



Planz Elementary

2400 Planz Rd. • Bakersfield, CA 93304 • (661) 837-6080 • Grades K-5

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Greenfield Union School District

1624 Fairview Rd.
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District Governing Board

Dr. Ricardo Herrera
Melinda Long
Richard Saldana
Mike Shaw
Kyle Wylie

District Administration

Ramon Hendrix
Superintendent
Sarah Dawson
**Assistant Superintendent
Curriculum**

Lucas Hogue
**Assistant Superintendent
Personnel**

Rebecca Thomas/TBD
**Assistant Superintendent
Business**

School Description

Planz Elementary School maintains the highest expectations for our students. We believe that our students, their families, our teachers, and staff must collaborate in a positive manner in support of student learning and achievement. Planz Elementary School is an academically oriented environment where each child is surrounded by a caring and understanding staff that fosters personal, as well as, academic growth for each child. We adhere to our Mission Statement: "Preparing today's students for tomorrow's future".

To accomplish our mission, the Planz Elementary School's vision is full implementation and refinement of the following goals:

1. Grade-level performance of all students in reading, writing, and math.
2. Closely integrate and coordinate student services, universal screening, academic interventions, and progress monitoring.
3. Instruct to district expectations and to the rigor of the Common Core State Standards.
4. Provide meaningful and regular opportunities for parents and community members to become partners in education.
5. Ensure access to core curriculum by budgeting for materials, providing staff development, and by monitoring instruction regularly.
6. Improve accountability by gathering data of subgroup populations between individual classrooms and across grade levels. Develop specific plans to improve student achievement via classroom instruction and intervention via the continuous analysis of data.
7. Develop student pride in achievement, responsibility, ethnicity, culture, heritage, and primary language proficiency of self and of others via the use of assemblies, awards, and other various incentives.
8. Lead proactively and with high expectations of staff, of student achievement, and of parent involvement.

About the SARC

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	143
Grade 1	117
Grade 2	112
Grade 3	124
Grade 4	129
Grade 5	112
Total Enrollment	737

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	0.9
Asian	2.3
Filipino	0.3
Hispanic or Latino	77.5
Native Hawaiian or Pacific Islander	0.0
White	8.0
Socioeconomically Disadvantaged	91.7
English Learners	24.8
Students with Disabilities	7.7
Foster Youth	0.9

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			
Planz Elementary	16-17	17-18	18-19
With Full Credential	29	31	29.5
Without Full Credential	2	2	7
Teaching Outside Subject Area of Competence	0	0	0
Greenfield Union School District	16-17	17-18	18-19
With Full Credential	◆	◆	399
Without Full Credential	◆	◆	52
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Planz Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders California, adopted 2016-2017 Read 180 used as an ELA core replacement and intensive intervention for Gr. 4th and 5th, adopted 2016-2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson- enVisionMath, Gr. K-5 -California Common Core, adopted 2014-2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin: Gr. K-5 California Science, adopted 2006-2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson: My World Interactive Gr. K-5, adopted 2017-18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School cleanliness and safety are important aspects of education at Planz School. Our district maintenance and operations staff, as well as, the Planz custodians take special pride in maintaining a clean and safe environment for our students, staff, and community. School facilities are well maintained and monitored for safety concerns including, but not limited to, air conditioning, heating, bathrooms, and lighting. A district-wide reporting system via the internet has been developed to allow school sites to notify the district's Maintenance, Operation and Transportation Department immediately when a repair is needed to ensure a safe environment for the students and staff. The district has a 5-year plan for deferred maintenance to keep the buildings and grounds in good condition. Safety of all students, staff and visiting parents is very important to us at Planz. We have a school and district safety committee to help spot problems and situations, which could result in accidents. We annually review our school safety plan and update it as needed. In the area of technology, teachers have access to e-mail and students have access to technology in the rooms. Each 3rd through 5th grade classroom has one-to-one Chromebooks and each TK-2nd grade classroom has 6 Chromebooks. In addition, we have a computer lab that houses 32 computers. Our computers are on a LAN (local area network) system which is connected to the WAN (wide area network) at the district office.

In compliance with the Williams Act, Planz maintains the physical conditions of its facilities. During the summer of 2018, asbestos flooring in the cafeteria was abated and new flooring was installed. The cafeteria and stage were painted and new tables installed. Also, the administration office casework remodel was completed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/08/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/08/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	40.0	49.0	42.0	48.0	48.0	50.0
Math	36.0	43.0	32.0	36.0	37.0	38.0

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.1	31.0	21.6

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	360	354	98.33	48.87
Male	181	177	97.79	42.94
Female	179	177	98.88	54.80
Black or African American	29	29	100.00	48.28
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	286	280	97.90	46.43
White	26	26	100.00	57.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	341	335	98.24	48.66
English Learners	179	177	98.88	46.89
Students with Disabilities	31	30	96.77	6.67
Students Receiving Migrant Education Services	14	12	85.71	25.00
Foster Youth	--	--	--	--

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	359	357	99.44	43.42
Male	181	180	99.45	46.67
Female	178	177	99.44	40.11
Black or African American	28	28	100	39.29
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	286	284	99.3	41.2
White	26	26	100	53.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	340	338	99.41	43.49
English Learners	179	179	100	43.58
Students with Disabilities	31	31	100	9.68
Students Receiving Migrant Education Services	14	14	100	35.71
Foster Youth	--	--	--	--

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.

