

Planada Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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](#) 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.

Mr. Idefonso Nava, Principal

 Principal, Planada Elementary

About Our School

Welcome to Planada Elementary School. We are excited to welcome you to the "Tiger Family". The teachers and staff of PES maintain high academic expectations for all of our students. Our teachers collaborate on a regular basis to ensure a rigorous curriculum for all students.

We strive to maintain a positive and inclusive family oriented culture at PES. We believe that all students deserve to develop in a safe environment that promotes and supports student achievement.

At PES, we want our students to have a great educational experience while they attend our school. During these important years, we want to provide our students with opportunities to develop a love for learning in all content areas, reading, writing and math, to explore new interests, and to expand skills while discovering personal strengths.

We encourage you to be an active participant in your child's education. Please ask questions, make comments, and share any concerns that arise throughout the school year. Please feel free to visit PES, contact your child's teacher, our office staff, or myself. Our goal is that every child has a rewarding, positive, and successful experience at Planada Elementary School!

Idefonso Nava
Principal

Contact

Planada Elementary
9525 East Brodrick St.
Planada, CA 95365-0236

Phone: 209-382-0351
E-mail: inava@planada.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Planada Elementary
Phone Number	(209) 382-0756
Superintendent	Jose Gonzalez
E-mail Address	jgonzalez@planada.org
Web Site	www.planada.org

School Contact Information (School Year 2016-17)	
School Name	Planada Elementary
Street	9525 East Brodrick St.
City, State, Zip	Planada, Ca, 95365-0236
Phone Number	209-382-0351
Principal	Mr. Idefonso Nava, Principal
E-mail Address	inava@planada.org
Web Site	www.planada.k12.ca.us
County-District-School (CDS) Code	24658216025787

Last updated: 1/13/2017

School Description and Mission Statement (School Year 2016-17)

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, 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 2015-16 school year 553 students were enrolled at the Planada Elementary School in the grades Kindergarten through fifth. The student population consists of 3% students with disabilities, 62% English Language Learners, and 92% 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 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.

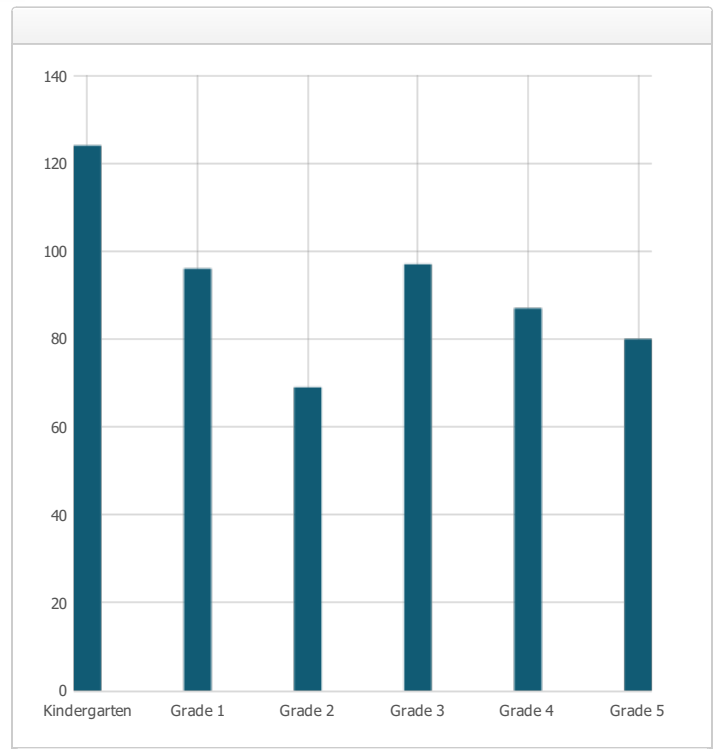
PES currently employs 5 instructional aides to assist the TK/Kindergarten classrooms in reading instruction and facilitate tutoring to under-performing students. PES also employs additional aides that assist in the Special Day Class and the Resource classroom. Through the assistance from the county of 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 CAASSP 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 iReady 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

Last updated: 1/21/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	124
Grade 1	96
Grade 2	69
Grade 3	97
Grade 4	87
Grade 5	80
Total Enrollment	553



