

# SARC 2014-15

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



### Planada Elementary

Address: 9525 East Broderick St. Planada, CA 95365-0236  
Principal: Mr. Ildefonso Nava, Principal  
Phone: (209) 382-0351  
Email: [inava@planada.org](mailto:inava@planada.org)  
Web Site: [www.planada.k12.ca.us](http://www.planada.k12.ca.us)  
CDS Code: 24658216025787

### Planada Elementary

Superintendent: Jose Gonzalez  
Phone: (209) 382-0756  
Email: [jgonzalez@planada.org](mailto:jgonzalez@planada.org)  
Web Site: [www.planada.org](http://www.planada.org)



## I DATA AND ACCESS

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

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

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

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Planada Elementary  
 Phone Number: (209) 382-0756  
 Superintendent: Jose Gonzalez  
 E-mail Address: [jgonzalez@planada.org](mailto:jgonzalez@planada.org)  
 Web Site: [www.planada.org](http://www.planada.org)

### School Contact Information Most Recent Year

School Name: Planada Elementary  
 Street: 9525 East Broderick St.  
 City, State, Zip: Planada, CA 95365-0236  
 Phone Number: (209) 382-0351  
 Principal: Mr. Ildefonso Nava, Principal  
 E-mail Address: [inava@planada.org](mailto:inava@planada.org)  
 Web Site: [www.planada.k12.ca.us](http://www.planada.k12.ca.us)  
 County-District-School  
 (CDS) Code: 24658216025787

### School Description and Mission Statement – Most Recent Year

Mission

The mission of Planada Elementary School is to help students to become:

- High academic achievers
- Respectful and responsible individuals
- Cooperative and independent learners
- Critical thinkers and problem-solvers

#### Vision

Together with family and community, all students at Planada Elementary School will reach their highest academic potential and become responsible, productive citizens in a multicultural, global society. PES will provide a positive and safe learning environment where all students will be given equal opportunity to achieve maximum growth academically, socially and physically according to state and district guidelines.

It is our belief that every child can be successful and the goal of the faculty and staff is to prepare our students for middle school and beyond. We work hard to help our students achieve and we believe in celebrating the cultural diversity of our students. The goals we have established to achieve our vision are: 1) keeping students as our main focus, 2) school staff working collaboratively to support student learning and success and 3) involving parents in the education process for the success of their students.

The Planada School District is located in the unincorporated city of Planada, California. It is a small rural community with a population of about 4,000. Planada is located 9 miles east of the city of Merced on State Highway 140, a primary route for tourist heading to Yosemite National Park and the Sierra Nevada. It is non-contiguous with any of the neighboring communities and surrounded by fields of tomatoes, corn, figs, and almonds and peaches.

Planada Elementary School is one of two schools in the Planada Elementary School District. Teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. Planada Elementary school has developed educational programs designed to provide the skills and tools necessary for student to explore their creativity while developing a strong educational base. During the 2013-14 school year 503 students were enrolled at the Planada Elementary School in the grades Kindergarten through fifth. The student population consists of 3% students with disabilities, 65% English Language Learners, and 60% socioeconomically disadvantaged. Planada Elementary offers a free breakfast and lunch program. Additional student data is available on the proceeding pages.

Our elementary school students feed into our middle school Cesar E. Chavez. All of our students will eventually attend Le Grand High School which is located approximately 5 miles south of Planada. Our hope is that our students will leave Planada Elementary with the skills needed to continue their academic success at the middle school. Our ultimate academic goal for all of our students is to ensure they have the needed skills to attend Merced Jr. College, which is located Merced and/or the new UC Merced campus which is located 6 miles to the east.

Planada Elementary School is a K-5th Grade campus. Our Elementary School Campus serves as the central meeting location for many of our community and school based programs. On the campus we have a library and also two computer labs. Together, they have approximately 70 internet-ready computers. Each of our classrooms is also wired for internet access. All of the classrooms at Planada Elementary have a document cameras and an LCD projector. Additionally, teachers are using technology as a tool to present the content. All teachers were provided with iPads to help them integrate technology into their programs. Additionally, PES has 30 student iPads that teachers can use.

Planada Elementary participates in the Quality Education Investment Act (QEIA). We are part of a consortium of schools in the state of California in this program. We receive additional funding to help support student achievement. All of the goals set forth in this plan are goals that we look forward to meeting using QEIA funds. We are currently in the 7th year of QEIA. Funding for QEIA is based on average daily attendance from previous year. The funds from the QEIA grant are used for many purposes: reduce class sizes, additional personnel for reading intervention or English Language Development classes, classroom supplies, etc.

We currently work with the Merced County Office of Education and their ASSETS Program. The ASSETS program is available to all students at our site, but enrollment is based on a first come, first serve basis. This program is available to all students in K-5th. Students in the program are assisted with their homework and then participate in the curriculum established by the ASSETS program. This program runs immediately after school until 6:00 p.m. on a daily basis.

Additionally, Planada Elementary School has continued to make significant gains on the California Standards Achievement test. In 2012-13, the school reached the target of 813 on the API. This was the second consecutive year that the school was

able to reach the 800 state mark. In 2012-13, Planada Elementary School was nominated for the National Blue Ribbon Award. This nomination is presented to schools that have demonstrated academic growth for all of its sub-groups for 5 consecutive years. Based on the CST scores from the STAR assessment, the school did not meet the criteria to earn the National Blue Ribbon Award, but is PROUD to have been recognized for its continued commitment to student achievement.

Planada Elementary School currently incorporates use of state adopted materials in reading, math, history, spelling/language, and ELD (English Language Development) instruction. Our district standards are aligned to the state standards, and are used as a structure upon which all curricular issues are framed. All textbooks used are state adopted. The ELD time frame focuses on ELD standards where students are grouped by EL levels. Currently all students use state adopted curriculum in accordance with district performance standards. PES uses Houghton-Mifflin for our Language Arts Programs, Harcourt School Publishers for our Math program and Harcourt Ribgy for our ELD program. All students are provide with a rigorous curriculum supported with various English Learner strategies.

For the 2013-14 school year, the entire staff in the Planada Elementary School District participated in the Common Core State Standards Professional Development in both Math and Language Arts. The school district is also participating in Instructional Rounds. The Instructional Rounds program is sponsored through the Fresno CVELI and Merced County Office of Education and focuses on a specific problem of practice that will support best practices and overall student achievement. At this time, all teachers have been involved in the process. The Instructional Rounds component is a multi-year program that will give each school site specific, targeted areas in academic in which to improve upon.

Under our English Learner Master Plan, each EL student receives at least 45 minutes of on-level instruction in English Language Development. All underperforming students are tutored via a certificated teacher during ELD time. We also offer supplemental materials to help under-performing students gain access to standards/curriculum. Students report to various classrooms depending on their academic needs within each grade level. We currently have 2 classes per grade level that have students that are performing below the state ELD proficiency standards. Students not proficient in either ELA or Math are also provided the opportunity to participate in after school tutorial. The tutorial program runs twice a week and the teachers use the Fontana: Focus on Achievement program. All students at PES have access to the Accelerated Reader Program. This program will assist students in improving their comprehension skills.

PES currently employs 4 instructional aides to assist the TK/Kindergarten classrooms in reading instruction and facilitate tutoring to under-performing students. PES also employs additional aides that assist in the Special Day Class and the Resource classroom. Through the assistance from the county of Merced, we also have outside services provided to PES student's through the Migrant Program. Several of our teachers also assist students after school by providing a tutorial class in the afternoon twice a week. PES will be offering an after school tutorial for all students that are not proficient in the areas of language arts and mathematics.

In an effort to improve student achievement and close the achievement for all students, we used the data from the state's CSTs and also the CELDT (California English Language Development Test.) We also used the site benchmark's test data to focus on state standards. The site uses the School City Assessment program and has developed various site benchmarks in grades 1 -5 to track student progress. Teachers have been trained to scan these reports and focus on target areas in which students are showing difficulty. Also, Kindergarten uses the Brigance assessments to show improvement. We also assessed all students in K-5th with the writing assessment. Additionally, all students in K-5 are assessed with the DIBELS Literacy Assessment. These assessments are conducted three times a year. Teachers take the data from DIBELS and to focus on the areas that students need to master.

