

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
June 9th, 2022
3:00PM
Agenda

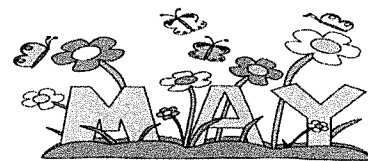
- I. Call to Order
- II. Pledge of Allegiance
- III. Members Present
- IV. Closed Session- Negotiations
- V. Correspondence
- VI. Superintendent Report/Information
 - A. May Pirates Post
 - B. Plaza Community Club
 - 1. Carnival
 - C. Facilities
 - 1. Irrigation
 - 2. Playground Equipment
 - 3. New Construction and Modernization
 - D. Long Term Strategic Planning
 - E. Water Quality Report: 2021 Consumer Confidence Report
 - F. Quarterly Report on Williams Uniform Complaints as of April 2022
 - G. 2022-23 Board Schedule
 - H. Science Curriculum Adoption
 - I. Second Read Administrative Review 3311.2 Lease-Leaseback Contracts
 - J. 2021-22 School Year
 - K. 2021-22 and 2022-23 Enrollment
- VII. Comments: Agenda Items Only—Any person wishing to address the Board will identify themselves, the agenda item they are speaking about, and limit remarks to three minutes.
- VIII. Action
 - A. Old Business
 - B. New Business
 - 1. Consent Agenda: Routine matters that can be approved with one motion
 - a. Approve the Minutes of the April 28th, 2022 Regular Board Meeting
 - b. Approve Warrant Registers— April 22nd, 2022 – June 3rd, 2022
 - c. Approve Budget Transfers— None
 - d. Annual Approval of Homeless Education Policy ESEA Sect. 722 / AR 5111.13
 - e. Approve School Facilities Annual Evaluation 2021-22
 - f. Approve 2021-22 Authorized Signatures
 - 2. 2022-23 through 2023-24 Superintendent's Contract
 - 3. Approve 2021-22 through 2023-24 Tentative Agreement Between Plaza School District and the Plaza Teacher's Association
 - 4. Approve Enrolling One (1) Additional Student Above Board Directed Class Size Into 2022-23 Third Grade Class

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5. Approve Cooperative Agreement for Clay Target Athletes Between Orland Unified School District and Plaza Elementary School District
 6. Approval Universal Prekindergarten Plan
 7. Approve 2022-23 6th, 7th, and 8th Grade Trip to Pacific Environmental Education Camp at Mackerricher State Park September 27th, 2022 through September 30th, 2022
 8. Approve 2021-22 and 2022-23 Summer Program Contracts
 9. Approve Resolution 21-05 Order of Elections for November 8th, 2022
 10. Approve Scheduling Public Hearing for 2022-23 LCAP and 2022-23 Budget for Thursday, June 16th, 2022 @ 3PM and Special Meeting Friday, June 17th, 2022 @ 3PM
- IX. Comments: Non Agenda Items—The Board Clerk will allow three minutes for speakers to address the appropriate matters. Speakers will identify themselves when acknowledged by the Clerk.
- X. Adjournment – Public Hearing Thursday, June 16th @ 3PM and Special Meeting Thursday, June 17th, 2022 @ 3PM
-

THE PIRATE'S POST

May 5, 2022



Check out our website at www.Plazaschool.org for Information, Events and Dates!

Dates to Remember:

- May 2-6 7th & 8th Smarter Balanced Assessments
- May 9-13 3rd-6th Smarter Balanced Assessments
- May 12-13 Plaza Softball Tournament
- May 19 PCC Meeting @ Orland Round Table 6PM
- May 30 NO SCHOOL: Memorial Day 
- Jun 7 Kinder Graduation 10:45 AM
Minimum Day Dismissal @ 11:30 AM
NO SPARK
8th Grade Graduation @ 7PM
- Jun 8 Last Day of School: Dismissal @ 11:30 AM
NO SPARK
- Jun 9 Plaza School Board Mtg. 3PM
Public Hearing for 2022-23 LCAP & Budget
- Jun 16 Plaza School Board Mtg. 3PM

SPARK NOT AVAILABLE:

**Tuesday, June 7th and
Wednesday, June 8th**

Tuesday, June 7th and Wednesday, June 8th
are the last two days of school. All students
are dismissed at 11:30. SPARK will not be
available either day.

Summer Program

Any K-5 student interested in attending Plaza School's summer program, please call the office or email Mr. Conklin and let him know. We are still working out details, but it will likely run Monday-Thursday from June 20th through July 14th.



LCAP Stakeholders Mtg.

On Wednesday, May 11th there will be a LCAP Stakeholders informational meeting at 6:00PM via Zoom.

2022-23 School Year!

If you know your child will not be returning to Plaza next year, please let us know as soon as possible so we can prepare for next year's enrollment.

It's hard to believe the school year is almost over. Since it'll go by quickly, I want to remind you of a few things for next year.

If you live out of Plaza School District boundaries please get the inter-district transfer requests from your district of residence for next year. Most districts require that you fill out a form annually. Willows' agreement is good for five years. You can get the 2022-23 form from the district office where you reside.

In order to guarantee space in the after school program for next year, please turn in an application and payment. Once we are at capacity, we will not be able to enroll students. The annual fee will continue to be the same as it has for many years, which is \$180 for one child or \$200 for two or more. Applications will not be accepted without full payment.

All 6th graders must have the last Tdap (Diphtheria, Tetanus, and Pertussis) booster prior to 7th grade, and all 7th or 8th graders must have their second Varicella (Chickenpox) dose.

Fair Week Absences for Plaza 4H Members With a Fair Animal

Students who are active members of Plaza 4H with an animal entered into the Glenn County Fair this year will not be marked absent if they are out because of their 4H animal responsibilities (weigh-in, showmanship, or market).

If your child is a member of Plaza 4H and is showing an animal at the Glenn County Fair, therefore will not be in school some or all of May 17th-20th, please complete this form <https://forms.gle/bPpsnh4Fn1gvzB1G7> Please fill out one form per student.

If a form is not filled out or if a student is absent and does not have animal entered, an unexcused absence will be recorded for each day.

End of Year State Testing:

Just a reminder that this week 7th-8th grades are administered end of year state assessments. 3rd-6th will take theirs next week. The data from these assessments will help us prepare for learning next year. Also, it tells us how well we taught the state standards this year. Please remind your children that it is very important that they try their hardest.

Staff Appreciation Week

Plaza Community Club is gearing up for Staff Appreciation week and needs your help! This year, staff appreciation week will be May 23-27th. The theme this year is Disney! We need parents to decorate a classroom door, staff member's door, and general staff appreciation posters! Posters and doors need to be set up after school Friday, May 20th.

Please view the sign up genius and help out if you can. This is a fun project and a way to show our staff how much we appreciate them!

<https://www.signupgenius.com/go/5080C4DAAAE2AA3FF2-disney>



Lost & Found:

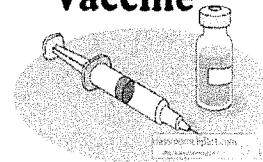
Please check lost and found periodically. It is helpful to put your child's name on their clothing and belongings. Thank you!

REMINDER (6th Grade):

Before the start of the 2022-23 school year, make sure that your incoming 7th grade students are ready!

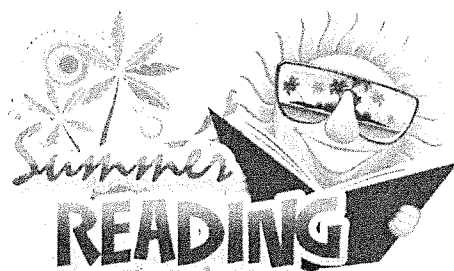
Vaccines required for 7th grade (California Code of Regulations (CCR), Title 17, Section 6020) include:

Vaccine



- 1 dose of Tdap
- 2 doses of Varicella
- 2 doses of measles-containing vaccine: most students will have received these before starting Kindergarten, but some may have missed doses along the way.
- Other vaccines encouraged but not required for 7th graders include meningococcal and HPV vaccines.

To avoid the back-to-school rush, we encourage 6th graders to make their vaccine appointments now and provide our office with verification.



Although summer is a time for students to enjoy some much needed relaxation and time away from completing homework, studying for tests, or sitting at a desk all day, it is very important they continue to read as much as possible. We encourage students to read anything and everything they enjoy, including books, newspapers, magazines, comic books, etc. It really does not matter what they read, as long as they are reading!

If you have books you would like to donate for other students to have during the summer, please drop them off at the office. Students will be able to take donated books home for the summer and once they finish, they can exchange them for more. Just call the office or email Mr. Conklin to make sure someone will be on campus. Also, the Orland Free Library is a great place to check out books and is open every day except Sundays.

May Treasure Report - Cnidy Fleharty

Community Club Checking
5/23/2022

Page 1

Date	Num	Transaction	Payment	C	Deposit	Balance
4/4/2022	ATM	Amazon memo: 2 Carnival Face Paint kits	42.66			11,290.19
4/5/2022	DEP	Swag Shirt Orders			1,415.00	12,705.19
4/5/2022	DEP	Carnival Donations			985.00	13,690.19
4/7/2022	ATM	Amazon memo: Raffle Prize	7.60			13,682.59
4/8/2022	ATM	Walmart memo: Carnival Raffle Prizes	75.83			13,606.76
4/8/2022	2993	Eric Berglund memo: Plaza Swag shirt order	1,415.00			12,191.76
4/11/2022	ATM	Amazon memo: Carnival Raffle Prize	12.88			12,178.88
4/11/2022	ATM	Amazon memo: Silly String Suit Mr. C.	3.76			12,175.12
4/12/2022	ATM	Walmart memo: Carnival game prizes	17.60			12,157.52
4/12/2022	ATM	Ulta.com memo: 2-Carnival Raffle Prizes	28.40			12,129.12
4/13/2022	2994	Chelsey Spontz memo: 4th Class funds	317.63			11,811.49
4/15/2022	ATM	Smart Food Service memo: Carnival Supplies	130.47			11,681.02
4/18/2022	ATM	Amazon memo: Carnival Supplies	27.72			11,653.30
4/18/2022	ATM	Amazon memo: Carnival supplies	8.49			11,644.81
4/18/2022	ATM	Amazon memo: Carnival Supplies	32.34			11,612.47
4/18/2022	ATM	Amazon memo: Carnival Supplies	32.34			11,580.13
4/20/2022	ATM	Amazon memo: Carnival Supplies	33.70			11,546.43
4/21/2022	ATM	Amazon memo: Carnival	12.49			11,533.94
4/24/2022	2995	Jennifer Crane memo: 3rd grade funds	131.25			11,402.69
4/24/2022	2996	Plaza School memo: 8th grade ice cream	19.00			11,383.69
4/25/2022	ATM	Costco memo: Carnival Food/Raffle Prizes	855.12			10,528.57
4/25/2022	ATM	Walmart memo: Carnival Expenses	193.93			10,334.64
4/25/2022	ATM	Michaels memo: Carnival Expenses	31.72			10,302.92
4/26/2022	ATM	Dollar General memo: Carnival Expenses	18.28			10,284.64
4/28/2022	DEP	Carnival Deposit			1,648.00	11,932.64
4/29/2022	DEP	Carnival Deposit			3,806.00	15,738.64
4/29/2022	ATM	Dollar Tree memo: Carnival Expense	17.26			15,721.38

Date	Num	Transaction	Payment	C	Deposit	Balance
4/29/2022	ATM	Dollar General memo: Carnival Expense	21.00			15,700.38
4/29/2022	2997	Jr. Jumpers memo: Tent/Chairs	170.00			15,530.38
5/2/2022	DEP	Carnival Deposit				
5/2/2022	DEP	Carnival Deposit			327.25	15,857.63
5/2/2022	DEP	Carnival Deposit 2064.47			1,891.00	17,748.63
5/2/2022	DEP	Carnival Deposit			2,064.47	19,813.10
5/2/2022	DEP	Carnival Deposit			3,065.00	22,878.10
5/6/2022		Rachel Nelson memo: Carnival Expenses	60.43		3,096.00	25,974.10
5/22/2022	ATM	Costco memo: Staff Appriciation	51.34			25,913.67
5/22/2022	ATM	Wal Mart memo: Staff Appriciation	130.77			25,731.56
5/22/2022	3000	Mary McDade memo: Kinder class funds	68.22			25,663.34
5/22/2022	3001	John Lovell memo: 6th Class funds	257.46			25,405.88
5/23/2022	ATM	Amazon memo: Staff Appriciation	14.00			25,391.88
5/23/2022	ATM	Grocery Outlet memo: Staff Appriciation	45.24			25,346.64
5/23/2022	ATM	Dollar Tree memo: Staff Appriciation	16.54			25,330.10



UMPQUA BANK

April 30, 2022 Page: 1 of 4

PLAZA COMMUNITY CLUB UB
7322 COUNTY RD 24
ORLAND CA 95963-9777

Customer Service:
1-866-486-7782

Last statement: March 31, 2022
This statement: April 30, 2022

Please be aware that items may be presented for payment multiple times when your account does not contain sufficient funds to pay the item(s). We may charge you a fee each time an item is presented and you do not have sufficient funds in your account to pay the item. For services to help you manage your account, visit www.umpquabank.com/globalassets/media/documents/overdraft_disclosure_for_business_accounts.pdf

COMMUNITY BUSINESS CHECKING

Account number	2079186867	Beginning balance	\$11,818.14
Low balance	\$11,775.48	Deposits/Additions	\$7,854.00
Average balance	\$13,786.97	Withdrawals/Subtractions	\$1,653.10
Interest earned	\$0.00	Ending balance	\$18,019.04

Deposits/Additions

Date	Description	Additions
04-05	Deposit	1,415.00
04-05	Deposit	985.00
04-28	Deposit	1,648.00
04-29	Deposit	3,806.00
Total Additions		\$7,854.00

Card Transactions/Withdrawals

Date	Description	Subtractions
04-04	POS Purchase Terminal Vbase2 Amzn Mktp Us*1h53k2ln0 Amzn.Com/ WA XXXXXXXXXXXX6308	42.66
04-07	POS Purchase Terminal Vbase2 Amazon.Com*1h3qc1jH2 A Amzn.Com/ WA XXXXXXXXXXXX6308	7.60
04-08	POS Purchase Terminal 20440043Wal Wal-Mart Store 002 Chico CA XXXXXXXXXXXX6308	75.83
04-11	POS Purchase Terminal Vbase2 Amazon.Com*1h04o4hW2 Amzn.Com/ WA XXXXXXXXXXXX6308	3.76
04-11	POS Purchase Terminal Vbase2 Amazon.Com*1a4zy1cM0 Amzn.Com/ WA XXXXXXXXXXXX6308	12.88

