Plaza Elementary

7322 County Road 24 • Orland, CA 95963 • (530) 865-1250 • Grades K-8
Patrick Conklin, Principal
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Plaza Elementary School District

7322 County Road 24
Orland, CA 95963
(530) 865-1250
www.plazaschool.org

District Governing Board

Connie King

Darin Titus: Board Clerk

P.J. Davis

District Administration

Patrick Conklin
Superintendent

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 eduction, speech, psychologist and health services. GCOE also maintains a severe services program in a separate facility on campus.

There are 190 students in grades kindergarten 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 and bus driver/custodian.

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (530) 865-1250 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	23
Grade 1	23
Grade 2	15
Grade 3	22
Grade 4	21
Grade 5	14
Grade 6	17
Grade 7	16
Grade 8	15
Total Enrollment	160

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
American Indian or Alaska Native	0.6
Asian	2.5
Hispanic or Latino	24.4
White	66.3
Two or More Races	6.3
Socioeconomically Disadvantaged	30.6
English Learners	8.8
Students with Disabilities	10

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	**13-14**	**14-15**	**15-16**
With Full Credential	6	7	9
Without Full Credential			
Teaching Outside Subject Area of Competence	0	0	0
Plaza Elementary School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Plaza Elementary	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: January 2016	
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 Califonria 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

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 a 100% rating in all areas which means all areas are in good repair with no significant discrepancies noted. The overall school rating was exemplary.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/04/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.30	28.60	28.60
7	12.50	12.50	37.50

* 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	86
Male	90
Female	--
Asian	--
Hispanic or Latino	--
White	72
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	40	40	44
Math	45	45	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	77	69	86	77	69	86	59	60	54

* Results are for grades 5, 8, and 10. 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	3	22	21	95.5	48	24	19	10
	4	21	21	100.0	38	24	29	10
	5	14	13	92.9	46	23	23	8
	6	17	17	100.0	0	65	35	0
	7	16	16	100.0	6	31	44	19
	8	15	15	100.0	0	53	27	20
Male	3		13	59.1	46	23	23	8
	4		10	47.6	--	--	--	--
	5		8	57.1	--	--	--	--
	6		13	76.5	0	77	23	0
	7		11	68.8	9	27	45	18
	8		11	73.3	0	55	27	18

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		8	36.4	--	--	--	--
	4		11	52.4	27	36	27	9
	5		5	35.7	--	--	--	--
	6		4	23.5	--	--	--	--
	7		5	31.3	--	--	--	--
	8		4	26.7	--	--	--	--
Asian	5		1	7.1	--	--	--	--
	7		1	6.3	--	--	--	--
	8		1	6.7	--	--	--	--
Hispanic or Latino	3		6	27.3	--	--	--	--
	4		8	38.1	--	--	--	--
	5		2	14.3	--	--	--	--
	6		6	35.3	--	--	--	--
	7		4	25.0	--	--	--	--
	8		3	20.0	--	--	--	--
White	3		13	59.1	38	23	23	15
	4		13	61.9	31	23	31	15
	5		10	71.4	--	--	--	--
	6		9	52.9	--	--	--	--
	7		11	68.8	9	27	36	27
	8		10	66.7	--	--	--	--
Two or More Races	3		2	9.1	--	--	--	--
	6		2	11.8	--	--	--	--
	8		1	6.7	--	--	--	--
Socioeconomically Disadvantaged	3		7	31.8	--	--	--	--
	4		7	33.3	--	--	--	--
	5		4	28.6	--	--	--	--
	6		4	23.5	--	--	--	--
	7		5	31.3	--	--	--	--
	8		2	13.3	--	--	--	--
English Learners	3		6	27.3	--	--	--	--
	4		2	9.5	--	--	--	--
	5		2	14.3	--	--	--	--
	6		1	5.9	--	--	--	--

