

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
June 22nd, 2017
3:00PM
Agenda

- I. Call to Order
- II. Pledge of Allegiance
- III. Members Present
- IV. Correspondence
- V. Superintendent Report/Information
 - A. GCOE Building Update
 - B. Second Read BP 5141.52 Suicide Policy
 - C. 2017-18 Enrollment
 - D. Lottery
- 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 Minutes of the June 8th, 2017 Regular Board Meeting
 - b. Approve Minutes of the June 8th, 2017 Public Hearing
 - c. Approve Warrant Registers—6/6/2017 through 6/16/2017
 - d. Approve Budget Transfers— None
 - e. Approve Annual Amendment of Local Educational Agency Plan (LEAP)
 - f. Approve Annual Amendment of Student Achievement (SPSA)
 - g. Approve Annual Amendment of Health and Wellness Policy
 - 2. Approve 2017-18 Local Control and Accountability Plan
 - 3. Approve 2017-18 Budget
 - 4. Approve 2017-18 Agreement for Professional Services with Dannis Woliver Kelly
 - 5. Approve BP 5141.52 Suicide Policy
 - 6. Approve 6th and 7th Grade Trip to Pacific Environmental Camp September 19th-23rd, 2017
 - 7. Approve All 12 Month Classified Contracts for 2017-18
 - 8. Approve All 11 Month Classified Contracts for 2017-18
- VIII. 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.
- IX. Closed Session-
- X. Adjournment

SUICIDE PREVENTION

The Board of Education recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

(cf. 1020 - Youth Services)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in the middle grades

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

SUICIDE PREVENTION (continued)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
6. Crisis intervention procedures for addressing suicide threats or attempts
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Legal Reference: (see next page)

SUICIDE PREVENTION (continued)

Legal Reference:

EDUCATION CODE

215 Student suicide prevention policies

32280-32289 Comprehensive safety plan

49060-49079 Student records

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5850-5883 Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Preventing Suicide: A Toolkit for High Schools, 2012

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

WEB SITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <http://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <http://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Suicide Prevention Program:
<http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <http://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services
Administration: <http://www.samhsa.gov>

SUICIDE PREVENTION

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students at the middle school level. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
 2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors
- (cf. 5131.6 - Alcohol and Other Drugs)*
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
 4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
 5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
 6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

SUICIDE PREVENTION (continued)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance Counseling Services)

7. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide

Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate middle grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 1020 - Youth Services)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.6 - School Health Services)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6164.2 - Guidance Counseling Services)

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or acts of self-harm, he/she shall promptly notify the principal or school counselor.

SUICIDE PREVENTION (continued)

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5141 - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

SUICIDE PREVENTION (continued)

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
June 8th, 2017
3:00PM
Minutes

- I. **Call to Order** – The meeting was called to order at 3:46 PM.
- II. **Pledge of Allegiance**
- III. **Members Present** – Darin Titus, Connie King, Patrick Conklin and Veronica Sanchez
- IV. **Correspondence**
 - a. **June Pirates Post Newsletter** - Informational
 - b. **MOU with GCOE for the After School Program** – Informational MOU Renewal
 - c. **MOU with Capay School for Christell Rhoades, Music Teacher** – Informational MOU Renewal
- V. **Superintendent Report/Information**
 - A. **GCOE Building Update** – Mr. Conklin reported that there would be an inspection on June 8th and if it passed GCOE would be able to move into the new building on June 9th.
 - B. **Plaza Community Club** – Mr. Conklin reported that John Canalia had been nominated to complete the final year of the PCC president's term. Sharie Bohem was nominated for vice president, Kristina Hutson for secretary and Sara Yancy has one more year as treasurer. He reported that PCC had approved \$10,000 on playground equipment and \$5,000 for installation and play area.
 - C. **Hiring Committees** – Mr. Conklin informed the board that hiring committees were created to fill the 7th grade teaching position and the candidate of choice was David Lee.
 - D. **2017-18 Board Meeting Schedule** - Informational
 - E. **First Read BP 5141.52 Suicide Policy** – Mr. Conklin presented the first read of the 5141.52 Suicide Policy created by a committee, superintendents and a psychologist from Glenn County.
 - F. **August 10th, 2017: First Day of School and Back to School Night** - Informational
 - G. **2017-18 Enrollment** - 206
 - H. **\$5,000 Lowe's Grant** – Mr. Conklin informed the board that we had been awarded the Lowe's Grant thanks to Tina Noraas and that it will be used to set up the school library.
- VI. **Comments: Agenda Items Only**—None
- VII. **Action**
 - A. **Old Business** - None
 - B. **New Business**
 - 1. **Consent Agenda: Routine matters that can be approved with one motion**
 - a. **Approve Minutes of the May 4th, 2017 Regular Board Meeting**
 - b. **Approve Warrant Registers—4/15/2017 through 6/5/2017**
 - c. **Approve Budget Transfers— None**
 - d. **Approve the MOU with GCOE for the After School Program for 2017-18**
 - e. **Approve hiring Ellen Heise hourly for 2017-18 to Offer Art instruction**
 - f. **Approve MOU with Capay School for Christell Rhoades Music teacher for 2017-18**
 - g. **Annual Approval of Homeless Education Policy ESEA Sect. 722 / AR 5111.13**
 - h. **Approve All 11 Month Certificated Contracts for 2017-18**
 - i. **Approve School Facilities Annual Evaluation 2017-18**

Darin Titus motioned to approve the consent agenda, Connie King seconded and the motion carried 2-0.

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
June 8th, 2017
3:00PM
Minutes

2. **Accept Letter of Resignation for Jamie Cinquini, 7th Grade Teacher** - Darin Titus motioned to approve the letter of resignation, Connie King seconded and the motion carried 2-0.
3. **Approve David Lee for Temporary 7th Grade Teaching Position for 2017-18** - Darin Titus motioned to approve hiring David Lee, Connie King seconded and the motion carried 2-0.
4. **Approve Mary Sexton for Temporary Kindergarten Teaching Position for 2017-18** - Darin Titus motioned to approve hiring Mary Sexton, Connie King seconded and the motion carried 2-0.
5. **Approve 2017-18 Authorized Signatures** - Darin Titus motioned to approve the 2017-18 authorized signatures, Connie King seconded and the motion carried 2-0.
6. **Approve Amending 2017-18 Calendar** - Darin Titus motioned to approve amending the 2017-18 calendar, Connie King seconded and the motion carried 2-0.
7. **Approve School Works Annual Eligibility Services Contract: 2017-18** - Darin Titus motioned to approve the School Works contract, Connie King seconded and the motion carried 2-0.

VIII. **Comments: Non Agenda Items** - None

IX. **Closed Session**- The board of trustees went into closed session at 4:12 PM and returned to open session at 4:44 PM. No action was taken.

a. **Pursuant to Government Code 544957- Student Matters**

b. **Pursuant to Government Code 544957- Personnel**

X. **Adjournment** – The meeting adjourned at 4:45 PM.

Respectfully submitted,

Patrick Conklin, Secretary/Board of Trustees

PLAZA SCHOOL DISTRICT
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Public Hearing for 2017/18
Local Control and Accountability Plan and Proposed Budget
June 8th, 2017
3:00 PM
Minutes

1. **Call to Order-** The meeting was called to order at 3:05 PM.
2. **Pledge of Allegiance**
3. **Members Present** – Connie King, Darin Titus, Patrick Conklin, and Veronica Sanchez.
4. **Pursuant to Education Code 52062: Public Hearing for Local Control and Accountability Plan.** This public hearing is being held to solicit recommendations and comments regarding the specific actions and expenditures proposed to be included in the 2017-18 Local Control and Accountability Plan (LCAP).

Mr. Conklin discussed the LCAP goals and updates. – No public comment.
5. **Pursuant to Education Code 42103: Public Hearing for Proposed Budget.** This hearing is being held to provide the public the opportunity to comment on expenditures being proposed in the 2017-18 Budget.

Mrs. Sanchez presented the 2017-18 budget. – No public comment.
6. **Adjournment-** The meeting was adjourned at 3:45 PM.

The District Board Packet is available for public viewing @ The Plaza Elementary School District's office located at 7322 Road 24, Orland California on the date and at the time the agenda is posted. (SB 343 -Chapter 298/2007 effective July 1, 2008).

