

Planada Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Planada Elementary School
Street	9525 East Broderick St.
City, State, Zip	Planada, Ca, 95365-0236
Phone Number	209.382.0351
Principal	Erica L. Villalobos
Email Address	evillalobos@planada.org
Website	www.planada.k12.ca.us
County-District-School (CDS) Code	24658216025787

Entity	Contact Information
District Name	Planada Elementary
Phone Number	209.382.0756
Superintendent	Jose Gonzalez
Email Address	jgonzalez@planada.org
Website	www.planada.org

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

- 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.

Planada Elementary School provides a positive and safe learning environment where all students are 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 academic success 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 children. Our school is proud to offer a growing Dual Language program in Spanish and English. Our program is currently serving Kindergarten and First grades, and adding a grade level each year. In addition, we also have a strong intervention program that provides support to all of our Kindergarten and First grade students in reading skills needed to be successful throughout their years here.

The Planada School District is located in the unincorporated city of Planada, California. It is a small rural community with a population of about 4,500. 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. Planada Elementary School is one of two schools in the Planada Elementary School District. During the 2019-2020 school year, 587 students were enrolled at the Planada Elementary School in the grades Transitional Kinder through fifth. The student population consists of 64.5% English Language Learners and 95.4% socioeconomically disadvantaged. Planada Elementary offers a free breakfast and lunch program. 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 6 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 15 miles to the east.

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

Grade Level	Number of Students
Kindergarten	119
Grade 1	98
Grade 2	97
Grade 3	92
Grade 4	84
Grade 5	71
Total Enrollment	561

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
Asian	0.9
Hispanic or Latino	95.7
White	1.8
Socioeconomically Disadvantaged	95.4
English Learners	64.5
Students with Disabilities	6.6
Homeless	6.8

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	28	25	38
Without Full Credential	1	0	4	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Planada Elementary School has adopted Reading/ Language Arts and Mathematics curriculum that are aligned to California State Standards. We are currently in the process of adoption of new curriculum for Science and History-Social Science aligned to new standards and frameworks. Teachers have received new curriculum that is aligned to California State Standards to pilot before an adoption occurs. We will be adopting new Science and History-Social Science curriculum in the spring of 2021.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Houghton Mifflin Harcourt/ Adopted 2018	Yes	0.0%
Mathematics	Go Math Houghton Mifflin Harcourt/ Adopted 2017	Yes	0.0%
Science	Scott Foresman/ Adopted 2007	Yes	0.0%
History-Social Science	Scott Foresman/ Adopted 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's governing board has adopted cleaning standards for the schools in the district. A summary of these standards used are available at the school or district office. The principal works daily with 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 orders are completed in a timely manner. A work order is used to ensure efficient service and that emergency repairs are given the highest priority. A copy of the results of the most recent William's Facility Inspection conducted in August by members of the Merced County Office of Education are available upon request.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Stained ceiling tiles near coolers were replaced, chipped counters were repaired, chipped paint has been corrected, and damaged curtains have been replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Water pressure in sinks have been increased, and leaking water fountain has been repaired
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	38	32	35	50	50
Mathematics (grades 3-8 and 11)	15	24	13	19	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	242	242	100.00	0.00	38.43
Male	126	126	100.00	0.00	30.95
Female	116	116	100.00	0.00	46.55
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	236	236	100.00	0.00	38.56
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	235	235	100.00	0.00	36.60
English Learners	188	188	100.00	0.00	36.70
Students with Disabilities	18	18	100.00	0.00	11.11
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	28.57

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	243	243	100.00	0.00	23.87
Male	127	127	100.00	0.00	29.92
Female	116	116	100.00	0.00	17.24
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	237	237	100.00	0.00	24.05
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	236	236	100.00	0.00	23.73
English Learners	189	189	100.00	0.00	23.81
Students with Disabilities	18	18	100.00	0.00	5.56
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	21.43

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	31.9	11.1	0.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 2018-19 CDE PFT data is current.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

The Planada Elementary School District continues to receive tremendous amount of parent and community support. The district and sites continue to provide parents with multiple opportunities to engage in conversations about the Local Control Funding Formula and Local Control Accountability Plan. The district values parents input/suggestions and we routinely hold parent/stakeholder meetings at the various sites in both English and Spanish. Planada Elementary 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.

Planada Elementary School has several parent clubs and/or committees. the Booster Club is very active in volunteer work, fundraising, parent education, and child advocacy. The School Site Council (SSC) meets monthly and reviews/updates the School 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. Two members from our ELAC committee serve as representatives at our District English Learner Advisory Committee (DELAC) monthly meetings. We also hold several parent workshops such as; EdTech workshops, English Language Proficiency Assessment for California (ELPAC) workshops, English Learners support, Positive Behavior Interventions and Supports (PBIS) parent trainings, Dual Language Instruction (DLI) Family Literacy Night and Local Control and Accountability Plan (LCAP) Parents and Community informational meetings.

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 (PBIS) techniques. 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	0.7	0.0	2.9	3.1	1.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Built in 1951, Planada Elementary School offers a safe and secure campus for students, staff, and visitors. Currently Planada Elementary School consist of 38 classrooms, a library, a multipurpose room/cafeteria, a front office, a staff room, three playgrounds, ball fields and a track, all which are enclosed. The district and county of Merced continue to create a safe route to school. In the past, work was done to 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 by the Safety Committee. 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. Fire safety drills are conducted monthly and LockDowns are conducted quarterly at the site. 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 pass 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.

Average Class Size and Class Size Distribution (Elementary)

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

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1122.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.9
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	1.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	18442.28	3460.00	14982.28	79358.00
District	N/A	N/A	9681.32	\$73,418.00
Percent Difference - School Site and District	N/A	N/A	43.0	7.8
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	66.5	20.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Home to School Transportation
Special Education
Lottery Funding
Local Control Funding
Title I - Part A
Title II
Title III Limited English Learners
Title III LEP/Immigrant
Title IV

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,870	\$45,252
Mid-Range Teacher Salary	\$73,667	\$65,210
Highest Teacher Salary	\$89,335	\$84,472

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$126,202	\$107,614
Average Principal Salary (Middle)	\$122,526	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$180,320	\$124,686
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	14	18	34

The Planada Elementary School District allotted 2 days as non-instructional days. These 4 days are used to provide all staff with professional development on various topics. These topics included: PBIS Training, Common Core State Standards, NGSS, math, Technology, Lesson and Unit Design, Best Teaching Practices, English Learner Strategies, Smarter Balanced Assessment, 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 and for teacher collaboration, reviewing student data or other site-specific PD centered on student/school improvement. The school also provides release time for staff to participate in professional development events during the school year. Many of Planada Elementary School's teachers also choose to participate in professional development outside of their workday.

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 continue to fully transition to Common Core State Standards and the Smarter Balanced Assessment Consortium, teachers are provided with on-going professional development. 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.