

# School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

## 2007-08 Executive Summary School Accountability Report Card

### Plaza Elementary School

Address: 7322 County Road 24 , Orland CA 95963-9777

Phone: (530) 865-1250

Principal: Martha Bradshaw

Grade Span: K - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

Plaza is a rural K-8 school located in the Sacramento Valley of Northern California. Our roots go back to 1850, when we were known as Placer School. Soon after its establishment settlers from Missouri came to our district and spelled Placer the way they pronounced it and we have been Plaza ever since. Plaza School has had several sites and buildings throughout its 157 year history. The current school, located on County Road S and County Road 24 near Orland was originally built in 1974 with a new wing of classrooms and offices added in 2006.

### Student Enrollment

Group	Enrollment
Number of students	136
African American	%
American Indian or Alaska Native	2.21 %
Asian	5.88 %
Filipino	%
Hispanic or Latino	22.06 %
Pacific Islander	1.47 %
White (not Hispanic)	68.38 %
Multiple or No Response	%
Socioeconomically Disadvantaged	22.06 %
English Learners	8.09 %
Students with Disabilities	6.62 %

### Teachers

Indicator	Teachers
Teachers with full credential	6
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

The most recent site inspection was done on July 20, 2007 using the State of California Interim Evaluation Instrument issued by the Office of Public School Construction. No discrepancies were noted and the buildings and grounds are in excellent shape.

### Repairs Needed

No repairs were needed.

### Corrective Actions Taken or Planned

No corrective actions were necessary or planned. The District will continue to emphasize daily maintenance and cleaning of all buildings and grounds.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,471
District	\$5,471
State	\$4,943

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	62 %
Math	74 %
Science	91 %
History-Social Science	53%

## Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	839
Statewide Rank (from 2007 API Base Report)	9
2007-08 Program Improvement Status (PI Year)	Not in PI

## School Completion

Indicator	Result
Graduation Rate	N/A

## Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

## 2007-08 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest, an online data tool at <http://www.cde.ca.gov/ta/ac/sa/ap1/http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the schools contact information.

School		District	
School Name	Plaza Elementary	District Name	Plaza Elementary
Street	7322 County Road 24	Phone Number	(530) 865-1250
City, State, Zip	Orland , CA 95963-9777	Web Site	www.plazaschool.org
Phone Number	(530) 865-1250	Superintendent	Grant Sandro
Principal	Martha Bradshaw	E-mail Address	gsandro@glenncoe.org
E-mail Address	mbradshaw@glenncoe.org	CDS Code	11-62638-6007504

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Plaza Elementary has a proud tradition of providing an excellent program of instruction for children in a safe and nurturing environment. The mission of the school is to promote a lifelong love of learning through a positive school climate, which provides the opportunity for each student to achieve full individual and social potential, based on personal self esteem. School staff, students, parents, and the community provide support that encourages high expectations and excellence for all students.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Plaza School is proud of the commitment made by our parents to support the education of their children. The Plaza Community Club supports fund raising events, provides room mothers, field trip chaperons and financial assistance to each class. Over the past several years the Community Club has been instrumental in building a new primary play area, basketball and volleyball courts and, this year has added landscaping and benches on the grounds adjacent to the upper grade classrooms. Many parents volunteer their time on a weekly basis in the classroom helping teachers with artwork, small group instruction and other tasks as needed by the teacher and students.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	17
Grade 1	17
Grade 2	13
Grade 3	16
Grade 4	14
Grade 5	11
Grade 6	17
Grade 7	16
Grade 8	17
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	136

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	%	White (not Hispanic)	68.38 %
American Indian or Alaska Native	2.21 %	Multiple or No Response	%
Asian	5.88 %	Socioeconomically Disadvantaged	22.06 %
Filipino	%	English Learners	8.09 %
Hispanic or Latino	22.06 %	Students with Disabilities	6.62 %
Pacific Islander	1.47 %		

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.0	1										
1	15.0	1			17.0	1			13.0	1		
2					15.0	1			17.0	1		
3	16.0	1										
4	17.0	1										
5												
6												
K-3												
3-4					30.0		1		27.0		1	
4-8	32.5		1	1	30.0		1	1	30.5		1	1
Other												

## Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	0	0	0

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

Plaza School's safety plan first developed in 1998 and updated in 2004 maintains all elements required by Senate Bill 187. The plan is reviewed annually by staff and the School Site Council and then is presented to the Board each March for their review and approval. This year we are also developing a "Crisis Response Box" which will allow the school administrator to immediately have all essential information needed for effective management of a major critical incident. The school will coordinate this plan with the Glenn County Sheriff's Department, fire department and emergency medical services. The staff and students will practice responding to a variety of emergencies each month under the direction of the site principal.

## School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The Plaza School mission is accomplished because of the collective work of all people who contribute to and care about the school environment. Parents enthusiastically support school programs and school morale is high. Award ceremonies celebrate student academic, social and athletic success. Students in grades five through eight compete against other schools in football, basketball, volleyball, softball and track. An itinerant teacher provides instrumental music to Plaza's students. Classroom teachers design lessons and activities that build on the interests and experiences of their students. Positive reinforcement of student behavior is used to promote an environment conducive to learning.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The district takes great effort to ensure that the school is clean, safe, and functional. To assist in this effort the district uses a facility survey instrument developed by the Office of Public School Construction. A new building project was completed in 2006 which included four classrooms, staff room, and an administrative office. This additional space allowed the school room to create a central library and study area for group instruction. The Glenn County Office of Education has also built a new facility on the Plaza Campus for the severely handicapped program operated on the campus. The remaining permanent structure was built in 1974 and houses several classrooms, library, cafeteria and kitchen. New carpets were recently put in the classrooms in this structure. The district maintenance staff ensures that the facilities are clean and in good repair. Plaza participants in the State School Deferred Maintenance Program, which provides matching funds for major repairs. Recent improvements using these funds include new blacktop on the playground, fences, and sidewalks.

## School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

## Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Exemplary			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	7	6	6	6
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence				

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District		

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

A list of qualified substitute teachers is provided to the district by the Glenn County Office of Education.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers that have taught at Plaza School less than two years are evaluated every year. Teachers with more than two years of service are evaluated every other year. The criteria for evaluations are consistent with the California Standards for the Teaching Profession and include the progress of the students towards established standards of expected student achievement, the instructional strategies and techniques used by the teacher, the teacher's adherence to curricular objectives, the establishment and maintenance of a suitable learning environment within the scope of the teacher's responsibilities, and professional attitudes and other responsibilities.

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading 2003 Excellent condition	0
Mathematics	Harcourt Math 2002 Excellent condition	0
Science	Harcourt Calif. Science (K-4) Macmillan Calif. Science (5-6) Holt Life and Physical Sci. (7-8) New adoption 2007	0
History-Social Science	MacMillan History 2007 Adopted 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site			\$5,471	\$51,245
District	N/A	N/A	\$5,471	\$51,245
Percent Difference – School Site and District	N/A	N/A	0	0
State	N/A	N/A	\$4943	\$54130
Percent Difference – School Site and State	N/A	N/A	10%	5%

## Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Most of the unrestricted budget is used for salaries and benefits of employees and the operational expenses of the facility. Categorical funds are used for salaries of teacher aides, technology, and classroom materials that supplement the regular programs.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37359	\$36760
Mid-Range Teacher Salary	\$45217	\$52816
Highest Teacher Salary	\$59084	\$64666
Average Principal Salary (Elementary)	\$67141	\$83075
Average Principal Salary (Middle)	\$	\$86138
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$75441	\$98053
Percent of Budget for Teacher Salaries	\$37.18	\$38.45
Percent of Budget for Administrative Salaries	4.71 %	6.42 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	60	64	61	60	64	61	40	42	43
Mathematics	68	76	63	68	76	63	38	40	40
Science	44	64	52	44	64	52	27	35	38
History-Social Science	50	53	46	50	53	46	32	33	33

## CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native	*	*	*	
Asian	*	*	*	*
Filipino				
Hispanic or Latino	33	25	*	*
Pacific Islander	*	*		
White (not Hispanic)	71	75	68	*
Male	55	62	55	*
Female	71	64	*	*
Economically Disadvantaged	34	34	*	*
English Learners	18	9	*	*
Students with Disabilities				
Students Receiving Migrant Education Services	*	*	*	*

## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	61	54	69	61	54	69	41	42	42
Mathematics	77	75	69	77	75	69	52	53	53

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American		
American Indian or Alaska Native	*	*
Asian	*	*
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	78	74
Male	58	68
Female	85	69
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities		
Students Receiving Migrant Education Services	*	*

## Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	25.0
7	35.3
9	

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	9	9	API Base 07
Similar Schools	7	10	API Base 07

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	6	26	-29	839
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	9	30	-29	878
Socioeconomically Disadvantaged				
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A		

## State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Narrative LEA Provided

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)									
Graduation Rate									

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

## Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

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## Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	
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	

## Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

### College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

### SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test			
Average Verbal Score			
Average Math Score			
Average Writing Score			

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

All teachers at Plaza School are "highly qualified" according to the criteria set by the Federal No Child Left Behind program. Each teacher is experienced at the grade level they teach. There is an excellent support staff of paraprofessionals, cafeteria, and office staff in addition to a large group of parent volunteers. The Superintendent is a retired administrator serving on a special contract two days a week. A lead teacher serves as Principal of the site.

## Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

All teachers and paraprofessionals are encouraged to participate in professional development activities designed to present new materials and/or techniques that will assist them when working with students. Teachers use regional training centers and workshops provided by the County Office of Education. Minimum days allow teachers time to work on curriculum development, textbook adoption, safety training, and technology use.

## Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	37,800	36,000
1	51,800	50,400
2	51,800	50,400
3	54,400	50,400
4	54,400	54,000
5	54,400	54,000
6	54,400	54,000
7	54,400	54,000
8	54,400	54,000
9		64,800
10		64,800
11		64,800
12		64,800

## Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

## Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The district has eight minimum days which are used primarily for staff development or early release before a major holiday.