<u>Date</u>	<u>Description</u>	<u>Subtractions</u>
04-12	POS Purchase Terminal 20530047Wal Wal-Mart Store 510 Willows CA XXXXXXXXXXXX6308	17.60
04-15	POS Purchase Terminal 48346657Smart Foodservice 565 Chico CA XXXXXXXXXXXX6308	130.47
04-18	POS Purchase Terminal Vbase2 Amzn Mktp Us*1a42z7gf2 Amzn.Com/ WA XXXXXXXXXXXX6308	32.34
04-18	POS Purchase Terminal Vbase2 Amzn Mktp Us*1a2sg4gu2 Amzn.Com/ WA XXXXXXXXXXXX6308	32.34
04-18	POS Purchase Terminal Vbase2 Amazon.Com*1a3od9bX2 A Amzn.Com/ WA XXXXXXXXXXXX6308	8.49
04-18	POS Purchase Terminal Vbase2 Amazon.Com*1o5ok0bT1 Amzn.Com/ WA XXXXXXXXXXXX6308	27.72
04-20	POS Purchase Terminal Vbase2 Amazon.Com*1o1wq8rA1 A Amzn.Com/ WA XXXXXXXXXXXX6308	33.70
04-21	POS Purchase Terminal Vbase2 Amazon.Com*1o2om5fB2 A Amzn.Com/ WA XXXXXXXXXXXX6308	12.49
04-25	POS Purchase Terminal 040 Michaels Stores 91 84 Chico CA XXXXXXXXXXXX6308	31.72
04-25	POS Purchase Terminal 24204401 Wal-Mart #2044 Chico CA XXXXXXXXXXXX6308	193.93
04-25	POS Purchase Terminal 99101113Costco Whse #1011 Chico CA XXXXXXXXXXXX6308	855.12
04-26	POS Purchase Terminal 99999999Dollar General # D G 14 Orland CA XXXXXXXXXXXX6308	18.28
Total Card Transactions/Withdrawals		\$1,536.93

Other Withdrawals/Subtractions

<u>Date</u>	<u>Description</u>	<u>Subtractions</u>
04-29	OTC Withdrawal	20.00
Total Other Withdrawals/Subtractions		\$20.00

Daily Balances

<u>Date</u>	<u>Amount</u>	<u>Date</u>	<u>Amount</u>	<u>Date</u>	<u>Amount</u>
03-31	11,818.14	04-12	14,057.81	04-25	12,603.32
04-04	11,775.48	04-14	13,961.64	04-26	12,585.04
04-05	14,175.48	04-15	13,831.17	04-28	14,233.04
04-07	14,167.88	04-18	13,730.28	04-29	18,019.04
04-08	14,092.05	04-20	13,696.58	04-30	18,019.04
04-11	14,075.41	04-21	13,684.09		

Overdraft Fee Summary

	Total For This Period	Total Year-to-Date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

Checks

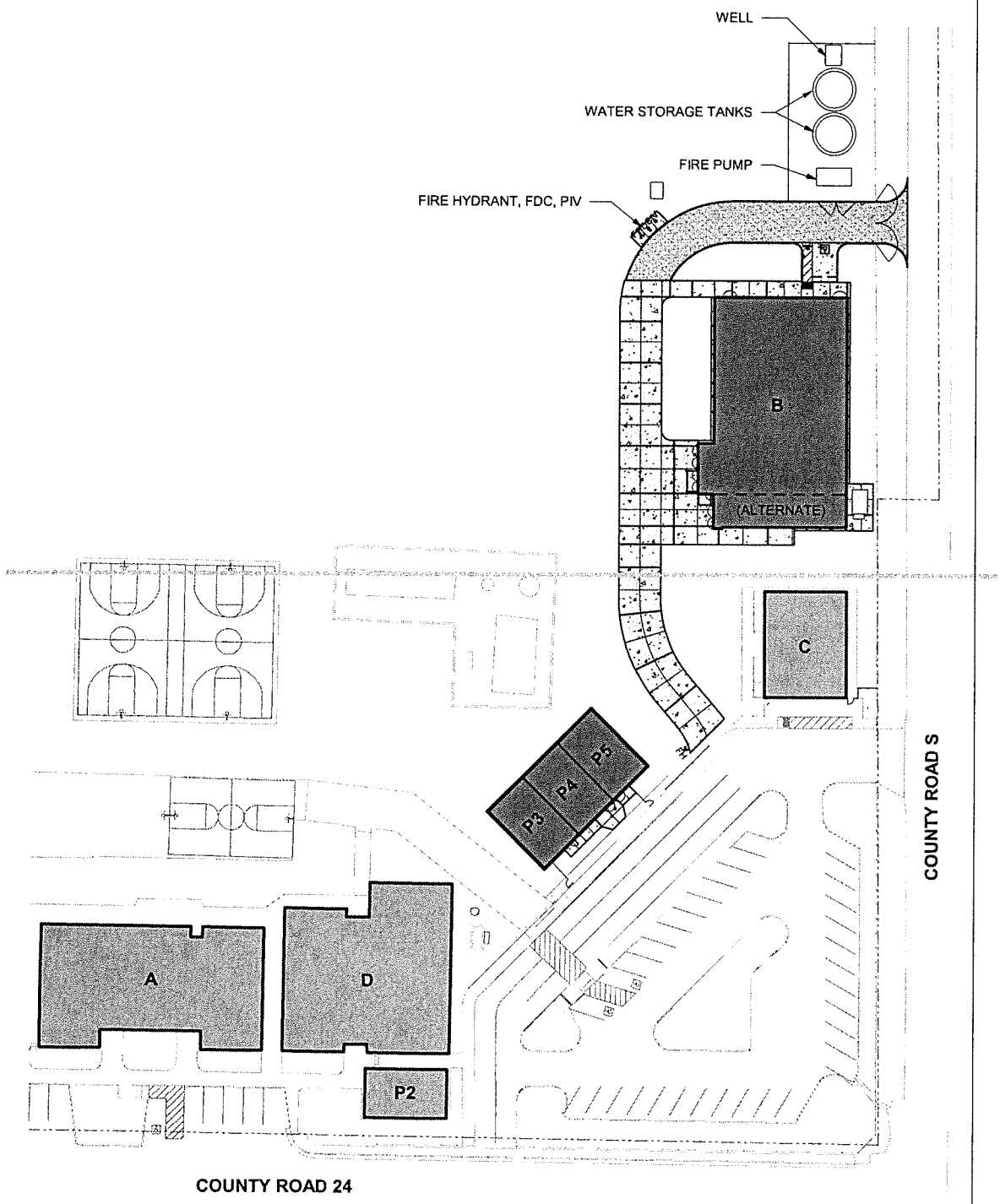
<u>Check #</u>	<u>Amount</u>	<u>Date</u>
2992	\$96.17	04-14

(* Skip in check sequence, R-Check has been returned,+ Electronified check))

Total Checks paid: 1 for **-\$96.17**

PLAZA COMMUNITY CLUB 7322 COUNTY RD. 24 ORLAND, CA 95663-8777		2992 <small>98-507132 5000</small>
DATE <u>April 1st 2020</u>		
PAY TO THE ORDER OF <u>Rusty Wagon</u>	\$ <u>96.17</u>	
<u>Ninety six and 17/100</u>	DOLLARS	<small>100</small>
UMPQUA BANK (940) 446-7782		
FOR <u>Dinner Tickets</u>		
MICR: ⑆ 123 205054⑆ 2079186867⑆ 2992		

Check # 2992, Posted 04-14-22, Amount \$96.17



1 SITE PLAN - IMPROVEMENT
1" = 50'-0"



PLAZA ELEMENTARY SCHOOL DISTRICT
PLAZA ELEMENTARY SCHOOL ADDITIONS
7322 COUNTY ROAD 24
ORLAND, CA 95963
(530) 865-1250

LEGEND

[illegible]

GENERAL NOTES

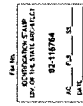
1. CONTROL AND EXPANSION JOINT PATTERNS TO BE INSTALLED PER ARCHITECTURAL DRAWINGS, BUT SHALL NOT EXCEED SPACING #60420 IN FIVE DRAWINGS.
2. WHEN NEW CONCRETE CONNECTS TO EXISTING CONCRETE, JOINT PATTERNS FROM THE EXISTING CONCRETE SHALL CONTINUE THROUGH AS SHOWN, NOTIFY ARCHITECT OF ANY DEVIATIONS PRIOR TO INSTALLING WORK.

KEYNOTES

05/03/1	PIPE BOLLARD
05/06/0	FLORAL GATE
0/20/0	SIGNAGE - PARKING LOT IN FRANCE
27/20/1	PIAC UNIT
32/01/5	CONCRETE ARCH
32/20/0	CHAIN LINK FENCE
32/20/5	CHAIN LINK GATE - DIVING

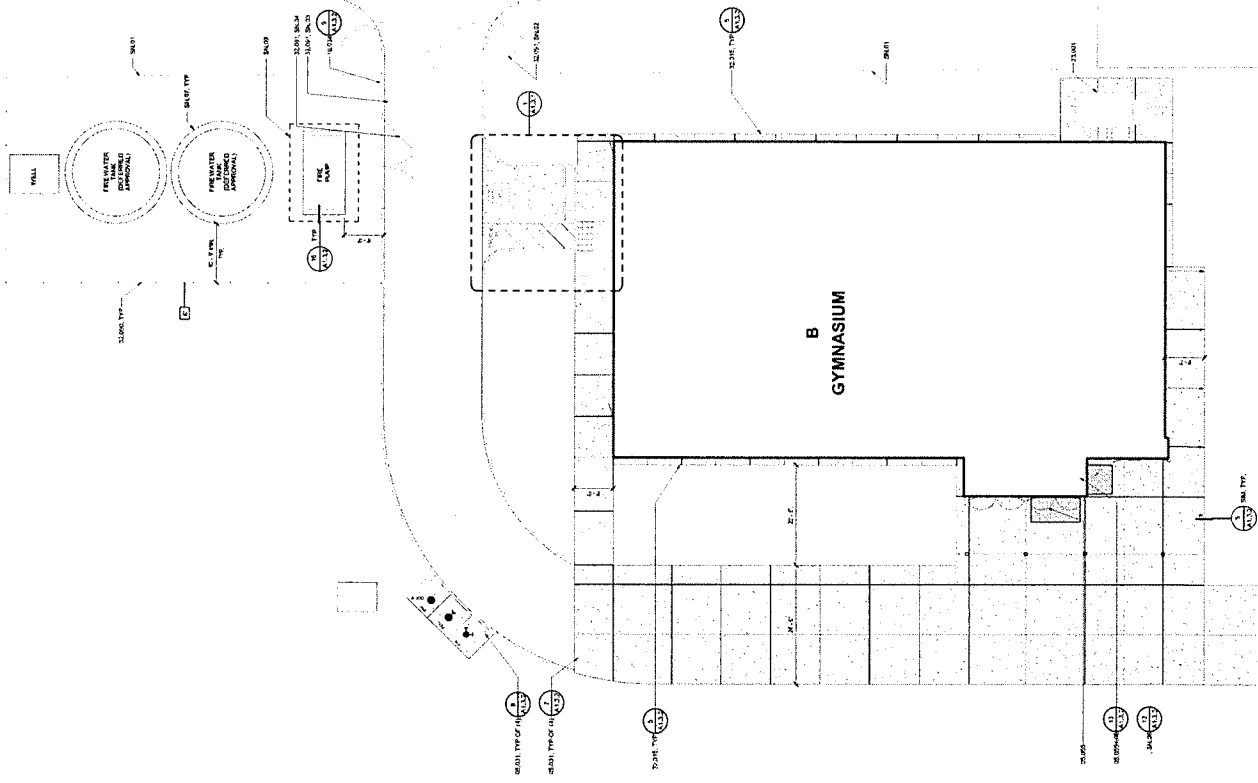
SHEET NOTES

SN 61 01 FINISH TO BURNISH
SN 62 PM 12 07 1V K 6 P M SWING GATE WITH KNOX LOCK PIPER $\frac{2}{A13.7}$
SN 63 3 10 7 IV K 6 P M SWING GATE
SN 64 PM 12 07 1V K 6 P M SWING GATE WITH KNOX LOCK PIPER $\frac{2}{A13.7}$
SN 65 07 X 127
SN 66 67 R 72
SN 67 FOR FOUNDATION AND ANCHORAGE SEE A 54.1
SN 68 DETAIL PER PG 002.11 3602

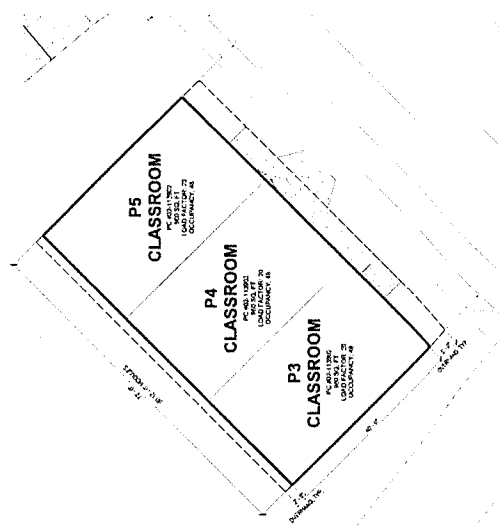


PLAZA ELEMENTARY SCHOOL
ADDITIONS
PLAZA ELEMENTARY SCHOOL DISTRICT
ORLAND, CA
PARTIAL SITE PLAN

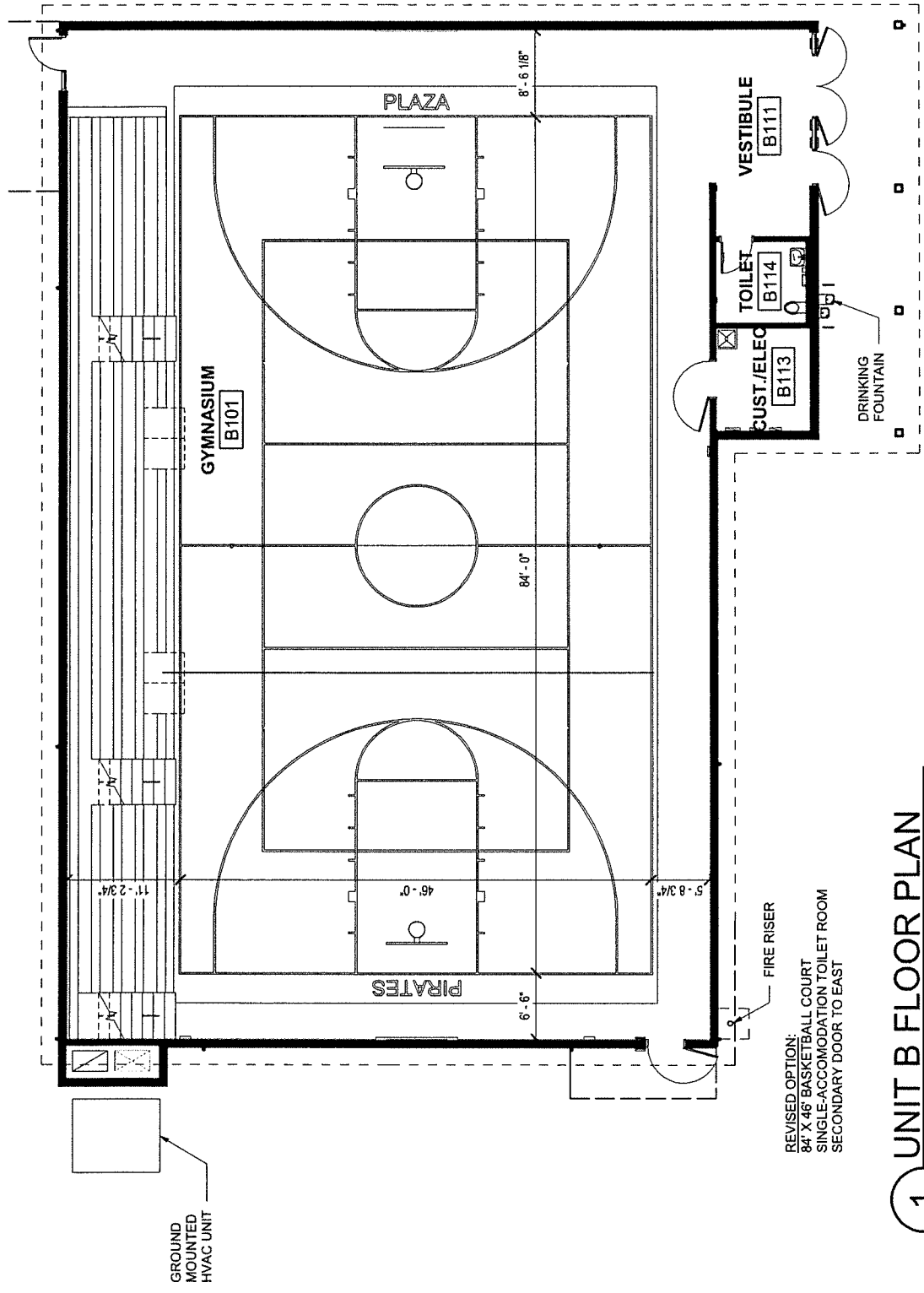
Newson	DATE	PROJECT NO.	18-129
	SOURCE		
	SCALE		
	CHECKED	AUTHOR	
	COMPILED		
	AS NOTED		