Respectfully submitted,

Patrick Conklin, Secretary/Board of Trustees

005 PLAZA SCHOOL DISTRICT
Warrant Register

Pay Voucher Transactions
Date: 06/06/2017 - 06/16/2017
PV#: 000000 - 999999

J51907 PV0100 L.00.00 06/19/17 PAGE 1

PV NO	Vendor/Addr	Name	LN	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	Tax ID	Inv Date	Entered	UT	Obj	UT-Obj	Batch	Description	UT-Amount
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000479	000073/00	AMERICAS										6/07/2017	6/07/2017	108.32	N	6/14/2017	78		
		1. 01-0000-0-0000-8100-5545-000-000-00000																	N
		12.0 GAL OF PROPANE																	
000480	000567/00	AWARDS COMPANY										6/07/2017	6/07/2017	47.14	N	6/14/2017	78		
		1. 01-0000-0-1110-1000-4300-000-000-00000																	N
		10.5X13 WALL PLAQUE																	
000489	000491/00	BASIC LABORATORY INC										6/13/2017	6/13/2017	40.00	N		80		
		1. 01-0000-0-0000-8100-5560-000-000-00000																	N
		May Water Sampling Fee																	
000481	000600/00	CORNELL DISTRIBUTING										6/08/2017	6/08/2017	94.00	N	6/14/2017	78		
		1. 13-5310-0-0000-3700-4700-000-000-00000																	N
		# 354219 DAIRY- CAFE																	
000485	000404/00	DNA										6/13/2017	6/13/2017	50.00	N		80		
		1. 01-0000-0-1110-1000-5890-000-000-00000																	N
		June 2017 Website Hosting																	
000482	000039/00	INLAND BUSINESS SYSTEMS									564985614	6/09/2017	6/09/2017	203.25	N	6/14/2017	79		
		1. 01-0000-0-1110-1000-4300-000-000-00000																	N
		5/2/17-6/2/17 EXCESS COPIES																	
000488	000275/00	JACQUI SMITH										6/13/2017	6/13/2017	106.04	N		80		
		1. 01-0000-0-1110-1000-4300-000-000-00000																	N
		Reimb Grad Photos & Ink Refill																	
000477	000054/00	PACIFIC GAS & ELECTRIC CO.										6/07/2017	6/07/2017	3,393.14	N	6/14/2017	78		
		1. 01-0000-0-0000-8100-5545-000-000-00000																	N
		5/3/17-6/1/17 PG&E SERVICE																	
000483	000573/00	PLAZA SCHOOL REVOLVING FUND										6/09/2017	6/09/2017			6/14/2017	79		

005 PLAZA SCHOOL DISTRICT
Warrant Register

Pay Voucher Transactions
Date: 06/06/2017 - 06/16/2017
PV#: 000000 - 999999

J51907 FV0100 L.00.00 06/19/17 PAGE 3

PV NO	Vendor/Addr	Name	LN	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	Tax ID	Inv Date	Entered	UT	UT-Obj	Paid	Batch	Description	UT-Rate	UT-Amount	1099

Grand total														5,054.89	****						0.00	*****

3. Extended learning time: Students identified as performing below proficient receive assistance in small groups or individually with the assistance of Instructional Aides and parent volunteers. The Education Specialist and aide provide assistance for students in accordance with the Individual Educational Plan (IEP) for each identified student. They will also provide assistance for other students identified through Title I Plaza School adopted the after school program formerly known as SPARK. Plaza School's after school program allows student time to complete homework assignments under the direction of the aides, two of which are instructional aides who work in the classroom daily. A summer school funded with Glenn County SPARK funds works with identified students for three weeks in June. For the summer 2017 session, the program will be held the two weeks prior to school starting in order to get students prepared for the upcoming year.	Title I Aides, Classroom Instructional Aides, Special Education staff, SPARK staff, volunteer regular education teachers working in a three week summer school program.	Aide salaries, Special education salaries, after school and summer school program employees	\$155,999	Title I Title II SELPA salaries Glenn County SPARK funds
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4. Increased access to technology: Classroom computers are available in each grade. 2-8 th grade have 1:1 student to Chromebook ratio. Internet access is available throughout the school. Projection equipment such as Document Cameras are available for each teacher to use. Computerized programs such as Accelerated Reading is available in each class. A technology plan is being developed to address ongoing technology needs, which includes ensuring enough devices are available, devices are in good working conditions, and students and staff are knowledgeable of how to utilize technology for educational purposes.	Administration, teachers, aides	Purchase of hardware and software. Central server and County Tech support.	\$7,500	General Fund, Rural Educational Achievement Awards, CTAP funding, Technology grants
5. Staff development and professional collaboration aligned with standards-based instructional materials: Minimum days are built into each year's calendar for professional development. In 2017-2018 these days will be used to conduct school wide curriculum mapping and development.	Teachers, aides, administrators, County Office of Education trainers.	Release time for grade level training as needed	\$1,500 \$2,000	General fund, categorical budgets