Last updated: 1/21/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	0.2 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	96.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	2.9 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.4 %
English Learners	62.2 %
Students with Disabilities	6.1 %
Foster Youth	0.2 %

Last updated: 1/21/2017

A. Conditions of Learning

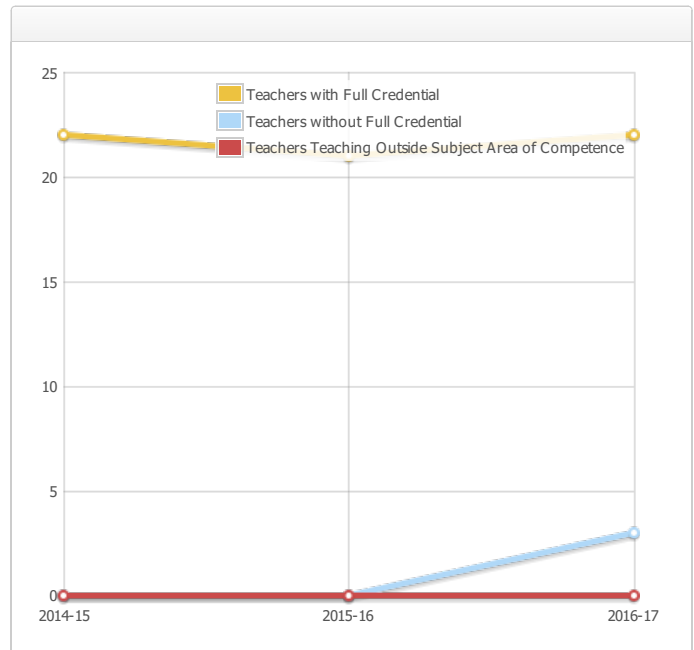
State Priority: Basic

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

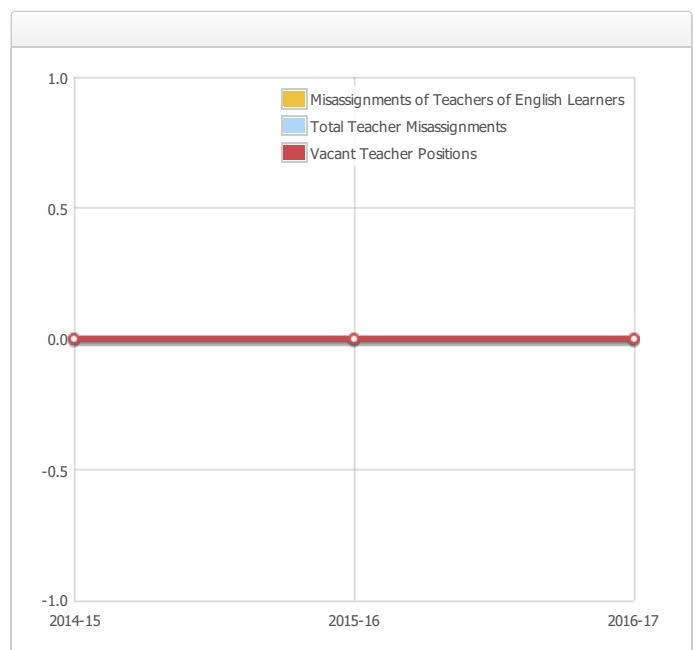
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	21	22	
Without Full Credential	0	0	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/24/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

Last updated: 1/24/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	91.0%	9.0%
All Schools in District	91.0%	9.0%
High-Poverty Schools in District	91.0%	9.0%
Low-Poverty Schools in District	0.0%	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.

Last updated: 1/21/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders McGraw-Hill	Yes	0.0 %
Mathematics	GO Math Houghton Mifflin Harcourt	Yes	0.0 %
Science	Scott Foresman	Yes	0.0 %
History-Social Science	Scott Foresman	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/23/2017

School Facility Conditions and Planned Improvements

The district governing board has adopted cleaning standards for the schools in the district. A summary of these standards used 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. A copy of results of the most recent Williams Facility Inspection visit conducted in August by members of the Merced County Office of Education is available upon request.

Last updated: 1/23/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	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	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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Last updated: 1/24/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	11.0%	19.0%	20.0%	25.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	12.0%	13.0%	11.0%	13.0%	34.0%	36.0%

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.