1 PARTIAL SITE PLAN
1" = 10'-0"



2 PARTIAL SITE PLAN
1" = 10'-0"



1 UNIT B FLOOR PLAN

1" = 10'-0"

PLAZA SCHOOL DISTRICT STRATEGIC PLANNING

Priority Category Goal Timeline Cost Funding : Notes

Landscape/Beautification
 Sprinklers
 Paint Campus
 Pump House
 Science Curriculum
 Social Studies Curriculum
 1-3 Vans
 Classroom Carpets
 Interior Doors
 Exterior Doors

Priority Level	Category
1 = High	Facility
2 = Medium	Curriculum
3 = Low	Staffing
	Community Engagement
	Programs
	Safety
Funding Source	
LCFF	
ELO-P	
General Fund	
COVID	
Title	
Supplemental	

2021 Consumer Confidence Report

Plaza Elementary School

Here at Plaza Elementary School, we want you to understand the efforts we make to provide you with a safe and dependable drinking water supply. We continually monitor our drinking water quality and strive to protect our water resources. We regularly test our drinking water for many different constituents as required by State and Federal Regulations. This "Water Quality Report" includes those constituents that were **detected** in 2021 and may include earlier monitoring data.

Our drinking water is supplied by one untreated groundwater well - Well 01.

The source was evaluated by the state in May 2003, to determine if there were possible contaminating activities that might compromise the quality of the water. At the time, there were no associated contaminants detected in the water supply, however the wells were still considered vulnerable to a low density (less than 1 per acre) of septic systems located near the drinking water source.

The sources of drinking water (both tap water and bottled water) include rivers, lakes, streams, ponds, reservoirs, springs, and wells. As water travels over the surface of the land or through the ground, it dissolves naturally-occurring minerals and, in some cases, radioactive material, and can pick up substances resulting from the presence of animals or from human activity.

Contaminants that may be present in source water include:

Microbial contaminants, such as viruses and bacteria that may come from sewage treatment plants, septic systems, agricultural livestock operations, and wildlife.

Inorganic contaminants, such as salts and metals that can be naturally-occurring or result from urban storm water runoff, industrial or domestic wastewater discharges, oil and gas production, mining, or farming.

Pesticides and herbicides that may come from a variety of sources such as agriculture, urban storm water runoff, and residential uses.

Organic chemical contaminants, including synthetic and volatile organic chemicals that are byproducts of industrial processes and petroleum production, and can also come from gas stations, urban storm water runoff, agricultural application, and septic systems.

Radioactive contaminants that can be naturally-occurring or be the result of oil and gas production and mining activities.

In order to ensure that tap water is safe to drink, the US EPA and the State Water Resources Control Board prescribe regulations that limit the amount of certain contaminants in water provided by public water systems. Board regulations also establish limits for contaminants in bottled water that must provide the same protection for public health.

Please note that drinking water, including bottled water, may reasonably be expected to contain at least small amounts of some contaminants. The presence of contaminants does not necessarily indicate that the water poses a health risk. More information about contaminants and potential health effects can be obtained by calling the U.S. EPA's Safe Drinking Water Hotline (1-800-426-4791).

Some people may be more vulnerable to contaminants in drinking water than the general population. Immuno-compromised persons such as persons with cancer undergoing chemotherapy, persons who have undergone organ transplants, people with HIV/AIDS or other immune system disorders, some elderly, and infants can be particularly at risk from infections. These people should seek advice about drinking water from their health care providers. USEPA/Centers for Disease Control (CDC) guidelines on appropriate means to lessen the risk of infection by *Cryptosporidium* and other microbial contaminants are available from the Safe Drinking Water Hotline (1-800-426-4791).

Este informe contiene información muy importante sobre su agua beber. Favor de comunicarse Plaza Elementary School a 530-865-1250 para asistirlo en español.

For questions or concerns about your drinking water you may contact:

Patrick Conklin
530-865-1250

TERMS USED IN THIS REPORT

Maximum Contaminant Level (MCL): The highest level of a contaminant that is allowed in drinking water. Primary MCLs are set as close to the PHGs (or MCLGs) as is economically and technologically feasible. Secondary MCLs are set to protect the odor, taste, and appearance of drinking water.

Maximum Contaminant Level Goal (MCLG) or Public Health Goal (PHG): The level of a contaminant in drinking water below which there is no known or expected risk to health. MCLGs are set by the USEPA. PHGs are set by the California EPA.

Maximum Residual Disinfectant Level (MRDL): The highest level of a disinfectant allowed in drinking water. There is convincing evidence that addition of a disinfectant is necessary for control of microbial contaminants.

Maximum Residual Disinfectant Level Goal (MRDLG): The level of a drinking water disinfectant below which there is no known or expected risk to health. MRDLGs do not reflect the benefits of the use of disinfectants to control microbial contaminants.

Primary Drinking Water Standards (PDWS): MCLs and MRDLs for contaminants that affect health along with their monitoring, reporting and water treatment requirements.

Secondary Drinking Water Standards (SDWS): MCLs for contaminants that affect taste, odor or appearance of the drinking water. Contaminants with SDWSs do not affect the health at the MCL.

Treatment Technique (TT): A required process intended to reduce the level of a contaminant in drinking water.

Regulatory Action Level (AL): The concentration of a contaminant which, if exceeded, triggers treatment or other requirements that a water system must follow.

Variances and Exemptions: Department permission to exceed an MCL or not comply with a treatment technique under certain conditions.

Level 1 Assessment: A level 1 assessment is a study of the water system to identify potential problems and determine (if possible) why total coliform bacteria have been found in our water system.

Level 2 Assessment: A level 2 assessment is a very detailed study of the water system to identify potential problems and determine (if possible) why an E. coli MDL violation has occurred and/or why total coliform bacteria have been found in our water system on multiple occasions.

ND: not detectable at testing limit

ppm: parts per million or milligrams per liter (mg/L)

ppb: parts per billion or micrograms per liter (ug/L)

ppt: parts per trillion or nanograms per liter (ng/L)

ppq: parts per quadrillion or pictogram per liter (pg/L)

pCi/L: picocuries per liter (a measure of radiation)

These tables show only the drinking water contaminants that were detected during the most recent sampling for each constituent. The State Water Resources Control Board allows us to monitor for certain contaminants less than once per year because the concentrations of these contaminants do not change frequently. Some of the data, though representative of the water quality, are more than one year old. Any violation of an AL, MCL, MRDL, or TT is asterisked and explained below.

TABLE 1 - SAMPLING RESULTS SHOWING THE DETECTION OF COLIFORM BACTERIA								
Microbiological Contaminants	Highest No. of detections	No. of months in violation	MCL	MCLG	Typical Source of Bacteria			
Total Coliform Bacteria (State Total Coliform Rule)	(in a month) 0	0	1 positive monthly sample (a)	0	Naturally present in the environment			
Fecal Coliform and <i>E. coli</i> (State Total Coliform Rule)	(in the year) 0	0	0	None	Human and animal fecal waste			
<i>E. coli</i> (Federal Revised Total Coliform Rule)	(in the year) 0	0	(b)	0	Human and animal fecal waste			
(a) Two or more positive monthly samples is a violation of the MCL								
(b) Routine and repeat samples are total coliform-positive and either is <i>E. coli</i> -positive, or system fails to take repeat samples following <i>E. coli</i> -positive routine sample or system fails to analyze total coliform-positive repeat sample for <i>E. coli</i> .								
TABLE 2 - SAMPLING RESULTS SHOWING THE DETECTION OF LEAD AND COPPER								
Lead and Copper	No. of samples collected	90 th percentile level detected	No. sites exceeding AL	AL	PHG	No. of schools requesting lead sampling	Typical Source of Contaminant	
Lead (ppb) 2020	5	ND	None	15	0.2	None	Internal corrosion of household water plumbing systems; discharges from industrial manufacturers; erosion of natural deposits	
Copper (ppm) 2020	5	0.183	None	1.3	0.3	Not Applicable	Internal corrosion of household plumbing systems; erosion of natural deposits; leaching from wood preservatives	

* If present, elevated levels of lead can cause serious health problems, especially for pregnant women and young children. Lead in drinking water is primarily from materials and components associated with service lines and home plumbing. Plaza Elementary School is responsible for providing high quality drinking water, but cannot control the variety of materials used in plumbing components. When your water has been sitting for several hours, you can minimize the potential for lead exposure by flushing your tap for 30 seconds to 2 minutes before using water for drinking or cooking. If you are concerned about lead in your water, you may wish to have your water tested. Information on lead in drinking water, testing methods, and steps you can take to minimize exposure is available from the Safe Drinking Water Hotline (1-800-426-4701) or at <http://www.epa.gov/lead>.

TABLE 3 - SAMPLING RESULTS FOR SODIUM AND HARDNESS						
Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	MCL	PHG (MCLG)	Typical Source of Contaminant
Sodium (ppm)		No Data		none	none	Salt present in the water and is generally naturally occurring
Hardness (ppm)		No Data		none	none	Sum of polyvalent cations present in the water, generally magnesium and calcium, and are usually naturally occurring
TABLE 4 - DETECTION OF CONTAMINANTS WITH A PRIMARY DRINKING WATER STANDARD						
Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	MCL [MRDL]	PHG (MCLG) [MRDLG]	Typical Source of Contaminant
Nitrate as N (ppm)	2021	5.4	3.3 - 7.8	10	10	Runoff and leaching from fertilizer use; leaching from septic tanks and sewage; erosion of natural deposits
Nitrate in drinking water at levels above 10 mg/L is a health risk for infants of less than six months of age. Such nitrate levels in drinking water can interfere with the capacity of the infant's blood to carry oxygen, resulting in a serious illness; symptoms include shortness of breath and blueness of the skin. Nitrate levels above 10 mg/L may also affect the ability of the blood to carry oxygen in other individuals, such as pregnant women and those with certain specific enzyme deficiencies. If you are caring for an infant, or you are pregnant, you should ask advice from your health care provider.						
Barium (ppm)	09/12/18	0.125		1	2	Discharge of oil drilling wastes and from metal refineries; erosion of natural deposits
TABLE 6 - DETECTION OF UNREGULATED CONTAMINANTS						
Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	Notification Level	Health Effects Language	
Hexavalent Chromium (ppb)	10/9/14	2.05		0.02+	Some people who drink water containing hexavalent chromium in excess of the MCL over many years may have an increased risk of getting cancer.	

*There is currently no MCL for hexavalent chromium. The previous MCL of 10ppb was withdrawn on 9/11/17.

Quarterly Report on Williams Uniform Complaints
[Education Code § 35186]

District: Plaza Elementary School District

Person completing this form: Patrick Conklin

Title: Superintendent/Principal

Quarterly Report Submission Date:
(check one)

- ☐ July 2021
☐ October 2021
☐ January 2022
☒ April 2022

Date for information to be reported publicly at governing board meeting: **June 9th, 2022**

Please check the box that applies:

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	NA	NA
Teacher Vacancy or Misassignment	0	NA	NA
Facilities Conditions	0	NA	NA
TOTALS	0	NA	NA

Patrick M. Conklin

Print Name of District Superintendent

Signature of District Superintendent

June 9th, 2022
Date

PLAZA ELEMENTARY SCHOOL DISTRICT CALENDAR 2022-23

Board Approved: December 9th, 2021

August

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31*		15

September

M	T	W	Th	F
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28*	29	30
				20

October

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26*	27	28
31				16

November

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		16

December

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
				17

January

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25*	26	27
30	31			16

February

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			15

March

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29*	30	31
				23

April










M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26*	27	28
				15

May

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		22

June

M	T	W	Th	F
			1	2
5	6**	7**	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
				5

-  School Begins
-  School Ends
-  Legal Holiday
- * Minimum Day (out at 12:45)
- ** Minimum Day (out @ 11:30)
-  End of Trimester
-  Student Non-attendance
-  Parent Conf.-Min Day
-  Teacher Contract Work Day
-  Teacher Inservice Day
-  Graduation 6/6/2023



Quote #: Q-08076-1
Date: 5/23/2022 9:45 AM
Expires On: 7/22/2022
Prepared By: Megan Foster
Email: info@teachtci.com
Phone: 800-497-6138

Quote for:
Plaza Elem School District
Patrick Conklin
pconklin@plazaschool.org

Ship to:
Plaza Elem School District
7322 County Road 24
Orland, CA 95963

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
EL-SCI-TL-01	Elementary (K-5) Science: Teacher License (1 Yr)	Digital	\$114.00	\$114.00	6	\$684.00
MS-SCI-TL-01	Middle School (6-8) Science: Teacher License (1 Yr)	Digital	\$289.00	\$289.00	3	\$867.00
045-0	BSA! Kindergarten: Student Journal Unit 1	Print English	\$10.00	\$10.00	25	\$250.00
046-7	BSA! Kindergarten: Student Journal Unit 2	Print English	\$10.00	\$10.00	25	\$250.00
047-4	BSA! Kindergarten: Student Journal Unit 3	Print English	\$10.00	\$10.00	25	\$250.00
048-1	BSA! Grade 1: Student Journal Unit 1	Print English	\$10.00	\$10.00	25	\$250.00
049-8	BSA! Grade 1: Student Journal Unit 2	Print English	\$10.00	\$10.00	25	\$250.00
050-4	BSA! Grade 1: Student Journal Unit 3	Print English	\$10.00	\$10.00	25	\$250.00
051-1	BSA! Grade 2: Student Journal Unit 1	Print English	\$10.00	\$10.00	25	\$250.00
052-8	BSA! Grade 2: Student Journal Unit 2	Print English	\$10.00	\$10.00	25	\$250.00
053-5	BSA! Grade 2: Student Journal Unit 3	Print English	\$10.00	\$10.00	25	\$250.00
054-2	BSA! Grade 3: Student Journal Unit 1	Print English	\$10.00	\$10.00	25	\$250.00
055-9	BSA! Grade 3: Student Journal Unit 2	Print English	\$10.00	\$10.00	25	\$250.00
056-6	BSA! Grade 3: Student Journal Unit 3	Print English	\$10.00	\$10.00	25	\$250.00
057-3	BSA! Grade 3: Student Journal Unit 4	Print English	\$10.00	\$10.00	25	\$250.00
058-0	BSA! Grade 4: Student Journal Unit 1	Print English	\$10.00	\$10.00	25	\$250.00
059-7	BSA! Grade 4: Student Journal Unit 2	Print English	\$10.00	\$10.00	25	\$250.00