All teachers will participate in a county wide professional development day.			\$300	
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • The School Site Council is the formally elected body of parents and staff. Among their duties is to evaluate all assessment data and recommend steps to align curriculum to meet this data. • Each parent will receive data on their children's performance on the State tests including information on how to interpret the data. • Parent conferences are held each fall. Parents meet individually with their child's teacher to discuss state test assessments and local class work and assessments. • The School Accountability Report Card is issued each spring with a variety of information about assessments and school programs.	Classroom teachers, administrators, School Site Council, Parents		\$0	
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): • Back to School Night held each fall to introduce staff and explain class expectations. • Community Club meets monthly to plan fund raising and programs designed to enhance the child's educational activities. • Parent handbooks are sent home in the fall and communications from the administration and teachers are on-going. • Pirate's Post newsletter is sent home monthly with school community information.	Administration, office staff, teachers, community club members, aides		\$250	

8. Monitoring program effectiveness: • The Single Plan For Student Achievement will be developed and approved by the SSC and contain assessment data and program alignment or changes • AYP and API scores obtained from the State assessment will be analyzed and incorporated into program alignment. • CELDT testing will track growth of English Learners • Regular classroom assessments and assignments • SBA Interim Assessments • AR assessment data.	Teacher, Administrator, School Site Council	\$0			
Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source	
• Targeting services and programs to lowest-performing student groups: • Title I will provide Instructional Aides and materials to assist low performing students. Individual instruction and small group work will extend the instructional day in reading. • The County SPARK after school program to assist students with supervised homework was adopted by Plaza School. • A 3.75 hour instructional aide was hired to work with the Learning Specialist to serve Title I and IEP students. • A research based intervention model implemented in 1st-6th grade to focus on reading fluency and comprehension, as well as writing.	Title I staff, SPARK staff, SELPA staff	\$80,000 \$75,000 \$13,711		Title I and County Office of Education office.	

9 . Any additional services tied to student academic needs:									
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Performance Goal 1: Students in grades K-8 will increase academic achievement in all areas.

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: - The teachers use the state academic standards as the basis for their instruction and assessment programs on a daily basis. - A standards-based report card is used to track student mastery of each standard. - The Single Plan For Student Achievement and the Local Control and Accountability plan contain assessment data and goals for achievement in math.	Teachers, Aides, Administrator		\$0	Categorical budget, general budget
2. Use of standards-aligned instructional materials and strategies: The Plaza staff uses the most recent state approved instructional materials program as the core to mathematics instruction. Grades K-5 use Houghton Mifflin Harcourt GoMath. Grades 6-8 use the College Preparatory Mathematics. Supplemental programs like Splash Math and Reflex Math are used in K-8 grades.	Teachers	Textbooks and supplementary materials	\$5,000	Instructional materials budget
3. Extended learning time: Federal Title I funds are used to provide instructional aides that work with students performing below grade level standards. They will work with individuals and small groups in the classroom and for extended periods outside the normal math period. The Glenn County Office of Education provides a Learning Specialist and aide to work with students that have IEPs requiring additional assistance for specific learning goals. Parent volunteers work with individual students under the teacher's direction on mathematics skills.	Classroom staff, SELPA, school administration	Salaries	\$91,600	Title I, Special Education, community club funds

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: Computers and iPads are available for student use in each classroom and two lap top carts are shared with several of the rooms. An online program called Splash Math is being used by all K-5 classrooms, as well as our Learning Center working with Title I and IEP students.	Classroom teacher, administration,	Cost for technology	\$2,500	REAP
5. Staff development and professional collaboration aligned with standards-based instructional materials: • The Glenn County Office of Education Curriculum Department has provided training for staff on the use of the instructional materials. • Minimum days are built into the school year for staff professional development.	Teachers, GCOE curriculum staff, administration	Release time and substitute pay	\$2,000	Categorical funds, REAP,
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • The School Site Council looks at assessments each year and makes recommendations on changes in our program • All parents receive data each year on the State Assessments their children have taken. • Parents are invited to a "Back to School Night" each fall. At this event the teachers will explain the academic goals to be introduced and the expectations for the students and what the parents can expect in the coming year. • Parents are invited to a conference at the end of the first trimester. During this conference the teacher will review the academic standards to be mastered and the student's progress in meeting them.	School Site Council, teachers, administrators,		\$0	Categorical funds, unrestricted budget
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): • Parents are invited to a series of events throughout the year that encourage involvement in class and school-wide activities. Staff provided through the Title I program and special education will provide extra assistance to students.	Teachers, Title I staff, administration, SELPA		\$0	Title I, general fund, SELPA funds

