

Plaza Elementary

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

Patrick Conklin, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Plaza Elementary School District

7322 County Road 24

Orland, CA 95963

(530) 865-1250

www.plzaschool.org

District Governing Board

Connie King

Darin Titus

P.J. Davis

District Administration

Grant Sandro
Superintendent

Patrick Conklin

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 seven credentialed teachers a part time superintendent and a full time 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 are 162 students in grades kindergarten through eighth grade, K-4 are single grade classes and the others grades are combination 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (530) 865-1250.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	18
Gr. 1	13
Gr. 2	16
Gr. 3	18
Gr. 4	15
Gr. 5	13
Gr. 6	16
Gr. 7	15
Gr. 8	9
Total	133

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.8
Asian	3.8
Filipino	0.0
Hispanic or Latino	19.8
Native Hawaiian/Pacific Islander	0.0
White	71.0
Two or More Races	4.6
Socioeconomically Disadvantaged	26.0
English Learners	6.9
Students with Disabilities	12.2

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	12-13	13-14	14-15
Fully Credentialed	6	6	7
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0	0	0
Plaza Elementary School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	7
Without Full Credential	◆	◆	
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Plaza Elementary	12-13	13-14	14-15
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

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	100.00	0.00

* 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 2014-15)

Textbooks and Instructional Materials Year and month in which data were collected: October 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Treasures 2009
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-5 Houghton Mifflin Harcourt GoMath 2015 6-8 CPM College Preparatory Math 2015
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-4 Harcourt California Science 5-6 MacMillan McGraw Hill California Science 7-8 Holt/Rinehart and Wilson California Science 2006
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-6 MacMillan McGraw Hill California Vistas 7-8 Glencoe Discovering Our Past
Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	

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]	[]	[]	

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		
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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	93	78	82	93	78	82	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	73	75	68	73	75	68	54	56	55
Math	80	83	71	80	83	71	49	50	50
HSS	45	93	64	45	93	64	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	8	9	8
Similar Schools	10		6

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.7	16.7	33.3
7	6.7	33.3	40.0

* 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.

2013-14 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	82
All Student at the School	82
Male	77
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	92
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	3	18	-40
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-16	45	-53
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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.

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	11-12	12-13	13-14
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	16	15	17	1	1	1	0			0		
Gr. 1	21	15	14	1	1	1	0			0		
Gr. 2	16	20	15	1	1	1	0			0		
Gr. 3	15	16	18	1	1	1	0			0		
Gr. 4	16	14	13	1	1	1	0			0		
Gr. 5	15	16	13	1	1	1	0			0		
Gr. 6	14	14	16	1	1	1	0			0		

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,970
Mid-Range Teacher Salary		\$56,096
Highest Teacher Salary		\$71,434
Average Principal Salary (ES)		\$91,570
Average Principal Salary (MS)		\$97,460
Average Principal Salary (HS)		\$99,544
Superintendent Salary		\$107,071
Percent of District Budget		
Teacher Salaries	39	36
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 2012-13 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	♦	♦		
State	♦	♦	\$4,690	\$57,931
Percent Difference: School Site/District				
Percent Difference: School Site/ State				
			52.5	-4.8

Types of Services Funded at Plaza Elementary

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 twice a week. This teacher is a GCOE employee but paid by the 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 part-time Resource teacher and aide work with "mild/moderate" students in most classrooms.

Professional Development provided for Teachers at Plaza Elementary

Plaza Elementary schedules one minimum day per month for staff development. In 2014-2015 we will continue to learn about the Common Core standards and how they will be incorporated into the curriculum. Plaza is also piloting two math adoptions and will be spending 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 trainings 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 had 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 laptops for student use in each room. This is an on-going process which will be worked on over the years.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Plaza Elementary	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
Plaza Elementary School District	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Dropout Rate and Graduation Rate

Plaza Elementary	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
Plaza Elementary School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			

2013-14 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

**Courses for University of California (UC)
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs