

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Plaza School District
CDS Code:	11626386007504
LEA Contact Information:	Name: Patrick Conklin Position: Superintendent/Principal Email: pconklin@glenncoe.org Phone: 5308651250
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$1,911,950
LCFF Supplemental & Concentration Grants	\$186,316
All Other State Funds	\$107,680
All Local Funds	\$170,854
All federal funds	\$40,329
Total Projected Revenue	\$2,230,813

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2,066,803
Total Budgeted Expenditures in the LCAP	\$541,924
Total Budgeted Expenditures for High Needs Students in the LCAP	\$199,649
Expenditures not in the LCAP	\$1,524,879

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$116,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$116,000

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$13,333
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The budgeted expenditures that are not included in the LCAP will be used for the following: Recruiting, employing, and retaining highly qualified certificated and classified staff Providing standards-aligned instructional materials and professional development Providing a broad course of study covering all required academic subjects that support college and career readiness

	<p>Providing a comprehensive, research-based English Language Development (ELD) program; Special Education services; and alternative educational opportunities</p> <p>Providing opportunities for exploration and participation in athletics, visual and performing arts (VAPA), clubs, and more to build school connectedness</p> <p>Providing parents/guardians opportunities for meaningful engagement</p> <p>Maintaining basic operating services (i.e., facilities, transportation, and technology infrastructure)</p> <p>Providing Educational Services, Human Resources, and Business Services</p>
--	---

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Plaza School District

CDS Code: 11626386007504

School Year: 2021-22

LEA contact information:

Patrick Conklin

Superintendent/Principal

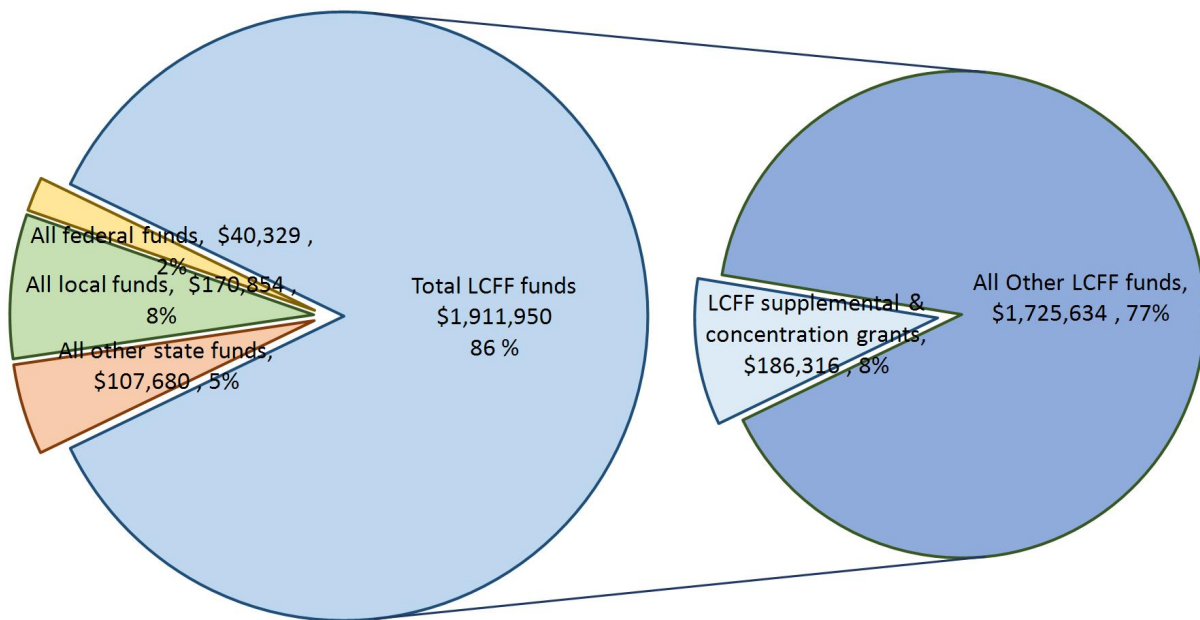
pconklin@glenncoe.org

5308651250

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



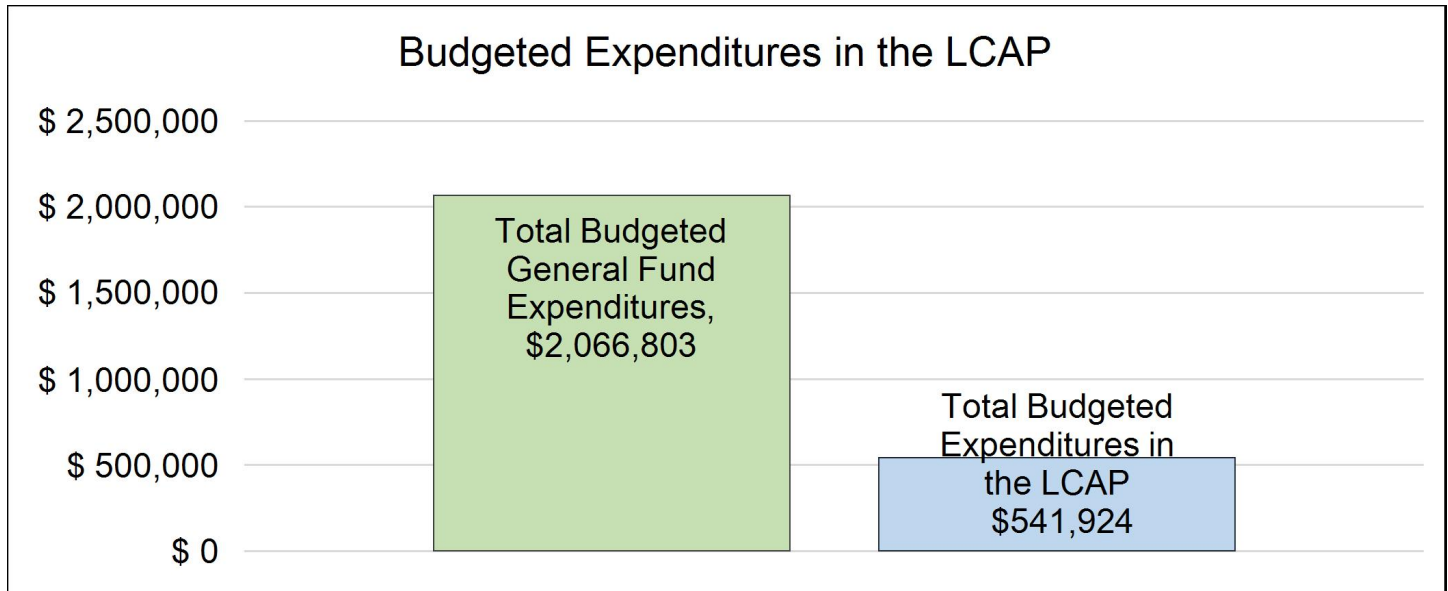
This chart shows the total general purpose revenue Plaza School District expects to receive in the coming year from all sources.

The total revenue projected for Plaza School District is \$2,230,813, of which \$1,911,950 is Local Control Funding Formula (LCFF), \$107,680 is other state funds, \$170,854 is local funds, and \$40,329 is federal

funds. Of the \$1,911,950 in LCFF Funds, \$186,316 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Plaza School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Plaza School District plans to spend \$2,066,803 for the 2021-22 school year. Of that amount, \$541,924 is tied to actions/services in the LCAP and \$1,524,879 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the LCAP will be used for the following:

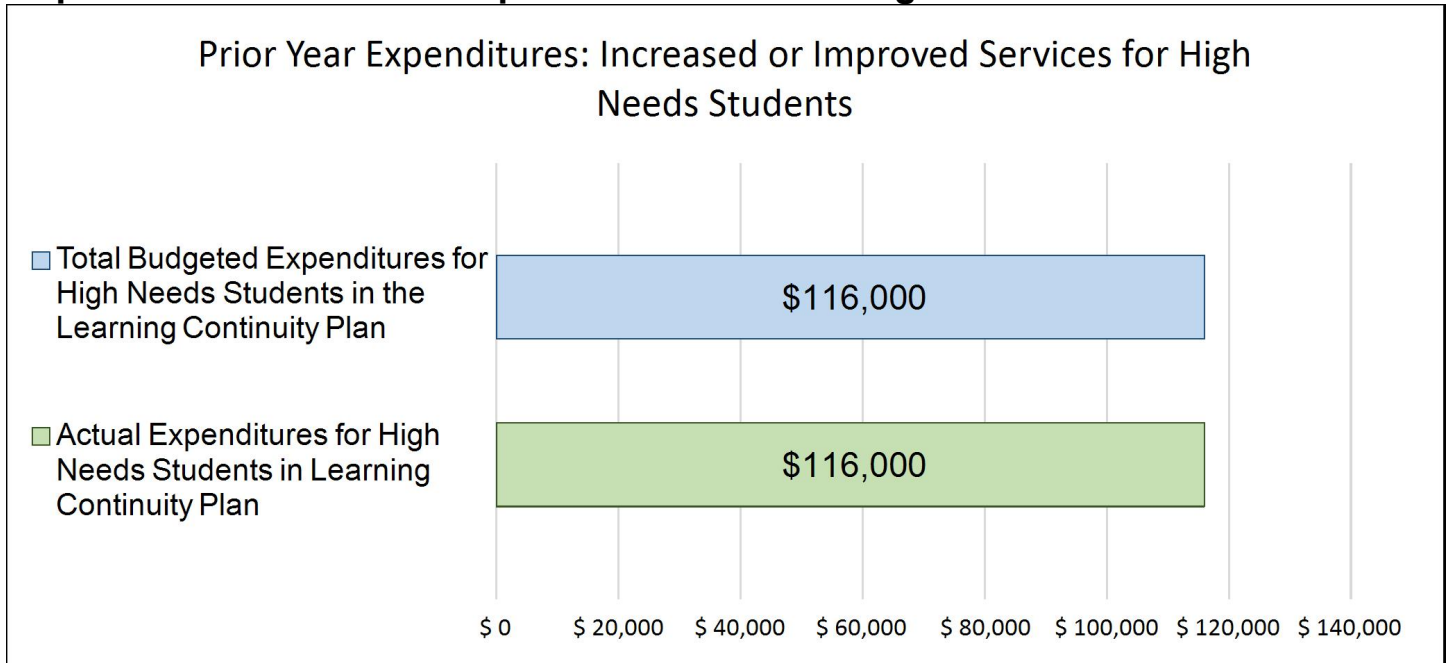
- Recruiting, employing, and retaining highly qualified certificated and classified staff
- Providing standards-aligned instructional materials and professional development
- Providing a broad course of study covering all required academic subjects that support college and career readiness
- Providing a comprehensive, research-based English Language Development (ELD) program; Special Education services; and alternative educational opportunities
- Providing opportunities for exploration and participation in athletics, visual and performing arts (VAPA), clubs, and more to build school connectedness
- Providing parents/guardians opportunities for meaningful engagement
- Maintaining basic operating services (i.e., facilities, transportation, and technology infrastructure)
- Providing Educational Services, Human Resources, and Business Services

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Plaza School District is projecting it will receive \$186,316 based on the enrollment of foster youth, English learner, and low-income students. Plaza School District must describe how it intends to increase or improve services for high needs students in the LCAP. Plaza School District plans to spend \$199,649 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Plaza School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Plaza School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Plaza School District's Learning Continuity Plan budgeted \$116,000 for planned actions to increase or improve services for high needs students. Plaza School District actually spent \$116,000 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Plaza School District	Patrick Conklin Superintendent/Principal	pconklin@glenncoe.org 5308651250

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Students in grades K-8 will increase academic achievement in all areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Reclassification rates 19-20 A. 25% of English Learners will be at or proficient based on CELDT testing.</p> <p>Baseline A. 28% English Learners Reclassified</p>	<p>A. The district did not administer ELPAC due to school closures in response to the shelter in place order.</p> <p>41% of English Learners were at or proficient based on ELPAC testing in 2018-19.</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results 19-20 B. 55% of students tested will be at or above proficient in English Language Arts based on state assessment.</p> <p>Baseline B. 49% of all 3-8 students were proficient.</p>	<p>B. The district did not administer SBAC due to school closures in response to the shelter in place order.</p> <p>62% of students tested were at or above proficient in English Language Arts based on state assessment in 2018-19.</p>