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### Student Enrollment by Grade Level (School Year 2014-15)

### Student Enrollment by Student Group (School Year 2014-15)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	112
Grade 1	75
Grade 2	97
Grade 3	85
Grade 4	77
Grade 5	72
Total Enrollment	518

Student Group	Percent of Total Enrollment
Black or African American	0.2%
American Indian or Alaska Native	0.2%
Asian	0%
Filipino	0%
Hispanic or Latino	96.9%
Native Hawaiian/Pacific Islander	0%
White	2.7%
Two or More Races	0%
Socioeconomically Disadvantaged	92.1%
English Learners	63.1%
Students with Disabilities	7.7%
Foster Youth	0%

## A. CONDITIONS OF LEARNING

### STATE PRIORITY: BASIC

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

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

### Teacher Credentials

Teachers	School 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	26	26		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	95.12%	4.88%
High-Poverty Schools in District	95.12%	4.88%
Low-Poverty Schools in District	0%	0%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin, 2010-11	Yes	
Mathematics	Harcourt Schools Publishing, 2008	Yes	
Science	Scot Foresman, 2007	Yes	
History-Social Science	Scot Foresman, 2007	Yes	
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

## School Facility Conditions and Planned Improvements – Most Recent Year

The district governing board has adopted cleaning standards for the schools in the district. A summary of these standards is available at the school office or the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The chart below displays the results of the most recent Williams Facility Inspection visit conducted in August by members of the Merced County Office of Education. The Williams FIT results are available upon request.

## School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2016

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	-	-	-
Interior: Interior Surfaces	-	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	-	-	-
Electrical: Electrical	-	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	-	-	-
Safety: Fire Safety, Hazardous Materials	-	-	-
Structural: Structural Damage, Roofs	-	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	-	-	-

## Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	-	-	-

## B. PUPIL OUTCOMES

### STATE PRIORITY: PUPIL ACHIEVEMENT

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



### California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	11%	20%	44%
Mathematics (grades 3-8 and 11)	12%	11%	33%

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

**CAASPP Assessment Results – English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)**  
**ELA - Grade 3**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	86	85	98.8%	58%	35%	6%	1%
Male	86	49	57%	57%	33%	8%	2%
Female	86	36	41.9%	58%	39%	3%	0%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	86	82	95.3%	60%	35%	4%	1%
Native Hawaiian or Pacific Islander							
White	86	3	3.5%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	86	74	86%	61%	36%	3%	0%
English Learners	86	46	53.5%	74%	26%	0%	0%
Students with Disabilities	86	9	10.5%	--	--	--	--
Students Receiving Migrant Education Services	86	6	7%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	79	79	100%	65%	25%	8%	3%
Male	79	42	53.2%	74%	21%	5%	0%
Female	79	37	46.8%	54%	30%	11%	5%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	79	77	97.5%	64%	26%	8%	3%
Native Hawaiian or Pacific Islander							
White	79	2	2.5%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	79	72	91.1%	65%	24%	8%	3%
English Learners	79	37	46.8%	78%	19%	3%	0%
Students with Disabilities	79	6	7.6%	--	--	--	--
Students Receiving Migrant Education Services	79	2	2.5%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	74	72	97.3%	49%	33%	15%	3%
Male	74	30	40.5%	53%	30%	13%	3%
Female	74	42	56.8%	45%	36%	17%	2%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	74	70	94.6%	49%	34%	14%	3%
Native Hawaiian or Pacific Islander							
White	74	2	2.7%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	74	65	87.8%	52%	31%	14%	3%
English Learners	74	24	32.4%	71%	25%	4%	0%
Students with Disabilities	74	7	9.5%	--	--	--	--
Students Receiving Migrant Education Services	74	8	10.8%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## CAASPP Assessment Results –Mathematics

## Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

## Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	86	85	98.8%	68%	21%	9%	1%
Male	86	49	57%	63%	22%	12%	2%
Female	86	36	41.9%	75%	19%	6%	0%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	86	82	95.3%	71%	21%	7%	1%
Native Hawaiian or Pacific Islander							
White	86	3	3.5%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	86	74	86%	72%	22%	7%	0%
English Learners	86	46	53.5%	78%	17%	4%	0%
Students with Disabilities	86	9	10.5%	--	--	--	--
Students Receiving Migrant Education Services	86	6	7%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	79	79	100%	30%	56%	14%	0%
Male	79	42	53.2%	31%	55%	14%	0%
Female	79	37	46.8%	30%	57%	14%	0%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	79	77	97.5%	30%	56%	14%	0%
Native Hawaiian or Pacific Islander							
White	79	2	2.5%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	79	72	91.1%	29%	56%	15%	0%
English Learners	79	37	46.8%	43%	54%	3%	0%
Students with Disabilities	79	6	7.6%	--	--	--	--
Students Receiving Migrant Education Services	79	2	2.5%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	74	73	98.6%	58%	32%	10%	1%
Male	74	31	41.9%	61%	29%	6%	3%
Female	74	42	56.8%	55%	33%	12%	0%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	74	71	95.9%	58%	32%	8%	1%
Native Hawaiian or Pacific Islander							
White	74	2	2.7%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	74	66	89.2%	58%	32%	9%	2%
English Learners	74	24	32.4%	58%	33%	8%	0%
Students with Disabilities	74	7	9.5%	--	--	--	--
Students Receiving Migrant Education Services	74	8	10.8%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	54%	53%	42%	56%	47%	43%	59%	60%	56%

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

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	43%	Native Hawaiian or Pacific Islander	
All Students at the School	42%	White	–
Male	56%	Two or More Races	
Female	31%	Socioeconomically Disadvantaged	39%
Black or African American		English Learners	26%
American Indian or Alaska Native		Students with Disabilities	–
Asian		Students Receiving Migrant Education Services	–
Filipino		Foster Youth	–
Hispanic or Latino	42%		

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

### STATE PRIORITY: OTHER PUPIL OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.



## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	20.5%	24.7%	12.3%
7			
9			

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

## C. ENGAGEMENT

### STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

### Opportunities for Parental Involvement - Most Recent Year

The Planada Elementary School District receives tremendous amount of parent and community support. The district and sites have done an excellent job in providing parents with multiple opportunities to engage in conversations about the Local Control Funding Formula and Local Control Accountability Plan. The district had meetings at the various sites to seek parental/stakeholder input. Additionally, the Planada Elementary School Booster Club is very active in volunteer work, parent education and child advocacy. The School Site Council (SSC) meets monthly and reviews/updates the Single Plan for Student Achievement, as needed, to reflect that funds are maximized to best meet the needs of all school programs. The English Learner Advisory Committee (ELAC) meets at least quarterly to bring suggestions to the SSC to ensure that the needs of English Learners are met. The Booster Club, School Site Council, and the English Language Advisory Council ensure school funding, decision making, and resources are in place to enhance the school and its programs. The school site acknowledges that parents play an integral part in the success of all students and the school, and continually provides parents with information as to how best support student learning and success. The school district also works collaboratively with the Human Services Agency and the Merced County Office of Education to provide additional parent support/training on using positive behavior techniques at home. The school sends out messages, on the school's outreach system or notices, in regards to upcoming events

so that parents are informed of the various activities taking place at the school site.

### STATE PRIORITY: SCHOOL CLIMATE

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

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

## Suspensions and Expulsions

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.07	4.01	2.19	11.95	12.41	3.72	5.07	4.36	3.8
Expulsions	0	0	0	0	0	0	0.13	0.1	0.09

## School Safety Plan – Most Recent Year

Built in 1951, Planada Elementary School offers a safe and secure campus for students, staff, and visitors. Currently Planada Elementary School consist of 34 classrooms, a library, a computer lab, a multipurpose room/cafeteria, a staff room, three playgrounds, ball fields and a track, all which are enclosed. In the summer of 2013, the county of Merced created a safe route to school by re-configuring the front area of the school campus to make walking to and from school much safer for all students and parents. These changes included a drop-off/ pick-up area for students, a four-way stop and several pedestrian crossings along the front of the school.

A comprehensive school safety plan is in place to ensure a secure, peaceful and clean environment for the school community. The plan is reviewed annually in the fall by the Safety Committee, which consists of parents, teachers, administrators, resource officer, and maintenance and operations personnel. It is in place to ensure a secure, peaceful and clean environment for the school community. Key elements to the Safety Plan are emergency procedures, campus security, and visitor policies. The school's disaster preparedness plan identifies procedures to follow during emergencies and natural disasters. Emergency drills, including fire and earthquake, are conducted monthly. LockDowns are conducted at the site and we practice the various levels of the LockDowns- green, yellow and red. The staff and students are trained on various Lock Down procedures throughout the school year. We ensure that all staff and students are familiar with the Lock Down procedures by conducting Lock Down drills throughout the year.

At Planada Elementary School every effort is made to ensure students are monitored while on campus. Throughout the school day, teachers, administration, and lunch duty supervisors are responsible for supervising students before and after school, at recess and during lunch. All visitors and volunteers are required to sign-in/out at the school office and state their reason for being on campus. All visitors must wear a visitor's badge at all times.

## D. OTHER SARC INFORMATION

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

## Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

## Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50%

NOTE: Cells with NA values do not require data.

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	3		23		4		22	1	4	
1	21	1	4		20	5			19	4		
2	21	1	3		23		4		24		4	
3	19	4			20	3	1		21	2	2	
4	19	4			22		3		25		3	
5	21	1	4		26		3		24		3	
Other					11	1			8	1		

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

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

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

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$66,647
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$59,180
Percent Difference – School Site and State	N/A	N/A		

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

## Types of Services Funded (Fiscal Year 2014-15)

Planada Elementary School receives state and federal funding for the following categorical, special education and support programs. As we transition to the Local Control Funding Formula and aligning all funds to meet the goals set forth in the Local Control Accountability Plan, some of the funding sources listed below will no longer exist. The district will ensure that all funds received are allocated according to the LCAP.

Staff Development  
 SFSF  
 QEIA  
 Federal, ECIA/ESES/IASA  
 Home to school transportation  
 Special Education Master Plan  
 Instructional Materials  
 Lottery  
 Peer Assistance Review (PAR)  
 Class Size Reduction  
 School Based Coordination Program  
 Economic Impact Aid  
 Title I, Part A- Low Income and Neglected  
 Title II- NCLB Title II PTA Teaching Quality  
 Title II, Part D Tech.  
 Title III- Limited English  
 NCLB ARRA Title I  
 Title IV- Innovative Strategies and Class Size Reduction  
 Student Improvement Program (SIP)  
 Federal, Special Education Entitlement per UDC  
 School & Library Improvement  
 School Readiness First Five  
 Program Improvement Corrective Action  
 ARRA Special Education IDEA  
 ARRA Special Education Preschool Grant  
 ARRA Special Education Preschool Local IDEA

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,609	\$39,948
Mid-Range Teacher Salary	\$61,157	\$57,401
Highest Teacher Salary	\$76,326	\$73,183
Average Principal Salary (Elementary)	\$97,717	\$94,578
Average Principal Salary (Middle)	\$97,717	\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$147,824	\$112,657
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	7%	7%

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

## Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Planada Elementary School District allotted 3 days as non-instructional days for the 2013-14 school year. These 3 days were used to provide all staff with professional development on various topics. These topics included: Common Core State Standards, Technology, Lesson and Unit Design, Best Teaching Practices, English Learner Strategies, Smarter Balance Assessment, Writing By Design, DIBELS, Renaissance Learning Programs, and aligning current school adoptions to Common Core. Additionally, the Planada Elementary School allocates every Wednesday as an early release day. These Wednesdays are used for additional Professional Development training. These Wednesdays can be used for teacher collaboration, lesson/unit planning, reviewing student data or other site-specific PD centered on student/school improvement. Also, the school provides release time for staff to participate in professional development events during the school year. The school participates in the Instructional Rounds process and offers all teachers with the opportunity to participate. All of the Professional Development training and events are centered on providing teachers with additional resources which will lead to improved student achievement and closing the achievement gap. As we transition to Common Core State Standards and the Smarter Balanced Assessment Consortium, teachers will be provided with on-going professional development. At the conclusion of the 2013-14 school year, the district remains committed to providing all staff with the PD and support to ease the transition to the Common Core, providing all students with access to technology, providing teachers with support to embed technology into their teaching and providing ALL students with a rigorous academic program that will prepare them with the tools necessary to succeed.