaries/Benefits

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will meet to review and discuss the writing component to the new ELA/ELD curriculum and plan instruction for an increase of District Writing Assessment scores from prior year scores.	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $5,400.00 2. $39,600.00	1. $5,400.00 2. $39,600.00	
Source	1. Base 2. Concentration/Supplemental	1. Base 2. Concentration/Supplemental	
Budget Reference	Salaries/Benefits	Salaries/Benefits	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$245,035	18.48%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

El Nido School District is a small district of 170 students. El Nido's 2018-2019 unduplicated count of pupils who are low income, foster youth, and English Learner is 87% which means approximately 9 out of 10 students are students in need, the district is spending a portion of its supplemental/concentration funds in a district-wide manner, with the services being principally directed towards its unduplicated pupils and individuals with exceptional needs. This is the most effective use of funds because the actions and services identified will support students' academic and social needs of El Nido students. Research indicates that by providing opportunities for staff learning in writing, providing interventions for students, and maintaining school facilities can be an effective use of school funds to meet students' academic and social needs because it will increase student academic performances in all academic courses, enhance the staff's knowledge to support classroom instruction, and provide a safe and welcoming learning environment for students, parents, and staff.

The technology program, instructional strategies, and differentiation are focused on the subgroups and below grade level students.

Concentration/Supplemental monies are spent on staff and staff professional development to ensure high knowledge of curriculum, standards, and instructional strategies which are focused around English Learner Standards and adopted curriculum.

Research indicates that by providing ongoing professional development on standards, providing interventions for students, and maintaining a welcoming and safe school environment (facilities) are an effective use of school funds to meet students' academic and social needs because it will increase student performance in all academic courses, enhance staff's knowledge to support classroom instruction, and provide a safe learning environment for students, parents, and staff.

Therefore, El Nido School District is allocating funds for the following actions/services district-wide, primarily directing funds to our unduplicated and individuals with exceptional needs:

- Staff Development in the new Common Core Mathematics, ELA/ELD, and Writing curriculums with increased professional development in the English Language Development Standards.
- Increased staff development in 1:1 instruction in selected grade level who classrooms have 1:1 devices
- Professional development for integrating English Language Development with the English Language Arts program
- Increased tutoring time for English Learner and below grade level students
- Increasing the number of leased chrome-books to increase access to technology.

El Nido School District's minimum proportionality percentage for 2017-2018 will be at 18.48% which determines the improved or increased services that must be directed towards unduplicated pupils and individuals with exceptional needs. The following actions and services illustrate qualitatively how services will be improved for targeted students:

- Increased school tutoring
- Increased days for Psychology and Speech Services through Merced County Office of Education based on student need
- Professional development for integrating English Language Development with the English Language Arts program.
- Administration will increase meeting time to multiple times per year with all unduplicated pupils and individuals with exceptional needs individually to support and ensure student growth.
- The district will renew contracts with computerized differentiated instruction programs for use in the computer lab and chrome-books to ensure added support for low-income, English learners, and foster youth

Using these in a district-wide manner to serve the 88% of unduplicated students is the most effective manner to support students of need in El Nido, and given that these services are principally directed towards students of need, these expanded services meet this increased percentage and state requirement

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$433,648.00	34.32%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

El Nido School District is a small district of 170 students. El Nido's 2018-2019 unduplicated count of pupils who are low income, foster youth, and English Learner is 89% which means approximately 9 out of 10 students are students in need, the district is spending a portion of its supplemental/concentration funds in a district-wide manner, with the services being principally directed towards its unduplicated pupils and individuals with exceptional needs. This is the most effective use of funds because the actions and services identified will support students' academic and social needs of El Nido students. Research indicates that by providing opportunities for staff learning in writing, providing interventions for students, and maintaining school facilities can be an effective use of school funds to meet students' academic and social needs because it will increase student academic performances in all academic courses, enhance the staff's knowledge to support classroom instruction, and provide a safe and welcoming learning environment for students, parents, and staff.

The technology program, instructional strategies, and differentiation are focused on the subgroups and below grade level students. Concentration/Supplemental monies are spent on staff and staff professional development to ensure high knowledge of curriculum, standards, and instructional strategies which are focused around English Learner Standards and adopted curriculum.

Research indicates that by providing ongoing professional development on standards, providing interventions for students, and maintaining a welcoming and safe school environment (facilities) are an effective use of school funds to meet students' academic and social needs because it will increase student performance in all academic courses, enhance staff's knowledge to support classroom instruction, and provide a safe learning environment for students, parents, and staff.

These increased services will be tracked by using sign-in sheets, student data sheets, and Memorandums of Understanding.

Therefore, El Nido School District is allocating funds for the following actions/services district-wide, primarily directing funds to our unduplicated and individuals with exceptional needs:
1. Increased staff development in Mathematics and professional development in the English Language Development Standards. Services will be provided by Merced County Office of Education through an MOU and other services will be contracted on an as needed basis.
2. Increased professional development for integrating English Language Development with the English Language Arts program and writing across curriculum.
3. Increased Reading time as part of the master schedule for the Accelerated Reading program.
4. Increased tutoring time for English Learner and below grade level students.
5. Increased science (NGSS) project-based activities during class time.

El Nido School District's minimum proportionality percentage for 2018-2019 will be at 34.32% which determines the improved or increased services that must be directed towards unduplicated pupils and individuals with exceptional needs. The following actions and services illustrate qualitatively how services will be improved for targeted students:

1. Increased school tutoring.
2. Increased days for Psychology and Speech Services through Merced County Office of Education based on student need.
3. Increased Professional development for integrating English Language Development with the English Language Arts program.
4. Administration will increase meeting time to multiple times per year with all unduplicated pupils and individuals with exceptional needs individually to support and ensure student growth.
5. The district will renew contracts with computerized differentiated instruction programs for use in the computer lab and chrome-books to ensure added support for low-income, English learners, and foster youth.

Using these in a district-wide manner to serve the 89% of unduplicated students is the most effective manner to support students of need in El Nido, and given that these services are principally directed towards students of need, these expanded services meet this increased percentage and state requirement.