Expected	Actual
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results</p> <p>19-20 C. 55% of students tested will be at or above proficient in Math based on state assessment.</p> <p>Baseline C. 49% of all 3-8 students were proficient.</p>	<p>C. The district did not administer SBAC due to school closures in response to the shelter in place order.</p> <p>65% of students tested were at or above proficient in Math based on state assessment in 2018-19.</p>
<p>Metric/Indicator Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)</p> <p>19-20 D. 100% of all students promoted.</p> <p>Baseline D. 100% of all students were promoted.</p>	<p>D. 100% of all students were promoted.</p>
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/ELD</p> <p>19-20 A. 100% ELD Standards taught</p> <p>Baseline A. 100% ELD Standards taught</p>	<p>A. 100% ELD Standards were taught</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates</p> <p>19-20 A. 100% EL increasing proficiency</p> <p>Baseline</p>	<p>A. 100% EL increased proficiency</p>

Expected	Actual
A. 100% EL increasing proficiency	
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>19-20 A. 100% Unduplicated increasing proficiency.</p> <p>Baseline A. 100% Unduplicated increasing proficiency.</p>	A. 100% Unduplicated increased proficiency.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A. 1. Monitor the education of all stakeholders on English Language Development standards and how to best implement them into daily lessons.</p> <p>2. Continue to work with 5.5 hour aide to improve services for EL, and unduplicated students.</p> <p>3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.</p> <p>4. Continue full time Learning Specialist to work with low income and English Language Learners.</p>	<p>A1. Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 1,500</p> <p>A2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title VI 32,314</p> <p>A3. Afterschool program 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 1,700</p> <p>A3. Afterschool program 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 95,633</p> <p>A3. Afterschool program 4000-4999: Books And Supplies After School Education and Safety (ASES) 6,500</p>	<p>A1. Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,500</p> <p>A2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title VI 30,777</p> <p>A3. Afterschool program 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 0</p> <p>A3. Afterschool program 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 97,000</p> <p>A3. Afterschool program 4000-4999: Books And Supplies After School Education and Safety (ASES) 6,060</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	A3. Afterschool program 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 0	A3. Afterschool program 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 0
<p>B. 1. Monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in English Language Arts.</p> <p>2. Continue to work with 5.5 hour aide to improve services for unduplicated students.</p> <p>3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.</p> <p>4. Employ full time Learning Specialist to work with low income and English Language Learners.</p>	<p>B1. Accelerated Reader, Books and Supplies 4000-4999: Books And Supplies Supplemental 3,500</p> <p>B2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title VI See A.2</p> <p>B3. Afterschool Program 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) See A.3</p> <p>B4. Learning Center Salary 7000-7439: Other Outgo Supplemental 120,550</p>	<p>B1. Accelerated Reader, Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,500</p> <p>B2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title IV See A.2</p> <p>B3. Afterschool Program 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) See A.3</p> <p>B4. Learning Center Salary 7000-7439: Other Outgo LCFF Supplemental and Concentration 121,313</p>
<p>C. 1. Monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in Mathematics.</p> <p>2. Continue to work with 5.5 hour aide to improve services for unduplicated students.</p> <p>3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.</p> <p>4. Employ full time Learning Specialist to work with low income and English Language Learners.</p>	<p>C1. Go Math, Splash Math and CPM 4000-4999: Books And Supplies Supplemental 1,700</p> <p>C2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title VI See A.2</p> <p>C3. Afterschool Program 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) See A.3</p> <p>C4. Learning Center Salary 7000-7439: Other Outgo Supplemental See B.4</p>	<p>C1. Go Math, Splash Math and CPM 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,700</p> <p>C2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title IV See A.2</p> <p>C3. Afterschool Program 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) See A.3</p> <p>C4. Learning Center Salary 7000-7439: Other Outgo LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Reflex Math (MTSS) 5000-5999: Services And Other Operating Expenditures Other 7,400	Supplemental and Concentration See B.4 Reflex Math (MTSS) 5000-5999: Services And Other Operating Expenditures Other 7,400
D. 1. Continue to offer a rich academic experience to all students.	0	0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to school closure resulting from the shelter in place order, much of the data typically compiled to monitor growth was not possible. However, through classroom and benchmark assessments, student growth was monitored. The paraprofessional employed to work with EL students continued up until distance learning began. Furthermore, the full time education specialist supported students not proficient in ELA and/or Math, English Learners, and students with disabilities.

One challenge was implementing more education to stakeholders on the English Language Development standards because of limited time, especially after school closures.

Goal 2

Provide appropriately assigned and fully credentialed teachers with standards-aligned instructional materials in school facilities that are in good repair in order to fully implement academic content and performance standards in a broad course of study.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1: Local Indicator/Teacher credential</p> <p>19-20 A. 100% of all instructional staff are highly qualified.</p> <p>Baseline A. 100% of all instructional staff are highly qualified.</p>	<p>A. 100% of all instructional staff were highly qualified.</p>
<p>Metric/Indicator Priority 1: Local Indicator/ Instructional materials</p> <p>19-20 B. 100% of all students have access to standards-aligned instructional materials.</p> <p>Baseline B. 100% of all students have access to standards-aligned instructional materials.</p>	<p>B. 100% of all students had access to standards-aligned instructional materials.</p>
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p>	<p>C. Replaced 50% of outdated or ineffective technology.</p>

Expected	Actual
<p>19-20 C. Replace 25% of outdated or ineffective technology.</p> <p>Baseline C. 100% was replaced</p>	
<p>Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair</p> <p>19-20 D. Maintain zero Williams' facilities complaints.</p> <p>Baseline D. 0 complaints reported</p>	D. Maintained zero Williams' facilities complaints.
<p>Metric/Indicator Priority 7: Local Metric/A broad course of study</p> <p>19-20 E. Performing arts courses are offered for 100% of students.</p> <p>Baseline E. 100% K-8 Art and Music</p>	E. Performing arts courses were offered for 100% of students.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A. 1. Continue to offer professional development opportunities for all instructional staff, including BTSA for new teachers, county and state CCSS training, and any other available PD.</p> <p>2. Schedule minimum student days into the school calendar for staff development that will improve instruction in English Language Arts and mathematics through grade level collaboration.</p>	<p>A1. Professional Development (MTSS) 5000-5999: Services And Other Operating Expenditures Other 3,800</p> <p>A2. Minimum day Afterschool Program supervision 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 2,000</p> <p>A1. Professional Development Substitutes/Stipends 1000-1999:</p>	<p>A1. Professional Development (MTSS) 5000-5999: Services And Other Operating Expenditures Other 3,800</p> <p>A2. Minimum day Afterschool Program supervision 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 2,000</p> <p>A1. Professional Development Substitutes/Stipends 1000-1999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries LCFF Base 2,700	Certificated Personnel Salaries LCFF Base 2,900
<p>B. 1. Ensure there is enough instructional materials for all students.</p> <p>2. Ensure a classroom set of computers/Chrome books for grades 2-8.</p> <p>3. Ensure enough Chromebooks for centers in grades K-1.</p> <p>4. Purchase supplemental science curriculum as needed.</p>	<p>B1. Textbooks and Supplies 4000-4999: Books And Supplies Supplemental 1,500</p> <p>B2. Computers/Chrome Books 4000-4999: Books And Supplies Supplemental 1,000</p> <p>B3. Chromebooks 0000: Unrestricted Supplemental 1,000</p> <p>B.4 Supplemental Supplies 4000-4999: Books And Supplies Base 1,000</p>	<p>B1. Textbooks and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,500</p> <p>B2. Computers/Chrome Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,000</p> <p>B3. Chromebooks 0000: Unrestricted LCFF Supplemental and Concentration 1,000</p> <p>B.4 Supplemental Supplies 4000-4999: Books And Supplies LCFF Base 1,000</p>
<p>C. 1. Create a technology replacement plan that includes a budget to replace outdated and ineffective technology.</p>	<p>C1. Update and Replace ineffective technology 4000-4999: Books And Supplies Supplemental 5,000</p>	<p>C1. Updated and Replaced ineffective technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,000</p>
<p>D. 1. Create a maintenance plan to monitor and improve conditions of learning.</p> <p>2. Offer additional hours to current staff to conduct custodial duties.</p>	<p>D1. No expenditures required for this action 0</p> <p>D2. Additional staffing hours 2000-2999: Classified Personnel Salaries Base 15,100</p>	<p>D1. No expenditures required for this action 0</p> <p>D2. Additional staffing hours 2000-2999: Classified Personnel Salaries LCFF Base 15,100</p>
<p>E. 1. Maintain a classroom music program for K-6 and band and/or chorus for 4-8.</p> <p>2. Maintain a classroom art program for K-8.</p> <p>3. Provide classroom teachers with resources to ensure a rich PE program that encompasses all PE standards.</p>	<p>E1. Music/Band Teacher 7000-7439: Other Outgo Base 25,000</p> <p>E1. Music/Band Supplies 4000-4999: Books And Supplies Base 500</p>	<p>E1. Music/Band Teacher 7000-7439: Other Outgo LCFF Base 19,802</p> <p>E1. Music/Band Supplies 4000-4999: Books And Supplies LCFF Base 500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	E2. Art Program 2000-2999: Classified Personnel Salaries Base 14,850 E2. Art Program 4000-4999: Books And Supplies Base 1,500 E3. P.E. Supplies 4000-4999: Books And Supplies Base 500	E2. Art Program 2000-2999: Classified Personnel Salaries LCFF Base 15,000 E2. Art Program 4000-4999: Books And Supplies LCFF Base 1,500 E3. P.E. Supplies 4000-4999: Books And Supplies LCFF Base 500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All staff are highly qualified and no new staff were hired. Students had access to standards-aligned curriculum, with the exception of Next Generation Science Standards curriculum. This was not adopted due to school closures. A significant amount of technology was purchased to support distance learning. Classroom music and art was offered until March when schools closed due to shelter in place orders.

A technology replacement plan was not created. However, all technology was inventoried and a spreadsheet created. Technology was inventoried throughout the year, due to distance learning, an end of year inventory was not completed. A maintenance plan was not created, however a classified staff member was offered additional hours to clean classrooms.

Goal 3

Provide a safe and welcoming climate for all stakeholders that includes parent input in decision making and promotes parent participation in student learning in order to improve school attendance rates.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 6: Local Indicator/Local tool for school climate</p> <p>19-20 A. Increase the number of parent surveys returned by 2%</p> <p>Baseline A. 50% return rate</p>	<p>A. Due to school closures resulting from shelter in place order, surveys were not sent to families.</p>
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 B. Establish a baseline of parent participation in school activities.</p> <p>Baseline B. Baseline not established</p>	<p>B. Due to school closures resulting from shelter in place order, a baseline was not established.</p>
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates</p>	<p>C. Due to school closures resulting from shelter in place order, school attendance rate was not determined.</p>

Expected	Actual
<p>19-20 C. Maintain student attendance rate of 97%.</p> <p>Baseline C. 96.8% attendance rate</p>	
<p>Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator</p> <p>19-20 C. 0% suspension rate</p> <p>Baseline C. 0% suspension rate</p>	C. 0% suspension rate
<p>Metric/Indicator Priority 6: Local Metric/Expulsion rate</p> <p>19-20 C. 0% expulsion rate</p> <p>Baseline C. 0% expulsion rate</p>	C. 0% expulsion rate
<p>Metric/Indicator Priority 5: Local Metric/Middle school dropout rate</p> <p>19-20 C. 0% dropout rate</p> <p>Baseline C. 0% dropout rate</p>	C. 0% dropout rate
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p>19-20 C. <10% Chronic Absenteeism</p> <p>Baseline C. Baseline NA</p>	C. <10% Chronic Absenteeism

