

Plaza Elementary

7322 County Road 24 • Orland, CA 95963 • (530) 865-1250 • Grades K-8

Patrick Conklin, Principal

pconklin@glenncoe.org

<http://www.plzaschool.org/>

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

Plaza Elementary School District

7322 County Road 24

Orland, CA 95963

(530) 865-1250

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District Governing Board

P.J. Davis: Board Clerk

Darin Titus

Connie King

District Administration

Patrick Conklin

Superintendent

Patrick Conklin

Superintendent/Principal

School Description

Plaza Elementary is a small rural K-8 school in Glenn County near the city of Orland. It is a single school district staffed by nine credentialed teachers and a full time superintendent/principal.

Glenn County Office of Education (GCOE) provides direct support to the district in special education, speech, psychologist and health services. GCOE also maintains a severe services program in a separate facility on campus.

There were 213 students in grades TK through eighth grade, all of which are single grade classes. In addition to the credentialed staff there are four paraprofessionals, a business manager, office clerk, cafeteria manager, cafeteria aide, bus driver/custodian, and two after school activity assistants.

Mission Statement- To provide a lifelong love of learning through a positive and supportive school climate that provides the opportunity for all students to achieve their full educational and social potential. School staff, parents, and community members provide support that encourages high expectations of all students.

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	27
Grade 1	19
Grade 2	23
Grade 3	23
Grade 4	25
Grade 5	22
Grade 6	25
Grade 7	25
Grade 8	20
Total Enrollment	209

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	1.0
Asian	1.0
Filipino	0.0
Hispanic or Latino	30.6
Native Hawaiian or Pacific Islander	0.0
White	61.2
Socioeconomically Disadvantaged	52.2
English Learners	8.1
Students with Disabilities	7.2
Foster Youth	1.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Plaza Elementary	16-17	17-18	18-19
With Full Credential	9	11	10
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	0
Plaza Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	10
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Plaza 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: January 2019	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Treasures 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-5 Houghton Mifflin Harcourt GoMath 2015 6-8 CPM College Preparatory Math 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-4 Harcourt California Science 5-6 MacMillan McGraw Hill California Science 7-8 Holt/Rinehart and Wilson California Science 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-6 MacMillan McGraw Hill California Vistas 7-8 Glencoe Discovering Our Past The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	7-8th Teen Talk The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The inspection was completed using the OPSC facilities evaluation tool. This report shows the school received an overall rating of 99.31%, which means all areas are in good repair with no significant discrepancies noted other than one HVAC maintenance issue that was corrected. The overall school rating was exemplary.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/14/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	One HVAC was deficient and has since been repaired.
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 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	49.0	47.0	49.0	47.0	48.0	50.0
Math	48.0	47.0	48.0	47.0	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

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	141	138	97.87	47.10
Male	69	69	100.00	43.48
Female	72	69	95.83	50.72
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	41	40	97.56	40.00
White	86	84	97.67	51.19
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	76	98.70	38.16
English Learners	25	24	96.00	33.33
Students with Disabilities	--	--	--	--
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.

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	19.0	38.1	23.8
7	28.0	28.0	20.0

* 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: 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	141	139	98.58	47.48
Male	69	69	100	50.72
Female	72	70	97.22	44.29
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	41	41	100	39.02
White	86	84	97.67	52.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	77	100	40.26
English Learners	25	25	100	32
Students with Disabilities	--	--	--	--
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)

Plaza provides itself on excellent parent support. The Community Club is a parent/teacher organization which is very active in providing funding and volunteer assistance for classrooms, campus improvement, field trips and other activities planned throughout the year. Parents interested in getting involved should contact the school office or their child's teacher for more information. The School Site Council consisting of an equal number of staff and parents help with funding and evaluation of academic programs. Many students in grades 4-8th are involved in Student Government activities such as spirit weeks, rally's, dances, chess club, and yearbook.

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

The Safe School Plan was reviewed by the School Site Council on October 23rd, 2018 and approved by the Board of Trustees on January 17th, 2019. The plan contains all elements required by Education Code 35294.1 including child abuse reporting procedures, disaster response, suspension and expulsion policies, sexual harassment policy, dress and behavior policies. The Plan is reviewed each year by the School Site Council and changes or additions will be presented to the Board of Trustees for its review and approval.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.5	0.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.5	0.5
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)	0
Psychologist	.20
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	1.0
Other	0
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	14			1	1	1	1			
1	22	23	19			1	1	1				
2	23	23	23				1	1	1			
3	16	25	23	1				1	1			
4	24	20	25		1		1		1			
5	24	24	22				1	1	1			
6	21	26	25				1	1	1			

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

Professional Development provided for Teachers

Plaza Elementary schedules one minimum day per month for staff development. Staff are encouraged to participate in other opportunities throughout the year. In 2017-18 we focused primarily on consistent writing strategies for 3-8th grade ELA instruction. Plaza continued to utilize Google Apps for Educators (GAPE) in classrooms. The staff took part in an all day professional development day in September.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,383	\$44,375
Mid-Range Teacher Salary	\$55,899	\$65,926
Highest Teacher Salary	\$77,354	\$82,489
Average Principal Salary (ES)	\$0	\$106,997
Average Principal Salary (MS)	\$0	\$109,478
Average Principal Salary (HS)	\$0	
Superintendent Salary	\$90,097	\$121,894
Percent of District Budget		
Teacher Salaries	34.0	32.0
Administrative Salaries	5.0	7.0

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

Types of Services Funded

Plaza Elementary provides instruction in all the core subjects for grades kindergarten through eighth grade. In addition to the regular curriculum an itinerant instrumental music teacher conducts music classes. This teacher is an employee of another district who shares services among three different districts and is paid by each district for his/her services. State and Federal categorical funds are used to hire paraprofessionals to assist teachers with individual or small group instruction including those identified as being qualified for Title I services. A small amount of federal funds are available for English learners. Plaza has a "small but scattered" program and English learners are placed in the regular education classes. Special education services are provided by the Glenn County SELPA. A 1.0 Education Specialist and all of our aides work with "mild/moderate" students in most classrooms.

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,215	1,085	\$7,130	58,036
District	◆	◆		\$60,733
State	◆	◆	\$7,125	\$63,218
Percent Difference: School Site/District				-4.5
Percent Difference: School Site/ State				0.1
				-8.5

* 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.