Table title: School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		1	4.5	--	--	--	--
	4		3	14.3	--	--	--	--
	6		2	11.8	--	--	--	--
	7		4	25.0	--	--	--	--
	8		2	13.3	--	--	--	--
Students Receiving Migrant Education Services	7		2	12.5	--	--	--	--
	8		1	6.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	22	21	95.5	38	33	24	5
	4	21	21	100.0	10	62	29	0
	5	14	13	92.9	15	38	31	15
	6	17	17	100.0	18	47	29	6
	7	16	16	100.0	13	25	13	50
	8	15	15	100.0	7	13	40	40
Male	3		13	59.1	23	31	38	8
	4		10	47.6	--	--	--	--
	5		8	57.1	--	--	--	--
	6		13	76.5	15	62	23	0
	7		11	68.8	18	18	9	55
	8		11	73.3	0	18	36	45
Female	3		8	36.4	--	--	--	--
	4		11	52.4	18	73	9	0
	5		5	35.7	--	--	--	--
	6		4	23.5	--	--	--	--
	7		5	31.3	--	--	--	--
	8		4	26.7	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	5		1	7.1	--	--	--	--
	7		1	6.3	--	--	--	--
	8		1	6.7	--	--	--	--
Hispanic or Latino	3		6	27.3	--	--	--	--
	4		8	38.1	--	--	--	--
	5		2	14.3	--	--	--	--
	6		6	35.3	--	--	--	--
	7		4	25.0	--	--	--	--
	8		3	20.0	--	--	--	--
White	3		13	59.1	38	31	23	8
	4		13	61.9	15	54	31	0
	5		10	71.4	--	--	--	--
	6		9	52.9	--	--	--	--
	7		11	68.8	18	9	18	55
	8		10	66.7	--	--	--	--
Two or More Races	3		2	9.1	--	--	--	--
	6		2	11.8	--	--	--	--
	8		1	6.7	--	--	--	--
Socioeconomically Disadvantaged	3		7	31.8	--	--	--	--
	4		7	33.3	--	--	--	--
	5		4	28.6	--	--	--	--
	6		4	23.5	--	--	--	--
	7		5	31.3	--	--	--	--
	8		2	13.3	--	--	--	--
English Learners	3		6	27.3	--	--	--	--
	4		2	9.5	--	--	--	--
	5		2	14.3	--	--	--	--
	6		1	5.9	--	--	--	--
Students with Disabilities	3		1	4.5	--	--	--	--
	4		3	14.3	--	--	--	--
	6		2	11.8	--	--	--	--
	7		4	25.0	--	--	--	--
	8		2	13.3	--	--	--	--
Students Receiving Migrant Education Services	7		2	12.5	--	--	--	--
	8		1	6.7	--	--	--	--

Table title: **School Year 2014-15 CAASPP Assessment Results - Mathematics** / **Disaggregated by Student Groups, Grades Three through Eight and Eleven**

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (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
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 School Climate State Priority (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 approved by the School Site Council on October 22, 2014 and approved by the Board of Trustees on November 19, 2014. 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	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	N/A

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	0	
Percent of Schools Currently in Program Improvement	.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	15	17	22	1	1	1						
1	15	14	21	1	1	1						
2	20	15	14	1	1	1						
3	16	18	21	1	1	1						
4	14	13	20	1	1	1						
5	16	13	14	1	1	1						
6	14	16	17	1	1	1						

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

* 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.

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	.80
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Professional Development provided for Teachers

Plaza Elementary schedules one minimum day per month for staff development. In 2014-2015 we continued to learn about the Common Core standards and how they will be incorporated into the curriculum. Plaza piloted two math adoptions and spent time learning to use these materials and then comparing them with other approved texts for full time adoption in the spring of 2015. The staff took part in a county wide inservice day sponsored by the Glenn County Office of Education in September and has also participated in training on the ELA Treasures series.

Discussions about the new on-line testing have caused the district to look at its technological capabilities and to plan for future upgrades and additions. The Glenn County Office of Education technology department installed wireless connections at the school so that each class will have wireless capability. A new communication tower is being constructed which will lead to a faster and more reliable internet connection for the school. The school will also be purchasing new technology for student use in each room. This is an on-going process which will be worked on over the years.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,225	$39,948
Mid-Range Teacher Salary	$49,608	$57,401
Highest Teacher Salary	$69,438	$73,183
Average Principal Salary (ES)		$94,578
Average Principal Salary (MS)		$97,400
Average Principal Salary (HS)		
Superintendent Salary	$45,339	$112,657
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	4%	7%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,388.00	$763.00	$7,151.00	$55,136.00
District	◆	◆		$60,313
State	◆	◆	$5,348	$59,180
Percent Difference: School Site/District				
Percent Difference: School Site/ State			52.5	-4.8

* Cells with ◆ do not require data.

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 .8 Education Specialist and two aides work with "mild/moderate" students in most classrooms.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.