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
060-3	BSA! Grade 4: Student Journal Unit 3	Print English	\$10.00	\$10.00	25	\$250.00
061-0	BSA! Grade 4: Student Journal Unit 4	Print English	\$10.00	\$10.00	25	\$250.00
062-7	BSA! Grade 5: Student Journal Unit 1	Print English	\$10.00	\$10.00	25	\$250.00
063-4	BSA! Grade 5: Student Journal Unit 2	Print English	\$10.00	\$10.00	25	\$250.00
064-1	BSA! Grade 5: Student Journal Unit 3	Print English	\$10.00	\$10.00	25	\$250.00
065-8	BSA! Grade 5: Science Journal Unit 4	Print English	\$10.00	\$10.00	25	\$250.00
309-9	BSA! Integrated Grade 6: Reference Text	Print English	\$91.00	\$91.00	25	\$2,275.00
ISN-INTG6	BSA! Integrated Grade 6: Notebook 1 & 2	Print English	\$10.00	\$10.00	25	\$250.00
311-2	BSA! Integrated Grade 7: Reference Text	Print English	\$91.00	\$91.00	25	\$2,275.00
ISN-INTG7	BSA! Integrated Grade 7: Notebook 1 & 2	Print English	\$10.00	\$10.00	25	\$250.00
313-6	BSA! Integrated Grade 8: Reference Text	Print English	\$91.00	\$91.00	25	\$2,275.00
ISN-INTG8	BSA! Integrated Grade 8: Notebook 1 & 2	Print English	\$10.00	\$10.00	25	\$250.00
TOTAL:						\$14,376.00

Shipping (5%)	\$641.25
Service Fee (%)	\$0.00
Grand Total	\$15,017.25

Terms and Conditions

Business Terms

TCI's Business Terms apply to all orders. View details at <https://www.teachtci.com/tci-business-terms>

How to Order

To expedite your order and ensure you receive the pricing quoted above, please include a copy of this quote with your purchase order. Adjustments cannot be made after the order has been fulfilled. Place orders online at <https://shop.teachtci.com> or send using one of the following options:

- Email: info@teachtci.com
- Fax: 800-343-6828
- Address: 1049 El Monte Ave Ste C #607, Mountain View CA 94040 (**New as of November 2021**)

License Contact

Set up information for all licenses purchased will be sent to the contact email above unless otherwise noted.

Shipping

Shipping and handling fees do not apply to teacher and student license-only products.

Print Subscriptions



Quote #: Q-08077-1

Date: 5/23/2022 9:45 AM

Expires On: 7/22/2022

Prepared By: Megan Foster

Email: info@teachtci.com

Phone: 800-497-6138

Quote for:

Plaza Elem School District
Patrick Conklin
pconklin@plazaschool.org

Ship to:

Plaza Elem School District
7322 County Road 24
Orland, CA 95963

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
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MS-SCI-TL-01	Middle School (6-8) Science: Teacher License (1 Yr)	Digital	\$289.00	\$289.00	3	\$867.00
TB-SJGK-6	BSA! Kindergarten: Student Bundle with Journals (6 Yrs)	Bundle English	\$94.00	\$94.00	25	\$2,350.00
TB-SJG1-6	BSA! Grade 1: Student Bundle with Journals (6 Yrs)	Bundle English	\$94.00	\$94.00	25	\$2,350.00
TB-SJG2-6	BSA! Grade 2: Student Bundle with Journals (6 Yrs)	Bundle English	\$94.00	\$94.00	25	\$2,350.00
TB-SJG3-6	BSA! Grade 3: Student Bundle with Journals (6 Yrs)	Bundle English	\$105.00	\$105.00	25	\$2,625.00
TB-SJG4-6	BSA! Grade 4: Student Bundle with Journals (6 Yrs)	Bundle English	\$105.00	\$105.00	25	\$2,625.00
TB-SJG5-6	BSA! Grade 5: Student Bundle with Journals (6 Yrs)	Bundle English	\$105.00	\$105.00	25	\$2,625.00
CA-SG6INT-6	BSA! Integrated Science Grade 6: Student Materials (6 Yrs)	Bundle English	\$92.00	\$92.00	25	\$2,300.00
CA-SG7INT-6	BSA! Integrated Science Grade 7: Student Materials (6 Yrs)	Bundle English	\$92.00	\$92.00	25	\$2,300.00
CA-SG8INT-6	BSA! Integrated Science Grade 8: Student Materials (6 Yrs)	Bundle English	\$92.00	\$92.00	25	\$2,300.00
TOTAL:						\$23,376.00

Shipping (5%) \$1,091.25

Service Fee (%) \$0.00

Grand Total **\$24,467.25**

Terms and Conditions

Business Terms

TCI's Business Terms apply to all orders. View details at <https://www.teachtci.com/tci-business-terms>

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- Email: info@teachtci.com
- Fax: 800-343-6828
- Address: 1049 El Monte Ave Ste C #607, Mountain View CA 94040 (***New as of November 2021***)

License Contact

Set up information for all licenses purchased will be sent to the contact email above unless otherwise noted.

Shipping

Shipping and handling fees do not apply to teacher and student license-only products.

Print Subscriptions

If your order includes multi-year subscriptions to print materials, you must receive delivery of the full annual quantity for the duration of your subscription. Any adjustments below the annual quantity cannot be used as a credit for future year shipments. Changes that exceed the original annual quantity must be accompanied by a new purchase order.

Student Journal Bundles

If your order contains fewer than 20 multi-year student journal bundles for any program, journals for the entire duration of the bundle will be shipped to you upfront.

Sales Tax

If applicable, sales tax will be assessed when your order is processed. Actual amount will be calculated and added to the invoice based on the delivery address.



Because learning changes everything.*

QUOTE PREPARED FOR:

Plaza Elementary School
7322 COUNTY ROAD 24
ORLAND, CA 95963
ACCOUNT NUMBER: 196016

SUBSCRIPTION/DIGITAL CONTACT:

Patrick Conklin
pconklin@glenncoe.org
(530) 865-1250

CONTACT:

Patrick Conklin
pconklin@glenncoe.org
(530) 865-1250

SALES REP INFORMATION:

Jennifer Simpson
jennifer.simpson@mheducation.com
480-290-8356

Section Summary	Value of All Materials	Free Materials	Product Subtotal
CA Inspire Science Grade K	\$4,324.35	(\$1,312.48)	\$3,011.87
CA Inspire Science Grade 1	\$3,741.99	(\$1,312.48)	\$2,429.51
CA Inspire Science Grade 2	\$3,964.15	(\$1,328.53)	\$2,635.62
CA Inspire Science Grade 3	\$4,636.63	(\$1,393.80)	\$3,242.83
CA Inspire Science Grade 4	\$5,881.91	(\$1,393.80)	\$4,488.11
CA Inspire Science Grade 5	\$5,234.97	(\$1,393.80)	\$3,841.17
CA Inspire Science Integrated Grade 6	\$4,974.71	(\$564.65)	\$4,410.06
CA Inspire Science Integrated Grade 7	\$5,367.45	(\$564.65)	\$4,802.80
CA Inspire Science Integrated Grade 8	\$5,400.52	(\$564.65)	\$4,835.87
PRODUCT TOTAL*	\$43,526.68	(\$9,828.84)	\$33,697.84
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$2,611.59
GRAND TOTAL*			\$36,309.43

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/03/2022
QUOTE NUMBER: JSIMP-06022022-006

ACCOUNT NAME: Plaza Elementary School
ACCOUNT #: 196016

EXPIRATION DATE: 07/18/2022
PAGE #: 1



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QUOTE PREPARED FOR:

Plaza Elementary School
7322 COUNTY ROAD 24
ORLAND, CA 95963
ACCOUNT NUMBER: 196016

SUBSCRIPTION/DIGITAL CONTACT:

Patrick Conklin
pconklin@glennco.org
(530) 865-1250

CONTACT:

Patrick Conklin
pconklin@glennco.org
(530) 865-1250

SALES REP INFORMATION:

Jennifer Simpson
jennifer.simpson@mheducation.com
480-290-8356

Section Summary	Value of All Materials	Free Materials	Product Subtotal
CA Inspire Science Grade K	\$2,699.53	(\$806.41)	\$1,893.12
CA Inspire Science Grade 1	\$2,117.17	(\$806.41)	\$1,310.76
CA Inspire Science Grade 2	\$2,339.33	(\$822.46)	\$1,516.87
CA Inspire Science Grade 3	\$3,011.81	(\$887.73)	\$2,124.08
CA Inspire Science Grade 4	\$4,257.09	(\$887.73)	\$3,369.36
CA Inspire Science Grade 5	\$3,610.15	(\$887.73)	\$2,722.42
CA Inspire Science Integrated Grade 6	\$4,575.71	(\$486.65)	\$4,089.06
CA Inspire Science Integrated Grade 7	\$4,968.45	(\$486.65)	\$4,481.80
CA Inspire Science Integrated Grade 8	\$5,001.52	(\$486.65)	\$4,514.87
PRODUCT TOTAL*	\$32,580.76	(\$6,558.42)	\$26,022.34
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$2,016.75
GRAND TOTAL*			\$28,039.09

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/03/2022
QUOTE NUMBER: JSIMP-06022022-007

ACCOUNT NAME: Plaza Elementary School
ACCOUNT #: 196016

EXPIRATION DATE: 07/18/2022
PAGE #: 1



Because learning changes everything.®

QUOTE PREPARED FOR:

Plaza Elementary School
7322 COUNTY ROAD 24
ORLAND, CA 95963
ACCOUNT NUMBER: 196016

SUBSCRIPTION/DIGITAL CONTACT:

Patrick Conklin
pconklin@glenncoe.org
(530) 865-1250

CONTACT:

Patrick Conklin
pconklin@glenncoe.org
(530) 865-1250

SALES REP INFORMATION:

Jennifer Simpson
jennifer.simpson@mheducation.com
480-290-8356

Section Summary	Value of All Materials	Free Materials	Product Subtotal
CA Inspire Science Grade K	\$4,808.08	(\$1,445.71)	\$3,362.37
CA Inspire Science Grade 1	\$4,225.72	(\$1,445.71)	\$2,780.01
CA Inspire Science Grade 2	\$4,447.88	(\$1,461.76)	\$2,986.12
CA Inspire Science Grade 3	\$5,120.36	(\$1,527.03)	\$3,593.33
CA Inspire Science Grade 4	\$6,365.64	(\$1,527.03)	\$4,838.61
CA Inspire Science Grade 5	\$5,718.70	(\$1,527.03)	\$4,191.67
CA Inspire Science Integrated Grade 6	\$5,343.71	(\$612.65)	\$4,731.06
CA Inspire Science Integrated Grade 7	\$5,736.45	(\$612.65)	\$5,123.80
CA Inspire Science Integrated Grade 8	\$5,769.52	(\$612.65)	\$5,156.87
PRODUCT TOTAL*	\$47,536.06	(\$10,772.22)	\$36,763.84
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$2,849.16
GRAND TOTAL*			\$39,613.00

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

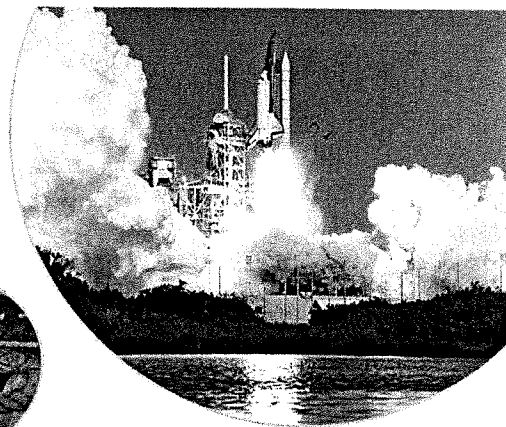
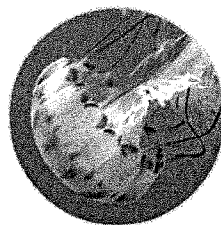
McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/03/2022
QUOTE NUMBER: JSIMP-06032022-002

ACCOUNT NAME: Plaza Elementary School
ACCOUNT #: 196016

EXPIRATION DATE: 07/18/2022
PAGE #: 1

twig[®] Science



The Difference in Twig Science:

- Supports teachers in easily unpacking the CA NGSS Framework
- Student-centered, three-dimensional STEM experiences
- Instructional shifts become habits of mind, building a strong NGSS foundation
- Find time to teach science and all NGSS Performance Expectations
- Creates a new Generation Z of STEM enthusiasts
- Stanford SCALE 3-D assessments that mirror the CAST

All Students and Teachers Deserve Twig Science!

K–6 Per-Student Average Price Estimates

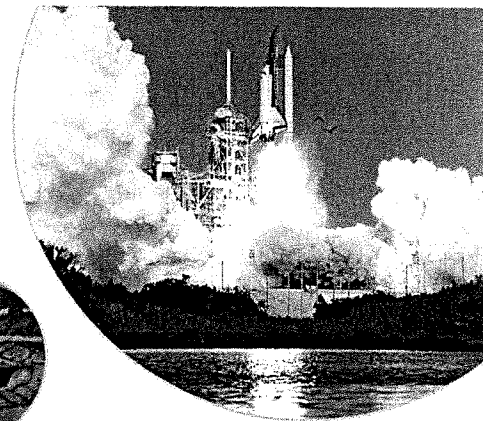
This estimate is based on classroom packages with ratios of 25:1 in K–6 and 30:1 in Grades 3–5 or 6.

CLASSROOM PACKAGES*

6-year Student and Teacher Digital with Award-Winning Rich Media	\$94.99
6-year Student and Teacher Digital with Award-Winning Rich Media plus Implementation Year Modular Science Kits	\$109.12
6-year Print Twig Books and Teacher Editions, 6-year Student and Teacher Digital with Award-Winning Rich Media plus Classroom Leveled Reader Library and Trade Books	\$109.99
6-year Print Twig Books and Teacher Editions, 6-year Student and Teacher Digital with Award-Winning Rich Media plus Implementation Year Modular Science Kits, Classroom Leveled Reader Library, and Trade Books	\$139.15
6-year Print Twig Books and Teacher Editions, 6-year Student and Teacher Digital with Award-Winning Rich Media plus Implementation Modular Science Kits and 5 years of additional Science-Kit Replenishments, Classroom Leveled Reader Library, and Trade Books	\$218.36

*These per-student estimates are for budgeting purposes only and based on an average across K–6 grade levels for each classroom system configuration. For purchase orders, please consult your Twig Science Representative for a custom quote based on your exact ordering numbers and needs. Actuals are subject to variance pending class ratios, print, and science kit selections.

twig Science



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- Student-centered, three-dimensional STEM experiences
- Instructional shifts become habits of mind, building a strong NGSS foundation
- Find time to teach science and all NGSS Performance Expectations
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- Stanford SCALE 3-D assessments that mirror the CAST

All Students and Teachers Deserve Twig Science!

K-6 Per-Student Average Price Estimates

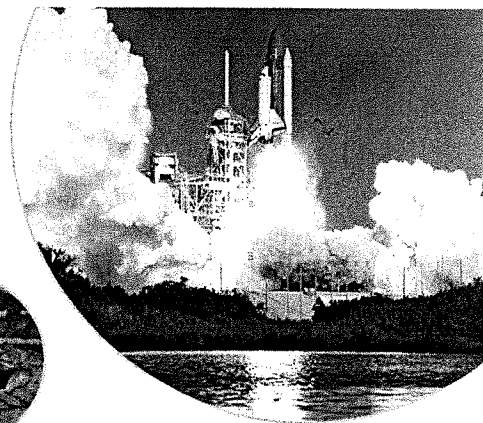
This estimate is based on classroom packages with ratios of 25:1 in K-6 and 30:1 in Grades 3-5 or 6.

CLASSROOM PACKAGES*

3-year Student and Teacher Digital with Award-Winning Rich Media	\$79.99
3-year Student and Teacher Digital with Award-Winning Rich Media plus Implementation Year Modular Science Kits	\$99.12
3-year Print Twig Books and Teacher Editions, 3-year Student and Teacher Digital with Award-Winning Rich Media plus Classroom Leveled Reader Library and Trade Books	\$94.99
3-year Print Twig Books and Teacher Editions, 3-year Student and Teacher Digital with Award-Winning Rich Media plus Implementation Year Modular Science Kits, Classroom Leveled Reader Library, and Trade Books	\$124.15
3-year Print Twig Books and Teacher Editions, 3-year Student and Teacher Digital with Award-Winning Rich Media plus Implementation Modular Science Kits and 2 years of additional Science-Kit Replenishments, Classroom Leveled Reader Library, and Trade Books	\$155.83

*These per-student estimates are for budgeting purposes only and based on an average across K-6 grade levels for each classroom system configuration. For purchase orders, please consult your Twig Science Representative for a custom quote based on your exact ordering numbers and needs. Actuals are subject to variance pending class ratios, print, and science kit selections.

twig Science



The Difference in Twig Science:

- Supports teachers in easily unpacking the CA NGSS Framework
- Student-centered, three-dimensional STEM experiences
- Instructional shifts become habits of mind, building a strong NGSS foundation
- Find time to teach science and all NGSS Performance Expectations
- Creates a new Generation Z of STEM enthusiasts
- Stanford SCALE 3-D assessments that mirror the CAST

All Students and Teachers Deserve Twig Science!

K-6 Per-Student Average Price Estimates

This estimate is based on classroom packages with ratios of 25:1 in K-6 and 30:1 in Grades 3-5 or 6.

CLASSROOM PACKAGES*

1-year Student and Teacher Digital with Award-Winning Rich Media	\$42.00
1-year Student and Teacher Digital with Award-Winning Rich Media plus Implementation Year Modular Science Kits	\$69.12
1-year Print Twig Books and Teacher Editions, 1-year Student and Teacher Digital with Award-Winning Rich Media plus Classroom Leveled Reader Library and Trade Books	\$49.99
1-year Print Twig Books and Teacher Editions, 1-year Student and Teacher Digital with Award-Winning Rich Media plus Implementation Year Modular Science Kits, Classroom Leveled Reader Library, and Trade Books	\$79.15

*These per-student estimates are for budgeting purposes only and based on an average across K-6 grade levels for each classroom system configuration. For purchase orders, please consult your Twig Science Representative for a custom quote based on your exact ordering numbers and needs. Actuals are subject to variance pending class ratios, print, and science kit selections.

Business and Noninstructional Operations Lease-Leaseback Contracts

AR 3311.2 (a)

The lease-leaseback financing method should only be used in coordination with competent technical consultants and legal counsel to ensure all legal requirements are met.

The district may lease currently owned district property to any person, firm, or corporation for a minimum of \$1 per year for a term not to exceed 99 years, as long as the lease requires the person, firm, or corporation to construct a building or buildings on the property for the district's use during the lease and the property and building(s) will vest in the district at the expiration of the lease ("lease-leaseback"). (Education Code 17403, 17406)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

(cf. 3312 - Contracts)

Before the district enters into such a lease or agreement, it shall have available a site upon which a building may be constructed for use by the district, shall have complied with requirements related to the selection and approval of sites, and shall have prepared and adopted plans and specifications for the building that have been approved in accordance with Education Code 17280-17316. (Education Code 17402)

(cf. 7150 - Site Selection and Development)

Procedures for Awarding the Contract

The district's intent to enter into a lease-leaseback contract may be described in a resolution adopted by the Governing Board which includes, but is not be limited to, a description of the available site and the building to be constructed, the amount and term of the lease, and where any lease-leaseback contract shall be awarded through a competitive "best value" procurement process whereby a person, firm, or corporation is selected on the basis of objective criteria for evaluating the qualifications of proposers, with the resulting selection representing the best combination of price and qualifications. (Education Code 17400, 17406)

To make this determination, the district shall use the following procedures: (Education Code 17406; Public Contract Code 2600)

1. Request for Sealed Proposals: The Superintendent or designee shall prepare a request for sealed proposals which shall include:
 - a. An estimate of the project's price
 - b. A clear, precise description of any preconstruction services that may be required and the facilities to be constructed
 - c. The key elements of the contract to be awarded

**Business and Noninstructional Operations
Lease-Leaseback Contracts**

AR 3311.2 (b)

- d. A description of the format that proposals shall follow and the elements they shall contain
 - e. The standards the district will use in evaluating proposals and the qualifications of the proposers, including:
 - i. Relevant experience
 - ii. Safety record
 - iii. Price proposal, including, at the district's discretion, either a lump-sum price for the contract to be awarded or the proposer's proposed fee to perform the services requested, including the proposer's proposed fee to perform preconstruction services or any other work related to the facilities to be constructed, as requested by the district
 - iv. Whether each criterion will be evaluated on a pass-fail basis or will be scored as part of the "best value" score, and whether proposers must achieve any minimum qualification score for award of the contract
 - v. For each scored criterion, the methodology and rating or weighting system that will be used by the district in evaluating the criterion, including the weight assigned to the criterion and any minimum acceptable score
 - vi. Other factors established by the district
 - f. The date on which proposals are due
 - g. The timetable the district will follow in reviewing and evaluating proposals
 - h. A statement that the project is subject to the skilled and trained workforce requirements specified in Public Contract Code 2600-2603
2. Notice: At least 10 days before the date for receipt of the proposals, the Superintendent or designee shall give notice of the request for sealed proposals using both of the following methods:
- a. Providing notice at least once a week for two weeks in a local newspaper of general circulation pursuant to Public Contract Code 20112

Business and Noninstructional Operations Lease-Leaseback Contracts

AR 3311.2 (c)

- b. Providing notice in a trade paper of general circulation published in the county where the project is located

The Superintendent or designee also may post the notice on the district's web site or through an electronic portal.

- 3. Prequalification: A proposer shall be prequalified in accordance with Public Contract Code 20111.6(b)-(m) in order to submit a proposal. Any electrical, mechanical, and plumbing subcontractors shall be subject to the same prequalification requirements.

(cf. 3311 - Bids)

- 4. Evaluation of Proposals: All proposals received shall be reviewed to determine whether they meet the format requirements and the standards specified in the request for sealed proposals. The district shall evaluate the qualifications of the proposers based solely upon the criteria and evaluation methodology set forth in the request for sealed proposals, and shall assign a best value score to each proposal. Once the evaluation is complete, all responsive proposals shall be ranked from the highest best value to the lowest best value to the district.
- 5. Award of Contract: The award of the contract shall be made by the Board to the responsive proposer whose proposal is determined, in writing by the Board, to be the best value to the district.

If the selected proposer refuses or fails to execute the tendered contract, the Board may award the contract to the proposer with the second highest best value score, if deemed in the best interest of the district. If that proposer then refuses or fails to execute the tendered contract, the Board may award the contract to the proposer with the third highest best value score.

Upon issuance of a contract award, the district shall publicly announce its award, identifying the entity to which the award is made, along with a statement regarding the basis of the award. The statement regarding the contract award and the contract file shall provide sufficient information to satisfy an external audit.

- 6. Rejection of Proposals: At its discretion, the Board may reject all proposals and request new proposals.

Any lease-leaseback agreement shall be reviewed by the district's legal counsel to ensure that all required terms, including a lease term that provides for the district's occupancy of the building or improved property during the lease and an appropriate financing component, are included in the agreement.

Business and Noninstructional Operations Lease-Leaseback Contracts

AR 3311.2 (d)

Any lease-leaseback agreement shall be reviewed by the district's legal counsel to ensure that all required terms, including a lease term that provides for the district's occupancy of the building or improved property during the lease and an appropriate financing component, are included in the agreement.

Skilled and Trained Workforce

Prior to entering into a lease-leaseback agreement, the Superintendent or designee shall have on file the contractor's enforceable commitment that the contractor and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education Code 17407.5; Public Contract Code 2602)

Skilled and trained workforce means that all the workers performing the work are either skilled journeypersons or apprentices registered in a state-approved apprenticeship program. At least 60 percent of the skilled journeypersons employed to perform the work shall be graduates of an apprenticeship program for the applicable occupation or at least 60 percent of the hours worked by skilled journeypersons shall be performed by graduates of an apprenticeship program, with the exception of certain occupations specified in Public Contract Code 2601 which are subject to a 30 percent threshold. (Public Contract Code 2601)

If the contractor fails to provide the monthly report demonstrating compliance with the skilled and trained workforce requirements or provides an incomplete report, the district shall withhold further payments until a complete report is provided. If a report does not demonstrate compliance with the skilled and trained workforce requirements, the district shall withhold further payments until the contractor provides a sufficient plan to achieve substantial compliance with respect to the relevant apprenticeable occupation, prior to completion of the contract or project. In addition, the district shall forward to the Labor Commissioner a copy of the monthly report, any plan to achieve compliance, and the district's response to that plan. (Public Contract Code 2602)

Regulation PLAZA ELEMENTARY SCHOOL DISTRICT

**Administrative Review: PLAZA ELEMENTARY SCHOOL DISTRICT
2nd Read June 9th, 2022 Orland, California**

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
April 28th, 2022
3:00PM
Minutes

Public Hearing: Level I Developer Fee Justification Study

- I. **Call to Order** -- The Public Hearing was called to order at 3:04PM. There was no public comment. The Regular Board meeting was called to order at 3:06PM
- II. **Pledge of Allegiance**
- III. **Members Present** – Board Trustees PJ Davis, Connie King, and Jake Cecil. Superintendent Conklin and Dusty Thompson, Business Manager.
- IV. **Correspondence**
- V. **Superintendent Report/Information**
 - A. **April Pirates Post** – Mr. Conklin discussed the newsletter. He pointed out the dates SPARK will not be in session, and that Amazon donated 30 Kindles.
 - B. **Plaza Community Club** – Mr. Conklin presented the last meeting minutes and financial statements since their previous meeting
 1. **Playground Equipment** -- Mr. Conklin informed the board that the structure would cost \$105,436.23 and installation is scheduled for July. The District will pay \$50,000 and PCC will pay the balance
 2. **Carnival** – The Carnival is Saturday, April 30th from 4-7:00PM.
 - C. **Facilities**
 1. **Irrigation** – Mr. Conklin presented the irrigation schedule for this year.
 2. **New Construction and Modernization** -- Mr. Conklin updated the board on the new construction and modernization projects. The board directed Mr. Conklin to continue pursuing the Lease-Leaseback option for construction. The board agreed that the best course of action is to try to line up the new construction project with the modernization in order to maximize funding by reducing costs. This may require delaying new construction.
 - D. **First Read Administrative Review 3311.2 Lease-Leaseback Contracts** – Mr. Conklin presented the draft AR
 - E. **School Site Council** – Mr. Conklin presented the draft SSC minutes from their March meeting. The minutes will not be approved until the first meeting next school year.
 - F. **Local Control and Accountability Plan** – Mr. Conklin discussed the LCAP. There were no comments or suggestions by the board.
 - G. **School Plan for Student Achievement** – Mr. Conklin explained that the SPSA is very similar to the SARC and LCAP, therefore most of the SPSA will have much of the same information as these two documents.
 - H. **Expanded Learning Opportunity Program and Summer School** – Mr. Conklin discussed the summer program. It will run Mondays through Thursdays, June 20th – July 14th from 8:30-3PM
 - I. **Universal Prekindergarten** – Mr. Conklin explained that next year students turning 5 from Sept through February are eligible for UPK. However, with so few kids living within

**Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
April 28th, 2022
3:00PM
Minutes**

attendance boundaries, we have an agreement with Hamilton Unified for students to attend.

- J. Board Member for 8th Grade Graduation on Tuesday, June 7th at 7:00pm** PJ Davis volunteered to hand out diplomas
- K. June 9th, 2021 Public Hearing/Board Meeting and June 16th, 2021 Regular Board Meeting** – Mr. Conklin reminded the board that we have two meetings in June, including a Public Hearing to present the 2022-23 LCAP and Budget. Adoptions for both will take place in our June 16th meeting.
- L. Golden State Risk Management Authority – Workers’ Compensation Program** – The board agreed that the District should remain with GSRMA next year.
- M. School Attendance Review Board (SARB)** – Mr. Conklin presented a SARB checklist developed by the Assistant DA to help districts come up with a consistent approach to excessive and habitual absences
- N. 2021-22 School Year** – Mr. Conklin updated the board on how the year is going. Student and staff attendance has improved significantly. COVID-19 restrictions, including quarantine guidelines, have loosened. Mr. Conklin also informed the board that state testing for 3rd-8th graders will begin next week
- O. 2021-22 Enrollment** – There are 194 students enrolled
- P. Lottery** – The board conducted a random, unbiased lottery for this year’s Kinder, 1st, 2nd, 3rd, and 5th, as well as 2022-23 Kindergarteners.
- VI. Comments: Agenda Items Only—Any person wishing to address the Board will identify themselves, the agenda item they are speaking about, and limit remarks to three minutes.**
- VII. Action**
 - A. Old Business**
 - B. New Business**
 - 1. Consent Agenda: Routine matters that can be approved with one motion**
 - a. Approve the Minutes of the March 17th, 2022 Regular Board Meeting**
 - b. Approve Warrant Registers—March 12th, 2022 – April 22nd, 2022**
 - c. Approve Budget Transfers— None**
 - d. Approve Annual Evaluation of Parent Involvement Policy Ed Code 11503/PESD BP6020**
 - e. Certification that 8th Grade Students Meet Graduation Requirements/Sign Diplomas**
 - f. Approve 2021-22 Consolidated Application**

PJ moved to approve the Consent Agenda and Connie King seconded. All approved.

