

Plaza Elementary

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

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

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Plaza Elementary School District

7322 County Road 24

Orland, CA 95963

(530) 865-1250

www.plazaschool.org

District Governing Board

P.J. Davis

Board Clerk

Connie King

Board Trustee

Jake Cecil

Board Trustee

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 207 students in grades K 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	22
Grade 2	22
Grade 3	23
Grade 4	24
Grade 5	24
Grade 6	22
Grade 7	23
Grade 8	25
Total Enrollment	207

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	1
Asian	0.5
Hispanic or Latino	34.3
White	57.5
Two or More Races	5.8
Socioeconomically Disadvantaged	57.5
English Learners	14
Students with Disabilities	7.7

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 for Plaza Elementary	17-18	18-19	19-20
With Full Credential	11	10	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Plaza Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Plaza Elementary

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 Benchmark Advanced 7-8 Engage NY ELA 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 Supplemental Mystery Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-8 Studies Weekly 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 100%, 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: 6/06/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	47	62	47	62	50	50
Math	47	66	47	66	38	39

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

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

School Year 2018-19 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	138	137	99.28	62.04
Male	73	72	98.63	54.17
Female	65	65	100.00	70.77
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	47	46	97.87	50.00
White	80	80	100.00	68.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	75	98.68	50.67
English Learners	26	25	96.15	36.00
Students with Disabilities	12	11	91.67	54.55

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.7	21.7	52.2
7	18.2	27.3	22.7

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

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 2018-19 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	138	137	99.28	65.69
Male	73	72	98.63	68.06
Female	65	65	100.00	63.08
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	47	46	97.87	58.70
White	80	80	100.00	70.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	75	98.68	54.67
English Learners	26	25	96.15	48.00
Students with Disabilities	12	11	91.67	45.45

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 2019-20)

Plaza provides itself on excellent parent support. The Plaza 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. Many parents, grandparents, and retired staff regularly volunteer to work in K-6th grade classrooms.

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 January 14th, 2020 and approved by the Board of Trustees on January 16th, 2020. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.5	1.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.5	1.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

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

Title	Ratio
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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		1		14	1	1		22		1	
1	23		1		19	1			22		1	
2	23		1		23		1		22		1	
3	25		1		23		1		23		1	
4	20	1			25		1		24		1	
5	24		1		22		1		24		1	
6	26		1		25		1		22		1	
Other**												

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

Plaza Elementary schedules one minimum day per month for staff development. Staff are encouraged to participate in other opportunities throughout the year. In 2018-19 we focused primarily on Multi Tiered Systems of Support for all students. Plaza continued to utilize Google Apps for Educators (GAFE) in classrooms.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,200	\$45,252
Mid-Range Teacher Salary	\$58,415	\$65,210
Highest Teacher Salary	\$80,838	\$84,472
Average Principal Salary (ES)	\$0	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$91,409	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	31%
Administrative Salaries	5%	7%

* 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 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8,215	1,085	\$7,130	58,036
District	N/A	N/A		\$59,733.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		-4.5
School Site/ State	0.1	-8.5

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

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