Last updated: 1/21/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	97	98.0%	11.5%
Male	49	47	95.9%	10.6%
Female	50	50	100.0%	12.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	95	93	97.9%	10.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	94	97.9%	10.8%
English Learners	53	51	96.2%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	17	16	94.1%	20.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/13/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	87	97.8%	12.8%
Male	54	52	96.3%	15.7%
Female	35	35	100.0%	8.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	86	84	97.7%	10.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	79	77	97.5%	10.5%
English Learners	40	38	95.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/13/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	80	98.8%	35.4%
Male	46	45	97.8%	26.7%
Female	35	35	100.0%	47.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	80	79	98.8%	35.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	71	98.6%	31.4%
English Learners	23	22	95.7%	14.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/13/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/21/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/21/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/21/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/21/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	99	100.0%	15.3%
Male	49	49	100.0%	12.2%
Female	50	50	100.0%	18.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	95	95	100.0%	13.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	96	100.0%	15.8%
English Learners	53	53	100.0%	3.9%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	17	17	100.0%	25.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/13/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	88	98.9%	11.5%
Male	54	53	98.2%	15.4%
Female	35	35	100.0%	5.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	86	85	98.8%	10.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	79	78	98.7%	9.1%
English Learners	40	39	97.5%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/13/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	81	100.0%	11.3%
Male	46	46	100.0%	10.9%
Female	35	35	100.0%	11.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	80	80	100.0%	11.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	72	100.0%	11.3%
English Learners	23	23	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/13/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/21/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/21/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/21/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/21/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	53.0%	42.0%	43.0%	47.0%	43.0%	39.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 1/21/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	81	80	98.8%	42.5%
Male	46	45	97.8%	44.4%
Female	35	35	100.0%	40.0%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	80	79	98.8%	41.8%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	72	71	98.6%	42.3%
English Learners	23	22	95.7%	9.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/21/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/21/2017***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.2%	26.2%	15.0%

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.

Last updated: 1/21/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

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 conducted 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 schoolfunding, 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 informationas 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: Pupil Engagement

Last updated: 1/21/2017

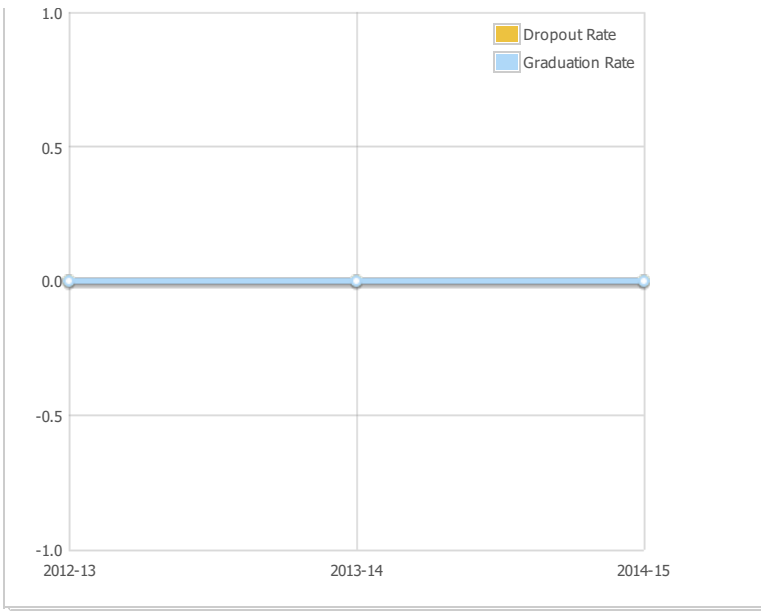
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	0.00	0.00	0.00	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/21/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	--	85
Black or African American	--	--	77
American Indian or Alaska Native	--	--	75
Asian	--	--	99
Filipino	--	--	97
Hispanic or Latino	--	--	84
Native Hawaiian or Pacific Islander	--	--	85
White	--	--	87
Two or More Races	--	--	91
Socioeconomically Disadvantaged	--	--	77
English Learners	--	--	51
Students with Disabilities	--	--	68
Foster Youth	--	--	--

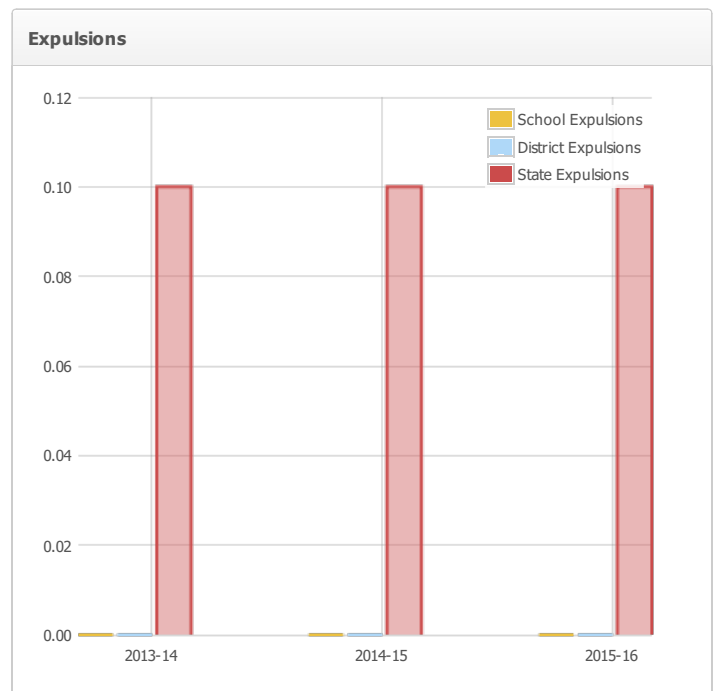
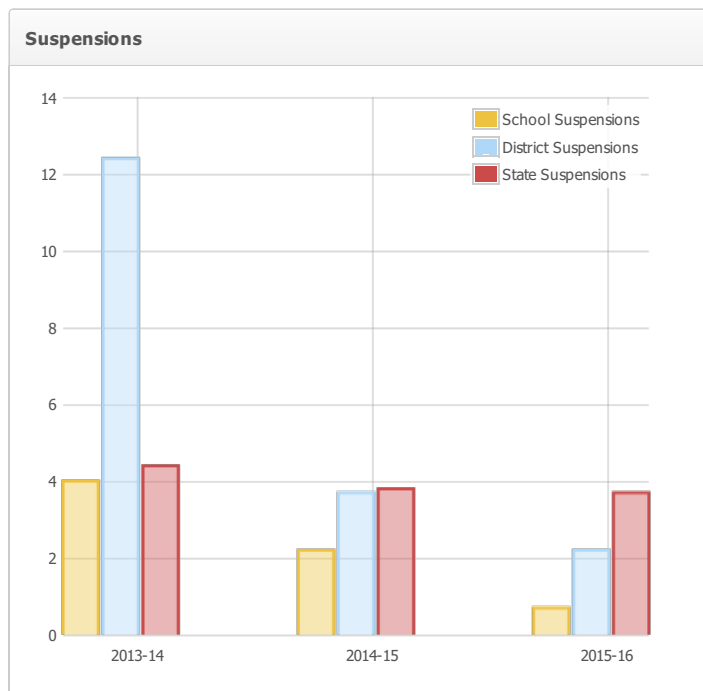
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.0	2.2	0.7	12.4	3.7	2.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/21/2017

School Safety Plan (School Year 2016-17)

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 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 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.

Last updated: 1/21/2017

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.

Federal Intervention Program (School Year 2016-17)

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	50.0%

Note: Cells with NA values do not require data.

Last updated: 1/24/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	0	4	0	22.0	1	4	0				
1	20.0	5	0	0	19.0	4	0	0				
2	23.0	0	4	0	24.0	0	4	0				
3	20.0	3	1	0	21.0	2	2	0				
4	22.0	0	3	0	25.0	0	3	0				
5	26.0	0	3	0	24.0	0	3	0				
6	0.0	0	0	0	0.0	0	0	0				
Other	11.0	1	0	0	8.0	1	0	0				

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

Last updated: 1/21/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/21/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	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.

Last updated: 1/21/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6250.8	\$3495.5	\$2041.6	\$58.2
District	N/A	N/A	\$0.0	\$66159.0
Percent Difference – School Site and District	--	--	11494.5%	--
State	N/A	N/A	\$5677.0	\$60985.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/24/2017

Types of Services Funded (Fiscal Year 2015-16)

In addition to general state funding, Planada Elementary School receives State and Federal funding for the following categorical, special education and support programs:

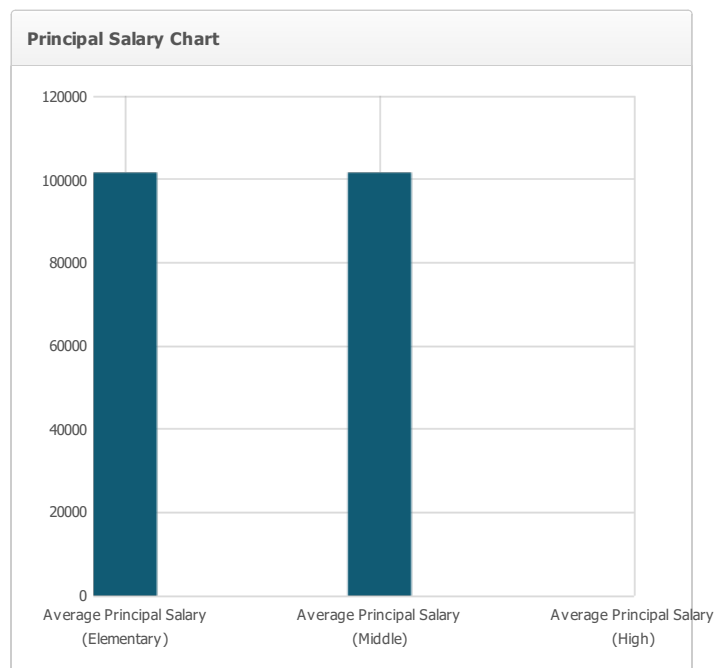
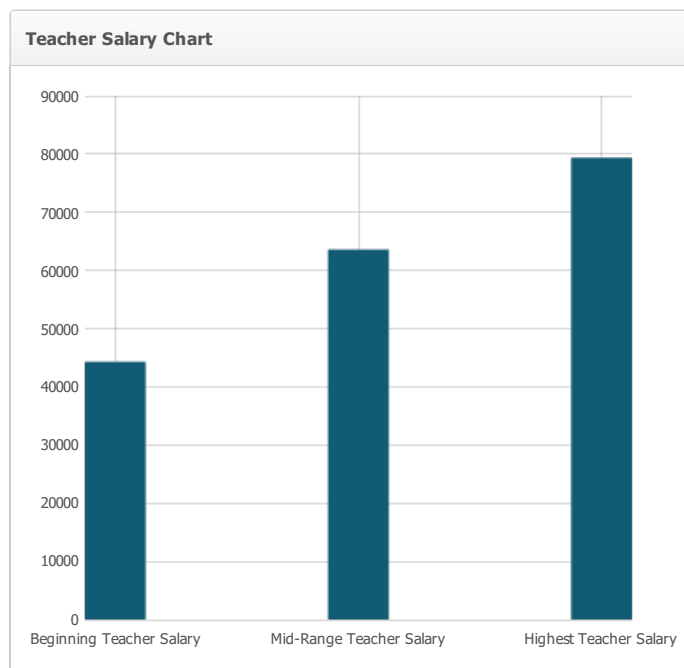
- Home to School Transportation
- Special Education
- Lottery
- Economic Impact Aid
- Title 1, Part A - Low Income and Neglected
- Title II - NCLB Title II PTA Teaching Quality
- Title II, Part D-Tech
- Title III Limited English
- Local Control Accountability

Last updated: 1/23/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,313	\$41,085
Mid-Range Teacher Salary	\$63,603	\$59,415
Highest Teacher Salary	\$79,379	\$75,998
Average Principal Salary (Elementary)	\$101,626	\$100,438
Average Principal Salary (Middle)	\$101,626	\$101,868
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$150,532	\$116,069
Percent of Budget for Teacher Salaries	34.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

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



Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

*Where there are student course enrollments of at least one student.

Last updated: 1/21/2017

Professional Development

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 2015-16 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 2015-16 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.

Last updated: 1/21/2017