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A. Continue annual survey to determine overall positive feelings for students, parents, and staff members.	A. Paper distribution 5000-5999: Services And Other Operating Expenditures Base 20	A. Paper distribution 5000-5999: Services And Other Operating Expenditures LCFF Base 20
B. Compile data to determine how many parents participate in some portion of their child's school experience to identify which, if any, subgroups that have low participation.	No expenditures required \$0	No expenditures required 0
C. Continue to inform and motivate parents and students on the effects absenteeism has on student achievement in order to reduce absenteeism.	C. Paper distribution 5000-5999: Services And Other Operating Expenditures Base 200	C. Paper distribution 5000-5999: Services And Other Operating Expenditures LCFF Base 300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to state mandated school closures, much of the work done to compile the data necessary for this goal was not conducted. However, parent involvement continued to be high at Plaza School. Additionally, all students were promoted and none were suspended or expelled during the 2019-20 school year. The overall positive school climate continues to attract students throughout Glenn and the surrounding counties.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment (facial coverings, shields, disinfectant, hand sanitizers and soap, physical barriers)	TBD	3,000	No
Air purifiers and HVAC filters	TBD		No
Technology (voice amplifiers,	TBD		No
English Learner support (individual and small group instruction)	TBD	8,000	Yes
After school program	TBD	90,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

When the Learning Continuity Plan was developed, very little to no time or direction was offered by California Department of Education. Furthermore, during a global pandemic that caused almost daily changes, there was no realistic way to anticipate what expenditures were necessary to address in person instruction. Therefore, budgeted funds were not listed in the document.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Plaza School resumed in person learning on October 12th, 2020 once a waiver was approved by the local public health officer. Following reopening, there were no reported cases of COVID-19 exposure on campus; therefore we did not close classrooms or the school, and no students were forced to quarantine due to exposure at school. The entire year was a challenge due to the ever changing local and state guidelines. Addressing academic learning loss was evident and addressed by hiring additional staff to work in individual and small groups. Additional supplies and materials were purchased to address health and safety guidelines.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices and Hot Spot Connectivity	TBD	10,000	No
Four (4) days of professional development for teachers and instructional aides	TBD	10,000	No
Special Education for students with mild-moderate learning liabilities and response to intervention services	TBD	15,000	No
Two (2) substitute teachers to support learning	TBD	60,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

When the Learning Continuity Plan was developed, very little to no time or direction was offered by California Department of Education. Furthermore, during a global pandemic that caused almost daily changes, there was no realistic way to anticipate what expenditures were necessary to address in person instruction. Therefore, budgeted funds were not listed in the document.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Prior to school starting in August, the school calendar was adjusted to give staff more time to prepare. This, coupled with their hard work and dedication, led to a robust and rigorous distance learning program for approximately twelve weeks, six of which were distance learning only. A significant amount of technology was purchased to ensure all students had access to Chromebooks and Wi Fi connectivity. Technology was purchased for staff to ensure they had working devices. Additional staff was hired to work with students a different times of the day or to help reduce the class sizes.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Special Education staff	TBD	10,000	Yes
English Language Development staff	TBD	8,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

When the Learning Continuity Plan was developed, very little to no time or direction was offered by California Department of Education. Furthermore, during a global pandemic that caused almost daily changes, there was no realistic way to anticipate what expenditures were necessary to address in person instruction. Therefore, budgeted funds were not listed in the document.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Since Plaza was more than prepared for distance learning in August, blended learning in October, and full reopening in November, learning loss has been mitigated to the extent possible. Additional staff addressed learning loss throughout all three models of learning, with a significant emphasis when students returned for in person. Our intervention support services changed as the student needs changed over the course of the year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Mental health and social emotional well-being was the greatest challenge because the District did not know what to expect. We prepared by working closely with our school clinician and families to identify students who may be struggling with mental health and social emotional issues. Interestingly, while we anticipated significant behavioral issues when students returned to in person after over six months of shelter in place .we found that nearly all students were exceptionally well behaved. This allowed us to focus on social emotional needs that were identified.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Due to policies preventing visitors or volunteers on campus, as well as limited opportunities for our parent group (Plaza Community Club) to meet or plan, prepare, and execute typical activities, there was very little family engagement. Furthermore, opportunities for students to participate in clubs, sports, or any extra curricular activities was not available until the last trimester of the year when state and local guidelines began to permit more