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 2018-19)

Parent engagement is a vital component that significantly impacts the success of our students. Building relationships with parents and community partners improves the confidence and trust between school staff and families. Planz invites parents to participate in parent-teacher conferences and other events celebrating students' success such as academic/attendance awards, sporting events, and performing arts events. Parent nights are offered to share information and strategies to support students academically, socially and emotionally. We invite parents to numerous site events including Back to School, picnics, assemblies, academic updates, sporting events, Coffee and Convos, and performing arts. To build capacity of parents, Planz offers Parent Institute for Quality Education. PIQE is a nine week program that provides families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential. LEA and Planz has a community partnership with the Bakersfield Adult School to offer day and evening classes to district families to learn English and / or gain citizenship. Classes are offered at the district facilities to encourage parent participation.

Periodic meetings are held to discuss activities and ways to improve family engagement. Needs assessments and surveys are administered annually to identify needs of parents and continue to build family relationships. Sites encourage parents to participate in the School Site Council and ELAC meetings to evaluate site-based needs and activities.

For calendar and school events, see website link: <http://planz.gfusd.net/>

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.

School Safety Plan

A school safety plan has been written and was updated in the fall of 2018. The plan includes proactive ways to prevent unsafe situations, as well as, procedures that will be put into play in case of an emergency. There are procedures in place for natural disasters (fire, earthquake, etc.), as well as, procedures for physical threats (lockdowns, reverse evacuations, etc.). We cooperate with local and state agencies in coordinating these programs. School staff members are aware of safety and health policies and provide adequate supervision on the playground. A review of various health and safety rules is provided throughout the year. Any accidents are reported to the office and an accident report is completed. Planz is a Year 7 PBIS school. There are systems in place to address and teach appropriate behaviors in a positive way. The PBIS team meets monthly to review and evaluate our PBIS process, and to disaggregate behavioral data to ensure all student's safety.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.1	2.0	1.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.2	3.7	2.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.69
Psychologist	1
Social Worker	.50
Nurse	.50
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	15.8
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	22	24	1	1		5	6	6			
1	24	21	23		1		5	4	5			
2	20	23	22	5			1	5	5			
3	23	24	24				5	5	5			
4	24	27	31	1			4	4	4			
5	23	26	24	1	1	1	3	4	4			

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

Professional Development provided for Teachers

The continuum of learning may be only measured equitably across the district by establishing consistent expectations. In order to meet the needs of the instructional staff and monitor this progress, the LEA solicits input from administrators, teachers and paraprofessionals to develop a PD plan each year. Sites recommend professional development needs, which are reviewed by district and site committees. Costs associated to in-house training versus contracting with outside consultants as well as the number of staff involved are evaluated when selecting the types of training.

Planz is committed to Professional Learning Communities (PLC) with X # of teachers attending the PLC conference by Solution Tree in June 2018. Planz ensures high levels of learning for all students and embed the PLC philosophies and practices in our district culture. Transforming the mindsets of administrators, teachers, and support staff will involve a process of building trust, intentional strategic changes, setting expectations, and holding staff accountable. District has provided 38 minimum collaboration days this year for staff to meet in grade level teams to perform data analysis, evaluate student performance, and improve instructional practices. The District provided 8 minimum collaboration days during the 16-17 and 17-18 years for district and school directed Professional Development. By establishing common goals, sharing responsibilities, and celebrating student success, PLCs will increase our accountability to each other and ensure positive student outcomes. The professional development focus of our district and school includes Write from the Beginning and Beyond (Thinking Maps) and to improve teacher capacity and rigor of instruction in Mathematics.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,346	\$50,084
Mid-Range Teacher Salary	\$70,022	\$80,256
Highest Teacher Salary	\$92,842	\$100,154
Average Principal Salary (ES)	\$123,809	\$125,899
Average Principal Salary (MS)	\$124,539	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$177,744	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,571.48	\$1,085.33	\$5,486.15	\$72,290.16
District	◆	◆	\$6,989.89	\$72,936
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-24.1	-0.9
Percent Difference: School Site/ State			-26.0	-11.3

* Cells with ◆ 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

Title I Part A – The goal of this program is to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency level on the state academic content standards adopted by the State Board of Education. At Planz Elementary, we provide interventions in ELA and Mathematics to allow students additional opportunities to master the state standards. The Program Clerk and Student Intervention Facilitator provide direct services to our students. The program clerk provides teachers with data about their students for use with instruction and works with small groups of students reinforcing learning that occurs in the classrooms. The SIF works with students in need of emotional and behavioral support by building relationships and provide small group activities.

Title III Part A – The goal of this program is to develop English learner’s proficiency in English and in the district’s core curriculum as rapidly and effectively as possible. Our school provides one 5 hour English Learner Reading Intervention teacher. Her duties are to work with small groups of English Learners in and out of the classroom, as well as, assist the teachers with teaching English language development. This assistance is to provide the skills necessary for the students to meet their grade level standards.

The district uses intervention materials such as Early Success and Soar to Success for primary grades, and Read 180 for 4th-8th gr., a core ELA replacement or intensive intervention for students 2 years or more below grade level.

Migrant Program is available to 3rd - 5th grade students providing additional help in reading/language arts. The Migrant Program also offers four hours of additional instructional activity per week to kindergarten, first and second grade students focusing on language arts skills. Ready to Start (RTS) preschool children receive services in their homes to prepare children socially and academically. Migrant students receive services with an emphasis on language arts, civic and cultural education.

Afterschool Program (ASES): After School Success Program offers support in: Homework Club, supervised sports, and enrichment activities.

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.