- 2. Approve Resolution 21-04 Level I Developer Fee Justification Study and Increase of Statutory School Fee**

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
April 28th, 2022
3:00PM
Minutes

PJ Davis moved to Approve Resolution 21-04 Level I Developer Fee Justification Study and Increase of Statutory School Fee. Connie King seconded. All approved.

3. Approve 7th Grade Field Trip Requests to Turtle Bay in Redding, CA on May 20th, 2022 and Old Sacramento in Sacramento, CA on May 27th, 2022

PJ Davis moved to Approve 7th Grade Field Trip Requests to Turtle Bay in Redding, CA on May 20th, 2022 and Old Sacramento in Sacramento, CA on May 27th, 2022 and Connie King seconded. All approved.

- VIII. Closed Session- Negotiations** The Board went into closed session at 4:55PM and reopened to Open session at 5:48PM. The board directed Mr. Conklin to meet with the Plaza Teachers Association
- IX. Comments: Non Agenda Items—The Board Clerk will allow three minutes for speakers to address the appropriate matters. Speakers will identify themselves when acknowledged by the Clerk.**
- X. Adjournment – Next Regular Scheduled Meeting Thursday, June 9th, 2022 @ 3PM**

The meeting was adjourned at 5:49PM

Activity for Dates 04/01/2022 to 06/03/2022

Fiscal Year 2021/22

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
(000061)	01-0000-0-0000-2700-4300-000-000-00000 UNRESTRICTED GE,MATERIALS								
	US BANK	EX22-00832	35 PK WHISTLE WITH LANYARD	06/02/22				18.22	18.22-
	US BANK	EX22-00836	OFFICE LAPTOP CORDS	06/02/22				21.36	39.58-
			Account Total	06/03/22	.00	.00	.00	39.58	
(000066)	01-0000-0-0000-2700-5890-000-000-00000 UNRESTRICTED GE,OTHER OPE								
	TCG ADMINISTRATOR	EX22-00815	MONTHLY ADMIN FEE	05/27/22				8.00	8.00-
	US BANK	EX22-00831	SPOTIFY MEMBERSHIP	06/02/22				9.99	17.99-
			Account Total	06/03/22	.00	.00	.00	17.99	
(000076)	01-0000-0-0000-3600-5890-000-000-00000 UNRESTRICTED GE,OTHER OPE								
	Paramex Screening Ser	EX22-00808	Drug/Alcohol Testing J.F.	05/27/22				110.00	110.00-
(000094)	01-0000-0-0000-7600-5815-000-000-00000 UNRESTRICTED GE,LEGAL SER								
	KINGSLEY BOGARD LI	EX22-00802	GENERAL LEGAL SERV.	05/27/22				252.00	252.00-
(000106)	01-0000-0-0000-8100-4300-000-000-00000 UNRESTRICTED GE,MATERIALS								
	GREG'S HEATING & A/	EX22-00801	PLEATED FILTERS	05/27/22				90.00	90.00-
	ORLAND ACE HARDW/	EX22-00806	GRASS TRIMMER	05/27/22				182.82	272.82-
	ORLAND ACE HARDW/	EX22-00826	SITE SUPPLIES	06/02/22				61.01	333.83-
			Account Total	06/03/22	.00	.00	.00	333.83	
(000109)	01-0000-0-0000-8100-5520-000-000-00000 UNRESTRICTED GE,GARBAGE,P								
	WASTE MANAGEMENT	EX22-00820	APRIL GARBAGE	05/27/22				387.92	387.92-
(000112)	01-0000-0-0000-8100-5545-000-000-00000 UNRESTRICTED GE,P G & E,P								
	PG&E	EX22-00809	ELECTRIC	05/27/22				26.28	26.28-
	PG&E	EX22-00810	STREET LIGHT	05/27/22				10.58	36.86-
			Account Total	06/03/22	.00	.00	.00	36.86	
(000113)	01-0000-0-0000-8100-5560-000-000-00000 UNRESTRICTED GE,WATER,PLA								
	PAGE ANALYTICAL SE	EX22-00807	DRINKING WATER MONITORING	05/27/22				88.40	88.40-
(000115)	01-0000-0-0000-8100-5890-000-000-00000 UNRESTRICTED GE,OTHER OPE								
	SIERRA WATER UTILIT	EX22-00828	OPERATOR SERVICE CHARGE	06/02/22				100.70	100.70-
(000116)	01-0000-0-0000-8100-5910-000-000-00000 UNRESTRICTED GE,TELEPHONE								
	AT&T	EX22-00793	4/10/22-5/09/22 Phone Service	05/27/22				57.08	57.08-
(000158)	01-0000-0-1110-1000-4300-000-000-00000 UNRESTRICTED GE,MATERIALS								
	OFFICE DEPOT	EX22-00805	K-8 Supplies	05/27/22				14.10	14.10-
	OFFICE DEPOT	EX22-00824	K-8 SUPPLIES	06/02/22				97.08	111.18-
	OFFICE DEPOT	EX22-00825	K-8 SUPPLIES	06/02/22				6.99	118.17-
	US BANK	EX22-00834	MATH FIELD DAY POSTER BOA	06/02/22				68.96	187.13-
			Account Total	06/03/22	.00	.00	.00	187.13	
(000708)	01-0000-0-1110-1000-5890-000-000-00000 UNRESTRICTED GE,OTHER OPE								
	DNA	EX22-00800	June 2022 Web Hosting	05/27/22				50.00	50.00-
	TIAA, FSB	EX22-00819	COPIER CHARGES	05/27/22				280.15	330.15-

Selection

Filtered by User Permissions, (Org = 5, Online/Offline = N, Fiscal Year = 2022, Start Date = 4/1/2022, End Date = 6/3/2022, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7, Obj Digits = 0, Page Break Lvl =)

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Activity for Dates 04/01/2022 to 06/03/2022

Fiscal Year 2021/22

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
Account Total				06/03/22	.00	.00	.00	330.15	
(000330)	01-4035-0-1110-1000-5200-000-000000 NCLB: TITLE II, TRAVEL & US BANK	EX22-00835	TEACHER LUNCH	06/02/22				53.19	53.19-
(000465)	01-7425-0-1110-1000-4300-000-00108 ELO, MATERIALS & SUP, REGUL								
(000467)	01-7425-0-1110-1000-4300-000-00202 ELO, MATERIALS & SUP, REGUL	EX22-00833	8TH GRADE CLASS HEADPHON	06/02/22				96.36	96.36-
Account Total				06/02/22					
(000468)	01-7425-0-1110-1000-5200-000-000000 ELO, TRAVEL & CONFER, REGUL	EX22-00804	MAY 03 & 04	05/27/22				46.96	46.96-
(000894)	01-7830-0-0000-8100-4400-000-000000 CDPH GRT, NON-CAPITAL EQU,	EX22-00803	REIMB. CONF. REGISTRATION	05/27/22				709.00	709.00-
Account Total				05/27/22					
(000618)	13-5310-0-0000-3700-4300-000-000000 CHILD NUTRITION, MATERIALS	EX22-00821	2 New Cafe Tables	05/27/22				4,643.14	4,643.14-
Account Total				05/27/22					
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00817	CAFETERIA FOOD	05/27/22				27.17	27.17-
Account Total				06/02/22				123.25	150.42-
Account Total				06/03/22	.00	.00	.00	150.42	
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00794	Cafeteria Food	05/27/22				31.35	31.35-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00795	CAFETERIA FOOD	05/27/22				184.35	215.70-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00796	CAFETERIA FOOD	05/27/22				239.56	455.26-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00797	CAFETERIA FOOD	05/27/22				202.64	657.90-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00798	CAFETERIA FOOD	05/27/22				294.77	952.67-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00799	DAIRY	05/27/22				276.31	1,228.98-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00811	CAFETERIA FOOD	05/27/22				604.29	1,833.27-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00812	CAFETERIA FOOD	05/27/22				522.51	2,355.78-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00813	PRODUCE	05/27/22				450.63	2,806.41-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00817	CAFETERIA FOOD	05/27/22				2,349.18	5,155.59-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00818	CAFETERIA FOOD	05/27/22				2,460.83	7,616.42-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00822	CAFETERIA FOOD	06/02/22				221.10	7,837.52-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00823	CAFETERIA FOOD	06/02/22				128.97	7,966.49-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00827	CAFETERIA FOOD	06/02/22				463.71	8,430.20-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00829	CAFETERIA FOOD	06/02/22				1,033.91	9,464.11-
(000621)	13-5310-0-0000-3700-4700-000-000000 CHILD NUTRITION, CAFETERIA	EX22-00837	CAFETERIA FOOD	06/02/22				72.56	9,536.67-
Account Total				06/03/22	.00	.00	.00	9,536.67	
(000926)	25-0000-0-0000-7200-5840-000-000000 UNRESTRICTED GE, CONSULTAN	EX22-00814	DEVELOPER FEE	05/27/22				1,500.00	1,500.00-
Account Total				05/27/22					
Total for Expense Accounts					.00	.00	.00	18,677.38	18,677.38-
Total for Org 005 and Expense accounts					.00	.00	.00	18,677.38	18,677.38-
Account Total					.00	.00	.00	18,677.38	18,677.38-

Selection

Filtered by User Permissions, (Org = 5, Online/Offline = N, Fiscal Year = 2022, Start Date = 4/1/2022, End Date = 6/3/2022, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7, Obj Digits = 0, Page Break Lvl =)

ESCAPE ONLINE

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RESIDENCY FOR HOMELESS CHILDREN

Homeless students living in the district shall be admitted to the district school upon presentation of any of the following:

1. Hotel or motel receipts
2. A letter from a social service agency or homeless shelter verifying that the student lives within the district
3. An affidavit from the parent/guardian stating that the family lives within the district

A reasonable effort shall be made to secure an address, phone number and medical release from the parent/guardian when a student is placed in a classroom.

(cf. 5125 - Student Records)

(cf. 5141.31 - Immunizations)

(cf. 6173 - Education for Homeless Children)

Legal Reference:

EDUCATION CODE

1980-1986 County community schools

2558.2 Use of revenue limits to determine average daily attendance of homeless children

39807.5 Payment of transportation costs by parents

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

CDE PUBLICATIONS

Enrolling Students in Homeless Situations, 1999

FEDERAL REGISTER

U.S. Department of Education: Notice of school enrollment guidelines, 67 Fed. Reg. 10698

WEB SITES

CDE: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Plaza Elementary School District/Glenn County Office of Education		Glenn	
SCHOOL SITE	SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE	
Plaza Elementary School District	K-8	9	
0	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)		
Anthony Fissori	Patrick Conklin		
INSPECTOR'S TITLE			
Custodian			
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
6/3/22 @ 7:15am	Sunny		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/VAC	SEWER		OVERALL CLEANLINESS	PEST/VERMIN INFESTATION		RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
7	Number of "✓'s:	7	6	4	6	7	7	6	3	6	7	7	6	6	1	7
	Number of "D's:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of "X's:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/A's:	0	1	3	1	0	0	1	4	1	0	0	1	1	6	0
Percent of System in Good Repair Number of "✓'s divided by (Total Areas - "NA's")*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	100.00%	SCHOOL RATING**	EXEMPLARY
-----------------	--	---------	-----------------	-----------

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

PART II: EVALUATION DETAIL															
Date of Inspection: 06/03/22															
School Name: Plaza Elementary															
CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Multi-purpouse Building	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Primary Building	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room 4	✓	✓	NA	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room 5	✓	✓	NA	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Pump House	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Grounds	✓	NA	✓	NA	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓	✓
	COMMENTS:														
7th-8th Building	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														

Marks: ✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
Use additional Area Lines as necessary.

To : Glenn County Office of Education
Business Department

From: Plaza School District

Date: June 9th, 2022

The following persons are authorized, as required by Education Code 42632 and 42633, to sign vendor warrant registers, payroll registers, budget transfers and purchase orders to be submitted to the Glenn County Schools Office for payment of vendors, employees and transfer of budget funds for Fiscal Year 2022-23.

<u>Name</u>	<u>Signature</u>
1. <u>P.J. Davis</u>	_____
3. <u>Connie King</u>	_____
2. <u>Jacob Cecil</u>	_____
3. <u>Patrick Conklin</u>	_____
4. <u>Mary Lohse</u>	_____
5. <u>Aurora Esparza</u>	_____
6. <u>Anthony Fissori</u>	_____
7. <u>John Lovell</u>	_____

Revised June 9th, 2022

Plaza Elementary School District

EMPLOYMENT AGREEMENT SUPERINTENDENT/PRINCIPAL

This Employment Agreement ("Agreement") is by and between the Governing Board of the Plaza Elementary School District, hereafter referred to as "Board" or "District," and Patrick Conklin Superintendent/Principal, hereafter referred to as "Superintendent." This Agreement supersedes any and all other agreements between the Parties as of the date of the commencement of the term of this Agreement.

NOW, THEREFORE, District and Superintendent, for the consideration herein specified, agree as follows:

I. TERM

District in consideration of the promises by Superintendent herein contained, agrees to employ and Superintendent hereby accepts employment as District Superintendent of the Plaza Elementary School District for a term commencing July 1, 2022 and ending June 30, 2024.

II. COMPENSATION

A. District shall pay Superintendent an annual salary based on Step 7 of the Superintendent/Principal salary schedule for the 2022 2023 school year. Salary shall be payable on the last working day of each month in installments of one twelfth of the annual salary rate for services rendered during the preceding month. Unless otherwise agreed, the Superintendent's salary/benefits may increase, at a given years COLA, beginning with the 2022 2023 school year, subject to Board approval.

B The District shall pay the Superintendent \$1,000 00 for a Master's Degree earned by the Superintendent.

C. During the term of this Agreement, the District shall provide the Superintendent with insurance benefits (health, dental, vision, and life) to which all twelve (12) month certificated employees of the District are entitled by reason of their employment by the District (the District's maximum contribution shall not exceed \$14,500.00).

D. Superintendent is eligible for mileage reimbursement consistent with Board Policy and District practices.

E. The Board may, with the mutual consent of Superintendent, adjust Superintendent's base salary at any time.

III. PROFESSIONAL DUTIES AND RESPONSIBILITIES OF SUPERINTENDENT

Superintendent shall be the chief executive officer of the District. This Agreement is subject to all applicable laws of the State of California and to the lawful rules and regulations of the Board and the California State Board of Education. Said laws, rules and regulations are hereby made a part of the terms and conditions of this Agreement as though fully set forth herein. Superintendent shall perform all duties prescribed by said laws, rules, and regulations, and shall be carried out.

As to acts arising out of or in the course of the Superintendent's employment, and to the extent required by law, the Governing Board agrees to defend, hold harmless, and indemnify the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against Superintendent in his official capacity as agent and employee of the Governing Board or in his individual capacity, except that in no case will individual Board members be considered personally liable for indemnifying the Superintendent against such demands, claims, suits, actions and legal proceedings. Upon separation from the District, Superintendent shall continue to be indemnified for action taken in the course of the Superintendent's employment.

IV. DUTY/NONDUTY DAYS AND OTHER BENEFITS

A. Regular Service

Superintendent shall be required to render 220 days of full and regular service to the District during the annual period covered by this Agreement. The work year is normally exclusive of Saturdays, Sundays and holidays unless work on such days is required to fulfill the obligations of the position of Superintendent. The Superintendent shall be compensated additional days of services rendered during the Agreement term at the daily rate at the end of each fiscal year. Additional service days must be authorized and preapproved by the Board President for actual days worked over the 220 day Agreement.

B. Illness Leave

Superintendent shall accrue illness leave at the rate of one (1) day per month per Agreement year. This leave may accumulate without limit.

C. Other Leaves

District shall provide Superintendent with such other leaves, school holidays and benefits as are provided to other certificated employees of the District.

V. PROFESSIONAL GROWTH OF SUPERINTENDENT

District encourages the continuing professional growth of Superintendent through participation in:

- A. The operations, programs and other activities conducted or sponsored by associations of local, state and national school boards, administrators, educators;
- B. Seminars and courses offered by public or private educational institutions; and
- C. Informational meetings with other persons whose particular skills or backgrounds would serve to improve the capacity of Superintendent to perform his professional responsibilities for the District.

VI. TERMINATION OF EMPLOYMENT CONTRACT

This Agreement may be terminated prior to its normal expiration by:

A. Failure by Superintendent to maintain a valid California Administrative Credential.

B. Mutual agreement of the parties.

C. Retirement of Superintendent.

D. Resignation by Superintendent Upon voluntary resignation of the Superintendent prior to the end of the Agreement term, the Superintendent will, upon the effective date thereof, forfeit any future benefits. The Superintendent's resignation shall be in writing and presented to the Board ninety (90) days prior to the effective date of the resignation. During the ninety day period, the Superintendent may not take any accrued vacation days without the express consent of the Board.

E. Discharge for Cause.

F. In the event of discharge for cause which shall be defined as conduct which is seriously prejudicial to District, this Agreement may be terminated. This shall include, but is not limited to, unprofessional conduct, incompetency, neglect of duty, or breach of agreement. Should the Board elect to terminate this Agreement prior to its expiration pursuant to this section, the Board shall notify the Superintendent in writing. Upon request, Board shall serve upon Superintendent a reasonably detailed statement of charges. Superintendent will be afforded an opportunity for a hearing which shall include the right to be represented by counsel and the right to call witnesses. If Superintendent chooses to be accompanied by legal counsel at such hearing, Superintendent shall bear any costs therein involved. Such hearing shall be conducted in closed session. Superintendent shall be provided a written decision describing the results of the hearing. Termination Without Cause

Notwithstanding any other provision of this Agreement, the Board may at any time, without cause or a hearing, unilaterally terminate this Agreement upon the provision of written notice of such termination to the Superintendent. If the Board elect the option to terminate this Agreement without cause, then the Superintendent shall receive Superintendent's base salary for the remainder of the unexpired Term, or twelve (12) months whichever is less. Such termination payments shall be paid on a monthly basis, unless both the Superintendent and District mutually agree otherwise.

The parties agree that the damages to the Superintendent which may result from the Board's early terminations of this Agreement cannot be readily ascertained. Accordingly, the parties agree that the damage payment made pursuant to this early termination clause constitutes reasonable liquidated damages for the Superintendent, fully compensates the Superintendent for all tort, Agreement and other damages and does not result in a penalty. The parties agree that the District's completion of the obligations under this provision constitutes the Superintendent's sole remedy to the fullest extent provided by law. Finally, the parties agree that this section is governed by Government Code sections 53243, et seq. and 53260, et seq., and any payments made must comply with these sections.

G. The Board may elect not to renew this Agreement for any reason by providing written notice to the Superintendent in accordance with Education Code section 35031

H This Agreement and specifically section VIII, are intended to comply with Government Code sections 53243 et seq. and 53260 et seq., which are incorporated herein by this reference.

VII. GENERAL PROVISIONS

A. This Agreement is the full and complete agreement between the parties hereto, and it can be changed or modified only by writing, signed by the parties or their successors in interest to this Agreement. It supersedes and replaces all other contracts of employment between Superintendent and Board.

B. Except as modified herein, this Agreement is subject to all applicable laws of the State of California, to the rules and regulations of the State Board of Education, and to the lawful rules and regulations of the Governing Board of the Plaza Elementary School District. Said laws, rules, regulations, and policies are hereby made a part of the terms and conditions of this Agreement as though fully set forth herein.

C. If any provisions of this Agreement are held to be contrary to law by final legislative act or by a court of competent jurisdiction inclusive of appeals, if any, such provisions will not be deemed valid and subsisting except to the extent permitted by law but all other provisions will continue in full force and effect.

IN WITNESS HERETO we affix our signatures to this Agreement as the full and complete understanding of the relationships between the parties hereto.

GOVERNING BOARD OF THE PLAZA ELEMENTARY SCHOOL DISTRICT

By: _____
PJ Davis, Board Clerk

Date: June 9th, 2022

SUPERINTENDENT

I hereby accept this offer of employment and agree to comply with the conditions thereof and to fulfill all of the duties of employment of Superintendent of the Hamilton Unified School District.

By: _____
Patrick Conklin, Superintendent/Principal

Date: June 9th, 2022

**PLAZA ELEMENTARY SCHOOL DISTRICT
SUPERINTENDENT/PRINCIPAL
2021-2022 SALARY SCHEDULE
Board Draft
220 Days**

	A	B	C	D	E	F	G
1			Step	Annual Salary	Days		
2			1	\$97,276	220		
3			2	\$100,194	220		
4			3	\$103,200	220		
5			4	\$106,296	220		
6			5	\$109,485	220		
7			6	\$112,770	220		
8			7	\$116,153	220		
9							
10							

**Tentative Agreement between
Plaza Elementary School District (“District”) &
Plaza Elementary Teachers Association (“PTA”)
2022-23 – 2024-25 School Years**

The Parties have convened in joint negotiations and have reached the following Tentative Agreement to reach a final Agreement between the Parties effective through the 2024-2025 school years.

2022-23 ARTICLE XIV – Salaries

- **5.0%** increase to Step 1 Column 1 only. The remainder of the salary structure will remain the same.

ARTICLE XV Workload/Adjunct Duties

- **15.4.2** All unit members shall participate in: Back-to-school night, Christmas Program, parent/Teacher Conferencing, Open House, Graduation, IEP meetings, and one other school community event.

2023-24 ARTICLE XIV – Salaries

- **2.0%** increase to Step 1 Column 1 only. The remainder of the salary structure will remain the same.

2024-25 ARTICLE XIV – Salaries

- **2.0%** increase to Step 1 Column 1 only. The remainder of the salary structure will remain the same.

2023-24 REOPENERS

- Article 18, Health and Welfare Benefits for active employees **if there is a rate increase. Except as delineated above, the Parties agree to maintain the current language in the 2022-23 Agreement.**

2024-25 REOPENERS

- Article 18, Health and Welfare Benefits for active employees **if there is a rate increase.**
 - APPENDIX A-1 Certificated Salary Schedule **if state approved COLA is 3% or more.**
- Except as delineated above, the Parties agree to maintain the current language in the 2022-23 Agreement.**

Plaza Elementary Teachers Association

Plaza Elementary School District

John Lovell
Teacher

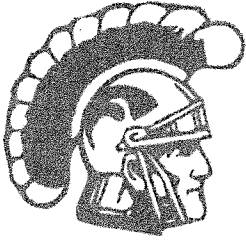
Date

Patrick Conklin
Superintendent/Principal

Date

Loretta Osburn
Teacher

Date



ORLAND HIGH SCHOOL

903 SOUTH STREET, ORLAND, CA 95963 (MAILING ADDRESS)
101 SHASTA STREET, ORLAND, CA 95963 (PHYSICAL ADDRESS)
PHONE: (530) 865-1210 • FAX: (530) 865-1215

ALEX MERCADO, PRINCIPAL
SHEILA MATHROLE, ASSISTANT PRINCIPAL

20 May 2022

Patrick Conklin
Plaza Elementary School
7322 County Road 24
Orland CA 95963

Dear Mr. Conklin,

Attached you will find a Cooperative Agreement for Clay Target Athletes. This agreement, when approved by you, will allow your sixth to eighth grade students to participate on the Orland High School Clay Target Team (OHSCTT.) Our principal, Mr. Alex Mercado, has already signed the agreement in anticipation of the participation of your athletes.

As athletes on the OHSCTT they will be able to practice and compete ~~right alongside of~~ the high school athletes, they can attend the State Tournament held in Kingsburg at the end of the Spring Season and possibly qualify for the National Tournament held in Mason, Michigan. They will also be eligible, within the rules and policies of the League, to receive state and national League awards. During the season(s) the athletes and any registered coaches are covered by the League's General Liability Insurance Policy which provides a \$1,000,000 per occurrence liability limit per member from claims made due to negligent acts accidentally committed resulting in bodily injury, personal injury or property damage to others. With that said this League has no recorded injuries in over 10 years of existence and over seven million trigger pulls across the United States.

The OHSCTT currently participates in both trap and sporting clays. There are two seasons: Spring and Fall. As this is a digital league where we practice and compete on our home range, there is minimal travel. You can find more information about this at caclaytarget.com. The Fall season is shorter and does not have state or national tournaments. The Spring season is eight weeks and athletes may participate in the State Tournament as well as qualify for the National Championship. Our trap range is located in Orland near the airport. The sporting clay athlete's participate at Clear Creek Sports Club in Corning, Bird's Landing Sports Club in Bird's Landing and Quail Point Hunt Club in Zamora.

Also attached is this last spring's schedule for both trap and sporting clays so that you can see the requirements and costs.

I am available to answer any questions you may have. I am also available to recruit during a back-to-school night, open house, parent meeting, or at any other function you may utilize to involve your students in club activities.

I can bring the original documents to you next week if that is better than this digital version.
Please just let me know what is a good time.

I look forward to working with you and your athletes.

Sincerely,

A handwritten signature in cursive script that reads "Anna Canon".

Anna Canon
Head Coach
Clay Target Team
Orland High School
101 Shasta Street
Orland CA 95963
530-228-8502 - call or text

Cooperative Agreement for Clay Target Athletes

This Cooperative Agreement allows students to participate on a team already participating in the California State High School Clay Target League if the student's school district does not have a high school clay target team. Both school's Administrators must sign this form.

On behalf of Plaza Elementary School and Orland High School, we hereby agree to cooperative participation for sixth to eighth grade student athletes to practice and compete with the Orland High School Clay Target Team in the California State High School Clay Target League.

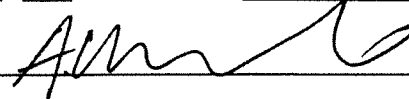
PLAZA ELEMENTARY SCHOOL

Administrator Name (Printed): Patrick Conklin

Administrator Signature: _____ Date: _____

ORLAND HIGH SCHOOL

Administrator Name (Printed): Alex Mercado

Administrator Signature:  Date: 5/10/22

TEAM HEAD COACH INFORMATION

Anna Canon, 530-228-8502, acanon@orlandusd.net

Orland High School TRAP 2022 Spring Season Schedule

This is the 6th Season for the Orland High School Clay Target Team. Orland was the first team in the state of California affiliated with the California State High School Clay Target League.

- ★ We shoot at our home range just south of Orland off of Road 200.
- ★ Any and all students from Orland High School and CK Price are welcome to join the team.
- ★ Athletes can be qualified to participate by:
 - 1 - Possess a hunter safety certificate or
 - 2 - Take the California Hunter Safety Class online at <https://www.hunter-ed.com/california/> or
 - 2 - Take the League S.A.F.E. class for \$25.
 - 3 - Participate in an Orientation Warm-up - dates and times are below
 - 4 - Meeting all school curricular activity eligibility requirements
- ★ Transportation is to be provided by athletes or parents.



COSTS:

- Online Registration is \$35. You must register online between February 1st and March 20th. Once the parent/guardian's name and email are provided they will receive an email with instructions on how to register in the Athlete Management System at ClayTargetGo.com. *Registration must be completed online by March 20th to participate in the Spring Season.*
- **An additional \$100 is paid to the team for targets, ammunition, and team shirt and hat- due at beginning of the season.** >Donations and sponsorships are appreciated.<

MORE IMPORTANT INFORMATION:

- Ammunition and targets may be provided by the team. Donations are appreciated.
 - If you provide your own - each practice and competition will require a minimum of 50 rounds.
- Firearms: .12 or .20 gauge shotguns are acceptable.
 - If you do not have a shotgun the team has a variety of .12 and .20 gauges available.
- Ear and eye protection are required by every athlete on the range.
 - Spectators are highly encouraged to wear ear and eye protection.
 - This equipment can be found at any local sporting goods store.
- A shell bag or shooting vest is highly recommended and can be found at any local sporting goods store.

Season Dates. All practices and competitions will be at the Orland Range

- **February 1:** The student-athlete registration opens.
- **March 15:** *Student-athlete warm-up-choose one at 4pm or 5pm*
- **March 16:** *Student-athlete warm-up-choose one at 4pm or 5pm*
- **March 20:** The student-athlete registration closes at 10:00 am with no exceptions. Last day for the athlete to withdraw for a registration fee refund.
- **March 29-30:** **Trap Practice Week 1** - 4pm or 5pm
- **April 5-6:** **Trap Practice Week 2** - 4pm or 5pm
- **April 12-13:** **Trap Reserve Week** - 4pm or 5pm
- **April 19-20:** **Trap Competition- Week 1** - 4pm or 5pm
- **April 26-27:** **Trap Competition Week 2** - 4pm or 5pm
- **May 3-4:** **Trap Competition Week 3** - 4pm or 5pm
- **May 10-11:** **Trap Competition Week 4** - 4pm or 5pm
- **May 16-17:** **Trap Competition Week 5 (Fair Week) FINAL** - 4pm!
- **May 28:** **All Clays Fun Shoot**
- **May 23:** Final Results Posted
- **California State Tournament - June 4 - Kingsburg Gun Club, Kingsburg, CA**
 - ◆ Qualifying athletes are invited to compete for individual and team awards in performance categories.
- National Championship qualifying student-athlete and team registration begins May 31.
 - ◆ Please see <http://usaclaytargetchampionship.com> for more information. Registration closes when full.
- National Championship - July 6-10, Mason, Michigan



Orland High School **SPORTING CLAY 2022** Spring Season Schedule

This will be the 3rd full season for the Orland High School Clay Target Team to participate in sporting clays. Orland was the first team in the state of California affiliated with the California State High School Clay Target League.

- ★ We shoot at Clear Creek Sports Club in Corning or other Northstate Clubs.
- ★ Any and all students from Orland High School and CK Price are welcome to join the team.
- ★ Athletes can be qualified to participate by:
 - 1 - Possess a hunter safety certificate or
 - 2 - Take the California Hunter Safety Class online at <https://www.hunter-ed.com/california/> or
 - 2 - Take the League S.A.F.E. class for \$25.
 - 3 - Participate in an Orientation Warm-up - dates and times are below
 - 4 - Meeting all school curricular activity eligibility requirements
- ★ Transportation is to be provided by athletes or parents.



COSTS:

- Online Registration is **\$35**. You must register online between February 1st and March 20th. Once the parent/guardian's name and email are provided they will receive an email with instructions on how to register in the Athlete Management System at ClayTargetGo.com. Registration must be completed online by March 20th to participate in the Spring Season.
- An additional \$40 is paid to the team for a team shirt, hat (if not in trap) and ammunition.
- ~~Ammunition will be provided by the athlete, not by the team.~~ Not for Spring 2022
 - each practice and competition will require a minimum of 50 rounds.
- Clay Targets will be \$20 at every practice and/or competition attended by the athlete.
 - Donations and sponsorships are appreciated.