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

While Plaza School was distance learning only, we provided meals to any student who requested one. Students could pick up at Plaza School or meet at a predetermined location in town to pick up meals. Meals were delivered to the location by school staff and distributed to students and their families. Meals were also delivered to the homes of several students who live far from town or the school. Plaza School provided meals to another District who does not have their school school nutrition program, and for several months provided meals to a school that was undergoing construction; therefore did not have an operational cafeteria.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Due to the inability to predict what was needed to address a global pandemic that shut down the entire state, coupled with the ever changing state and local guidance, a budget was not developed when the original document was published.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The two main lessons learned involve addressing the social emotional needs of our students, as well as the learning loss many students faced with prolonged school closures due to limited or no access to technology or childcare that was able to provide academic support.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Through a robust intervention program through our learning center staff, which includes additional teachers, paraprofessionals, and after school support, students who have been identified through state and local measures will continue to receive additional academic support.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Due to the inability to predict what was needed to address a global pandemic that shut down the entire state, coupled with the ever changing state and local guidance, descriptions were not developed when the original document was published.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Due to the inability to predict what was needed to address a global pandemic that shut down the entire state, coupled with the ever changing state and local guidance, the LCP did not inform development of the 2021-24 LCAP. Additionally, due to school closures, student outcomes in the 2019-20 LCAP was not compiled because most of the metrics used were not measured.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	346,467.00	340,172.00
	0.00	0.00
After School Education and Safety (ASES)	105,833.00	105,060.00
Base	58,670.00	0.00
LCFF Base	2,700.00	56,622.00
LCFF Supplemental and Concentration	0.00	136,513.00
Other	11,200.00	11,200.00
Supplemental	135,750.00	0.00
Title VI	32,314.00	30,777.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	346,467.00	340,172.00
	0.00	0.00
0000: Unrestricted	1,000.00	1,000.00
1000-1999: Certificated Personnel Salaries	4,400.00	2,900.00
2000-2999: Classified Personnel Salaries	159,897.00	159,877.00
4000-4999: Books And Supplies	22,700.00	22,260.00
5000-5999: Services And Other Operating Expenditures	12,920.00	13,020.00
7000-7439: Other Outgo	145,550.00	141,115.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	346,467.00	340,172.00
		0.00	0.00
0000: Unrestricted	LCFF Supplemental and Concentration	0.00	1,000.00
0000: Unrestricted	Supplemental	1,000.00	0.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	1,700.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	2,700.00	2,900.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	97,633.00	99,000.00
2000-2999: Classified Personnel Salaries	Base	29,950.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	30,100.00
2000-2999: Classified Personnel Salaries	Title VI	32,314.00	30,777.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	6,500.00	6,060.00
4000-4999: Books And Supplies	Base	3,500.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	3,500.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	12,700.00
4000-4999: Books And Supplies	Supplemental	12,700.00	0.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	220.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	320.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	1,500.00
5000-5999: Services And Other Operating Expenditures	Other	11,200.00	11,200.00
5000-5999: Services And Other Operating Expenditures	Supplemental	1,500.00	0.00
7000-7439: Other Outgo	Base	25,000.00	0.00
7000-7439: Other Outgo	LCFF Base	0.00	19,802.00
7000-7439: Other Outgo	LCFF Supplemental and Concentration	0.00	121,313.00
7000-7439: Other Outgo	Supplemental	120,550.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	270,797.00	269,250.00
Goal 2	75,450.00	70,602.00
Goal 3	220.00	320.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		\$101,000.00
Distance Learning Program		\$95,000.00
Pupil Learning Loss		\$18,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		\$214,000.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		\$3,000.00
Distance Learning Program		\$95,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		\$98,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		\$98,000.00
Distance Learning Program		
Pupil Learning Loss		\$18,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		\$116,000.00