

Executive Summary School Accountability Report Card, 2005-06

For Plaza Elementary School

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

Phone Number: (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 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 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, some settlers from Missouri came to our district and spelled Placer the way they pronounced it and we have been Plaza School every since. Plaza School has had several sites and buildings throughout its 155 year history. The current school, located on County Roads S and 24 in Orland, was originally built in 1974, with a new wing of classrooms and offices added in 2006.

Mission Statement

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.

Student Enrollment

Group	Enrollment
Number of Students	134
African American	0.0 %
American Indian or Alaska Native	1.5 %
Asian	6.0 %
Filipino	0.0 %
Hispanic or Latino	23.1 %
Pacific Islander	0.0 %
White (Not Hispanic)	69.4 %
Multiple or No Response	0.0 %
Socioeconomically Disadvantaged	28.2 %
English Learners	11.0 %
Students with Disabilities	9.0 %

Teachers

Indicators	Teachers
Teachers With Full Credential	6
Teachers Without Full Credential	0
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

The district takes great efforts to ensure that the school is clean, safe, and functional. A thorough site inspection is done annually checking mechanical systems, interior and exterior doors and surfaces, structural damage, fire safety, electrical, hazardous materials, drinking fountains, restrooms, and sewer. All systems were working properly, with the exception of a few minor repairs as listed below,

Repairs Needed

Water fountain on pump house, new building roof had minor leaks, mold in one classroom cabinet.

Corrective Actions Taken or Planned

New water fountain installed, roof repaired under warranty, cabinet and classroom was cleaned and repaired.

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 (grades 9-12)	%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	64
Mathematics	76
Science	64
History-Social Science	53

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$4,743

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	869
Statewide Rank (from 2005 API Base Report)	9
2006-07 Program Improvement Status	Not in PI

School Completion

Postsecondary Preparation

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

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

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://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 school's 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.plzaschool.org
Phone Number	530-865-1250	Superintendent	Shirley Diaz
Principal	Martha Bradshaw	E-mail Address	sdiaz@glenncoe.org
E-mail Address	mbradshaw@glenncoe.org	---	---

School Description and Mission Statement

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

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, some settlers from Missouri came to our district and spelled Placer the way they pronounced it and we have

been Plaza School every since. Plaza School has had several sites and buildings throughout its 155 year history. The current school, located on County Roads S and 24 in Orland, was originally built in 1974, with a new wing of classrooms and offices added in 2006.

Mission Statement

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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 chaperones, and modest financial assistance to each class. Some of the activities by the Community Club include: building a new playground for primary students, new volleyball and basketball courts, building a planter with specially inscribed bricks, organizing the annual Plaza Carnival, and sponsoring athletic activities. Upcoming plans are to create a landscaped quad area for the upper grades. Many parents volunteer their time on a weekly basis in the classroom helping teachers with artwork, small groups, and paperwork.

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	Grade Level	Number of Students
Kindergarten	12	Grade 8	15
Grade 1	17	Ungraded Elementary	0
Grade 2	15	Grade 9	0
Grade 3	14	Grade 10	0
Grade 4	16	Grade 11	0
Grade 5	16	Grade 12	0
Grade 6	17	Ungraded Secondary	0
Grade 7	12	Total Enrollment	134

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	0.0	White (not Hispanic)	69.4
American Indian or Alaska Native	1.5	Multiple or No Response	0.0
Asian	6.0	Socioeconomically Disadvantaged	28.2

Filipino	0.0	English Learners	11.0
Hispanic or Latino	23.1	Students with Disabilities	9.0
Pacific Islander	0.0	---	---

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	2003-04			2004-05			2005-06					
	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	16.0	1			17.0	1						
1	14.0	1			15.0	1			17.0	1		
2									15.0	1		
3	19.0	1			16.0	1						
4					17.0	1						
5												
6												
K-3												
3-4	18.0	1							30.0		1	
4-8	31.0		2		32.5		1	1	30.0		1	1
Other												

Average Class Size and Class Size Distribution (Secondary)

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

No data are available for this section

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		
	2003-04	2004-05	2005-06
K	100.0	100.0	100.0
1	100.0	100.0	100.0
2	100.0	100.0	100.0
3	100.0	100.0	0

II. School Climate

School Safety Plan

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

Plaza's school safety plan was developed in the fall of 1998, in accordance with Senate Bill 187.

The plan includes all of the required elements and policies listed in SB 187. The plan was updated in 2003 and is available to staff and parents. The plan includes child abuse reporting procedures, disaster response procedures, suspension and expulsion policies, dress codes, procedures for notifying teachers of dangerous students, safe egress and ingress to and from school, procedures for ensuring a safe and orderly environment and rules and procedures on school discipline. Plaza School is currently working with law enforcement agencies and the Glenn County Office of Education to create comprehensive lockdown alert procedures to ensure clear communication with staff, students and parents in the event of a safety threat.

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.

Our school mission is accomplished because of the collective ideas and work of all people who contribute to and care about Plaza school. 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, volleyball, softball and track. An itinerant teacher offers instrumental music to Plaza. 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0	0	0	0	0	0
Expulsions	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 efforts 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 includes four classrooms, a staff room, and an administrative office. This allowed the school to modernize and create a central school library. The Glenn County Office of Education Special Education Department has also completed a new facility for the severely disabled program in operation on our campus. The remaining permanent structure was built in 1974 and houses two classrooms, kitchen, multipurpose room, offices, and library. The District maintenance staff ensures that the facilities are clean and in good repair. Plaza participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis for major repair. Recent improvements using these funds have been resurfacing the play area, painting, landscaping, paving walkways and fencing.

School Facility Conditions 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	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
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		
Other			

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
	2003-04	2004-05	2005-06	2005-06
With Full Credential	7	7	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	2004-05	2005-06	2006-07
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 NCLB 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

<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
All Schools in District	100.0	0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	0.0	0.0

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 by the Glenn County Office of Education.

Teacher Evaluation Process

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

Teachers that have taught at Plaza Elementary less than two years are evaluated each 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 pupils toward established standards of expected student achievement, the instructional techniques and strategies used by the teacher, the teachers 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.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		---

Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

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 Science 2000 – excellent condition	0
History-Social Science	McGraw Hill 2006- excellent condition	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 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				
District	---	---	\$914.00	\$43,890

Percent Difference - School Site and District	---	---		
State	---	---	\$4,743	\$52,375
Percent Difference - School Site and State	---	---	.1927	

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.

The majority of the unrestricted budget is used for salaries, benefits, and operation of the facility. Categorical funds are used for the salaries of paraprofessionals, supplementary curricular materials, technology in the classroom, library books, textbooks, and professional development.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$30,000	\$35,546
Mid-Range Teacher Salary	\$44,858	\$51,472
Highest Teacher Salary	\$56,686	\$62,511
Average Principal Salary (Elementary)	\$65,822	\$78,512
Average Principal Salary (Middle)		\$82,123
Average Principal Salary (High)		\$64,642
Superintendent Salary		\$94,827
Percent of Budget for Teacher Salaries	37.2	38.9
Percent of Budget for Administrative Salaries	4.5	6.4

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) 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, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	55	60	64	55	60	64	36	40	42
Mathematics	72	68	76	72	68	76	34	38	40
Science	42	44	64	42	44	64	25	27	35
History-Social Science	53	50	53	53	50	53	29	32	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	22	39	*	*
Pacific Islander				
White (Not Hispanic)	76	86	77	62
Male	60	73	75	55
Female	71	80	46	*
Economically Disadvantaged	29	55	*	*
English Learners	9	27	*	*
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services	*	*	*	*

Norm-Referenced Test (NRT)

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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	63	61	54	63	61	54	43	41	42
Mathematics	73	77	75	73	77	75	51	52	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 Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	*	*
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	65	88
Male	54	69
Female	55	82
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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
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 the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	20.0
7	18.2
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	2003-04	2004-05	2005-06
Statewide	8	9	9
Similar Schools	7	6	7

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
	2003-04	2004-05	2005-06	2006
All Students at the School	27	6	26	869
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	16	9	30	907
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

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.

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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 Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

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 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/>.

No data are available for this section

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2005-06 school year in the 12th grade, this table displays by student group the percent of students 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. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. 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.

No data are available for this section

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 and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

College Admission Test Preparation Course Program

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

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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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

X. 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 <i>No Child Left Behind</i> standards. Each teacher is well experienced at the grade level in which 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 credentialed administrator with many years of classroom experience both at the elementary and high school level and serves Plaza School on a special contract two days a week. A classroom teacher serves as the site principal.
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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 County Offices of Education for ongoing training. Minimum days for teacher inservices have included curriculum development for textbook adoption, safety training, S'Cool Moves, and technology.

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

This 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.

There are eight minimum days scheduled which are used for staff development or early release before a major holiday.