MORE IMPORTANT INFORMATION:

- Firearms: .12 or .20 gauge shotguns are acceptable which will shoot two shells.
 - If you do not have a shotgun the team has a variety of .12 and .20 gauges available.
- Ear and eye protection are required by every athlete on the range.
 - Spectators are highly encouraged to wear ear and eye protection.
 - This equipment can be found at any local sporting goods store.
- A shell bag or shooting vest is highly recommended and can be found at any local sporting goods store.

Season Dates Practices and competitions will be at the Clear Creek Sports Club or Bird's Landing.

Some dates will probably change so communication is important.

- **February 1:** The student-athlete registration opens.
- **March 20:** The student-athlete registration closes at 10:00 am with no exceptions. Last day for the athlete to withdraw for a registration fee refund.
- **Saturday, April 2: Sporting Clays Practice Week 1 - Bird's Landing**
- **Sunday, April 3: Sporting Clays Practice Week 2 - Clear Creek**
- **April 10 or 16: Sporting Clays Reserve Week - Bird's Landing**
- **Friday, April 22: Sporting Clays Competition Week 1 - Clear Creek**
- **Sunday, April 24: Sporting Clays Competition Week 2 - Clear Creek**
- **Sunday, May 1: Sporting Clays Competition Week 3 - Clear Creek**
- **May 14: Sporting Clays Competition Week 4 - Bird's Landing**
- **May 15 or 21 (JLA): Sporting Clays Competition Week 5-FINAL - Use of Reserve Week**
- **May 28: All Clays Fun Shoot at Orland Trap Range**
- **May 23: Final Results Posted**
- **California State Virtual Tournament - June 12: TBD**

◆ Qualifying athletes are invited to compete for individual and team awards in performance categories.



Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA’s enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA’s draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA’s expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Plaza School District	Patrick Conklin	pconklin@glenncoe.org	530.865.1250

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

Yes

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

Capay Joint Union Elementary
Hamilton Elementary
Lake Elementary
Plaza Elementary
Princeton Elementary
Elk Creek Elementary
Murdock Elementary
Mill Street Elementary
William Finch Charter School
Walden Academy
Glenn County Office of Education

Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	0	0	0	UK	UK	UK
CSPP (if applicable)	NA	NA	NA	NA	NA	NA

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	0	0	0	0	0	0
CSPP Classrooms	NA	NA	NA	NA	NA	NA
Head Start or Other Early Learning and Care Classrooms	NA	NA	NA	NA	NA	NA

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	0	0	0	0	0	0
TK Teacher's Assistants	0	0	0	0	0	0

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	NA	NA	NAN	NA	NA	NA
Other CSPP Classroom Staff (if applicable)	NA	NA	NA	NA	NA	NA
Early Education District-level staffing (if applicable)	0	0	0	0	0	0

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	0	0	0	0

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	NA	NA	NA	NA	NA	NA
Head Start	NA	NA	NA	NA	NA	NA
ASES Program/ELO-P	0	0	0	0	0	0

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.
There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK?

At this time, Plaza School District has an agreement with a local district to provide TK for any students living in our attendance boundaries. Historically, Plaza has had few, if any, students eligible. The vision of Plaza School District is to lay a strong foundation for academic success, social-emotional well being, and productive lives for all students by providing high quality early education opportunities for all eligible PreK students. The district will accomplish this through meaningful and productive engagement of all families and community partners, providing highly qualified teachers and support staff, and ensuring developmentally appropriate and standards aligned curriculum and instructional practices for all students.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

In addition to TK, the other service delivery models available in the county are: CSPP, Head Start, and Family Childcare network, none of which are within our district boundaries.

3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

Each LEA will work with GCOE CAFS and GCOE EdServices to facilitate connections with various service delivery options and any monitoring or resource needs.

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

At this time, Plaza School District has an agreement with a local district to provide TK for any students living in our attendance boundaries. Historically, Plaza has had few, if any, students eligible.

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.

At this time, Plaza School District has an agreement with a local district to provide TK for any students living in our attendance boundaries. Historically, Plaza has had few, if any, students eligible. However, when applicable, UPK will align with the goals, actions and services of the district's LCAP. Fiscal resources aligned with specific actions will be included.

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

When applicable, the district currently has a model of including all students with disabilities in the general education environment. Students will be supported through the partnership between general education and special education program at the school site. This may include "push-in" services where a staff person from

special education will go into the UPK class and provide supports to student(s) so they can participate to the best of their abilities in the UPK class. This may also include collaboration and consultation between the UPK teacher and the education specialist in order to provide modifications and accommodations for students so the student can participate effectively in the UPK environment. These are existing systems at the school site and extending them to the UPK environment will be easily accomplished.

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

The LEA will connect UPK staff with the Glenn Community of Practice, GCOE CAFS, and the Expanded Learning program grant requirements.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

TK stand-alone classes

TK and kindergarten combination classes

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

Full Day TK

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

N/A

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

No - the LEA has no plans to begin or expand a CSPP contract in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

- a. 2022–23 (Birthdays February 3 or after) [select one]

No

- b. 2023–24 (Birthdays April 3 or after) [select one]

Maybe

- c. 2024–25 (Birthdays June 3 or after) [select one]

Maybe

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA's UPK Plan prioritize parental needs and choices?
The district will prioritize parental needs and choices through conversations with interested families who have children eligible. Other opportunities for input include school site council and board meetings.
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?
There will be various opportunities for stakeholder to meaningfully engage extended learning and care partners.
3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?
Child and Family Services (Resource and Referral, Head Start Policy Council and LPC) will promote access to UPK services in Glenn County communities and will collaborate to access data and parent survey information.
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?
The LEAs have current longstanding relationships with Glenn County SELPA and the special education preschool program through GCOE. The preschool programs provides services within early learning centers so students with special needs can attend these program successfully. The LEAs will continue to coordinate with the GCOE preschool coordinator to ensure students with IEPs enroll in inclusive UPK opportunities.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
School Site Council
Family or parent surveys
Special Education Local Plan Area (SELPA)
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

The LEA will recruit UPK educators from Edjoin, CSUChico and Butte College, and also recruiting from current classified staff who are seeking credentialing.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

The LEA will partner with other districts in Glenn County as part of Community of Practice of early childhood educators who will receive professional development.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P-3 continuum? Plans might include the following:

- a. Who will receive this professional learning?
 - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
 - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
- b. What content will professional learning opportunities cover?
 - i. Effective adult-child interactions
 - ii. Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

- iii. Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- iv. Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- v. Implicit bias and culturally- and linguistically-responsive practice
- vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- vii. Curriculum selection and implementation
- viii. Creating developmentally-informed environments
- ix. Administration and use of child assessments to inform instruction
- x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- xii. Engaging culturally- and linguistically-diverse families
- c. How will professional learning be delivered?
 - i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues
 - iii. Workshops with external professional development providers
 - iv. Internally-delivered professional learning workshops and trainings
 - v. Operating an induction program
 - vi. Partnerships with local QCC professional learning in CSPP settings
 - vii. In mixed groupings (for example, TK and CSPP teachers)

Glenn County is creating a collaborative network of early childhood educators to include TK and CSPP teachers and aides in a UPK Community of Practice. Some of the content that will be covered: Preschool Learning Foundations and the Preschool Curriculum Framework with a focus on literacy and language development, math and science, social emotional development, ACEs/Trauma, assessments (DRDP), inclusive settings for students with disabilities, the Teaching Pyramid, Universal Design for Learning and engaging culturally diverse families.

4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

Each district will include UPK/TK teachers in their ongoing PLC meetings in order to collaborate and monitor student progress.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

Join an existing intern preparation program to recruit and prepare teachers for your LEA

Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential

Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential

Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]

Apply for workforce development funding and competitive grant opportunities from the CDE

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units

Partner with a local IHE offering eligible early childhood education or childhood development coursework

Provide information on scholarship and grant opportunities

Apply for workforce development funding and grant opportunities

Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

Provide advising on requirements and how to meet the requirements

Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers

Develop or work with an established mentorship program to support new TK teachers

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

Partner with a local IHE offering eligible early childhood education or childhood development coursework

Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit

Provide information on scholarship and grant opportunities

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

Ages & Stages Questionnaire (ASQ)

BRIGANCE Early Childhood Screen

Desired Results Developmental Profile (DRDP)

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

ACEs and trauma- and healing-informed practice

Support for multilingual learners, including home language development and strategies for a bilingual classroom

Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Serving children with disabilities in inclusive settings, including Universal Design for Learning

Administration and use of child assessments to inform instruction

Engaging culturally- and linguistically-diverse families

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

At this time, Plaza School District has an agreement with a local district to provide TK for any students living in our attendance boundaries. Historically, Plaza has had few, if any, students eligible. When applicable, Creative Curriculum is implemented across early education programs in Glenn County and aligns with the California Early Learning Foundations and Curriculum Framework, as well as the Head Start Early Learning Outcome Framework. The use of a standard curriculum will support communication and collaboration across UPK programs; thereby, optimizing the tracking of children's developmental progress and supporting seamless transitions for children and families.

3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

UPK teachers will be trained to implement the Teaching Pyramid as a strategy to support social and emotional development. The Early Childhood Environmental Rating Scales will be used to guide classroom organization and environments that promotes optimal development.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.

Early education programs in the county currently align curriculum and assessment with the California Foundations and Framework. Child assessments and screenings are also conducted a developmental baseline for young children. A System of professional development and program monitoring has been established at the county level to assure these activities are conducted to full fidelity within Head Start/Early Head Start, State Preschool and Family Child Care Home Education Network. A Community of Practice will be established to provide professional development and peer support in aligning best practices for all UPK programs.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?

The district is in the process of developing an MTSS model to support all students academically, behaviorally and in social emotional learning. The district is also providing professional development to the teachers around... (Universal Design for Learning/Responsive Classroom/Pyramid Model). The district also has long standing practices of including all students in the general education environment to the maximum extent possible. The UPK teacher will be included in all IEP meetings for students with disabilities. At the IEP meeting the team will determine the appropriate services and supports for students, discuss and agree to the most effective instructional practices as well as discuss accommodations and modifications that are needed.

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?

Creating a supportive environment to support language and development of multilingual learners includes cultivating an appreciation of diversity and appreciation of the home language, developing language skills into academic content in all subjects, vocabulary development, small group instruction, visual images, songs/rhymes, play-based activities that invite language interaction.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?
The LEA is not going to assess DLL students in areas other than English Language acquisition.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
English-only instruction with home-language support
2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]
None
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
Use developmental observations to identify children's emerging skills and support their development through daily interactions
Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
Implement the CSEFEL Pyramid Model in the classroom
Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
Implement Universal Design for Learning
Provide adaptations to instructional materials

Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

Provide additional staff to support participation in instruction

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

DRDP

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?
Some considerations for integration might be: separate recess schedules, lunch schedules, access and support for bathroom facilities
2. Describe how the LEA plans to address transportation issues resulting from UPK implementation.
Transportation issues are not expected.
3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)
Some considerations for ensuring access to meals and time to eat include: additional staff to assist TK students with meal service , additional time to eat, and appropriate meals and snacks as needed.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?
LEAs will not displace any early education programs on campus
2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]
No
 - i. If no, how many more classrooms does the LEA need? [identify number, open response]

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]
It's unlikely the LEA will be able to provide within the next 3-5 years.
- 3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]
No
- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]
The LEA currently does not have a classroom.
- 4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
No
- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
The LEA currently does not have a classroom.
- 5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
No
- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]
The LEA has not incorporated TK into our Facilities Master Plan.
- 6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
None of the above
- 7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
No transportation will be provided
- 8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?
No

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

FIELD TRIP REQUEST FORM

☒ Major Field Trip (over 20 miles)

☐ Minor Field Trip (Local /20 miles or less)

Teacher Lovell, Lee, Henning

Destination (Place) /Activity PEEC - Fort Bragg

City Fort Bragg

Distance in miles, one way 172 mi

Purpose Environmental Camp.

Date of proposed trip Sept. 27-30, 2022

Departure Time: 8 AM

Return Time: 3 pm

Method of Transportation parent drivers / vans

Minor Field Trip Approval

Signature _____ Date _____
Superintendent

Major Field Trip Approval

Signature _____ Date _____
Clerk, Board of Trustees

Order of Election

(Education Code Sections 5000, 5018, 5304, and 5322)

RESOLUTION # 21-05

ORDERING GOVERNING BOARD MEMBER ELECTION

WHEREAS, the regular biennial election of governing board members is ordered by law pursuant to Section 5000 of the Education Code to fill offices of members of the governing board of Plaza School District, of Glenn (Counties), now be it

RESOLVED that the County Superintendent of Schools for this county call the election as ORDERED and in accordance with the designations contained in the following Specifications of the Election Order made under the authority of Education Code Sections 5304 and 5322.

SPECIFICATIONS OF THE ELECTION ORDER

The election shall be held on Tuesday, November 8th, 2022,

The purpose of the election is to elect **Two (2)** members of the governing board
of Plaza School District. ⁽¹⁾

IT IS FURTHER ORDERED that the clerk or secretary of the district shall deliver not less than 123 days prior to the date set for the election, two (2) copies of this Resolution and Order to the county superintendent of schools and one (1) copy to the officer conducting the election.

The foregoing Resolution and Order was adopted by a formal vote of the governing board of **Plaza School District of Glenn County**, being the board authorized by law to make the designations therein contained on
June 9th, 2022

Signed _____

(CLERK/SECRETARY OF THE GOVERNING BOARD)

⁽¹⁾ In the case of an election on a measure, including a bond measure, insert this or equivalent wording: "**Another purpose of the election is to submit to the voters the following measure(s):**" followed by the exact wording of each measure as it is to appear on the ballot (in 75 words or less, as per Elections Code Sec. 13247).

If the measure is a BOARD MEMBER INCREASE proposal sought under the provisions of Education Code Sec. 5018, the Specifications of the Election Order should also be made to state the following "**Another purpose of the election is to elect two additional members of the governing board to serve if the board member increase measure is approved by the voters.**" Please note, also, that Education Code Sec. 5018 allows a governing board to request the superintendent to **resubmit** a board member increase measure to voters, and that the request can be transmitted to the superintendent up to 100 days (rather than 123 days) prior to a governing board member election.

INSTRUCTIONS: After the board has adopted this (or other form of a) Resolution calling the election and setting forth the Specifications of the Election Order, the board clerk or secretary shall sign and distribute the "Order of Election" as follows:

- (1) For a governing board member election, generate three copies of the Resolution and Specifications; and, not less than 123 days prior to the date set for the election, send one copy to the officer conducting the election, and two copies to the county superintendent of schools. The superintendent, then, shall send one copy together with a copy of the Notice of Election to the officer conducting the election (county clerk or registrar of voters), not less than 120 days before the election (Education Code Sec. 5324).
- (2) For an election on a measure, including a bond measure, send (only one copy of) the Resolution and Specifications directly to the officer conducting the election (county clerk or registrar of voters), not less than 88 days prior to the date of the election.