8th grade students attend freshman orientation for local high schools.			\$0	
8. Monitoring program effectiveness: - State standards test results are made available to parents and staff in September. Individual and group progress in meeting the academic standards is included in this report. - RESULTS assessment results and classroom homework and quizzes are studied to rate academic growth and to help plan the teacher's lessons for mathematics. - A School Accountability Report Card is posted online in the early spring containing information on assessments and academic data gathered by the State and local staff are included in this report - A Single Plan for Student Achievement and Local Control and Accountability Plan are developed each fall with the assistance of the School Site Council and local staff containing a variety of assessment data and goals for the coming year. - Staff professional development minimum days are built into the schedule with the specific purpose of addressing program effectiveness and improvement.	Teachers, School Site Council, administration,		\$500	General funds, categorical funds
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: - Title I funds will provide an Instructional Aide to work with individuals and small groups at each grade level that have scored below proficient on the latest State Standards Test. - A summer school will run for three weeks before the regular school year begins. Students identified as scoring below proficient on the CST will be invited to attend. - Learning Specialist will work with students that have an active IEP and Title I students.	Title I staff, SELPA staff, SPARK summer school staff	Aide salaries Summer School staff salaries	\$100,832	Title I, SELPA, SPARK

Performance Goal 1: Students in grades K-8 will increase academic achievement in all areas.

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: The experienced teachers at each grade level have organized their yearly programs of instruction to insure that students are working towards mastery of the reading content standards for each grade level. A standards based report card is used to report on levels of mastery. A Single Plan For Student Achievement has been developed with the assistance of the School Site Council and includes assessment data and goals for instruction. We also have a Local Control and Accountability Plan which is aligned with the goals of the other plans.	Classroom teachers Administration Instructional Aides Parents	Salaries Professional Development release time and costs	\$863,916.62 \$10,000	Title I General Budget Title II REAP
2. Use of standards-aligned instructional materials and strategies: Grades K-6 use the State adopted textbook series "California Treasures" by Macmillan/McGraw Hill 2009-10 Grades 7 & 8 use the Glencoe/McGraw Hill series Teachers have been involved in trainings sponsored by the Glenn County Office of Education Curriculum Department and publisher sponsors.	Classroom Teachers Instructional Aides Parents	Instructional materials budget and Professional Development budgets Teacher release time	\$13,500 \$2,000	General Fund instructional materials fund Professional development funds

10.	Any additional services tied to student academic needs:					
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Performance Goal 2: *Increasing the percentage of English Learners achievement proficiency in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)). The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	Plaza has 24 students in grades K through 8th whose home language survey indicated a language other than English was spoken at home. The English proficiency of these students was assessed using the CELDT language assessment. Because of the small number of students scattered throughout the grades there is no program used to assist them nor is there a teacher or assistant hired with Title III funds. All Classroom teachers have CLAD credentials and work with the students in the regular classroom. Translators are available when needed to work with parents. Parents and other family members are encouraged to take part in school activities. For example a group of Hispanic mothers provide Carnitas for the annual school carnival and dinner.
Each fall English Learners are tested to determine their proficiency in English. When appropriate they are reclassified as fluent. Students new to Plaza also are tested for language proficiency. All students receive academic instruction in their regular classroom. An Aide will work with them individually or in small groups as necessary. The levels of academic achievement are determined by daily assignments, Chapter tests, RESULTS testing and the California Standards Test.	

Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom.
	4. Upgrade program objectives and effective instruction strategies.
Allowable Activities	Yes or No No
	If yes, describe: <

Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: All LEP students are placed in the regular education classes. If they are identified as not meeting standards, they receive additional assistance from our Education Specialist and/or Instructional Aides.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No No	If yes, describe:
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	If yes, describe: English proficiency is improved by daily interaction with the student's peers and teachers. Teachers use training received in CLAD and other professional development classes to assist students in improving their language proficiency. Students identified as not meeting standards receive services with the Education Specialist.

Allowable Activities	Description of how the LEA is meeting or plans to meet this requirement.	Description of how the LEA is meeting or plans to meet this requirement.	
		Yes or No	If yes, describe:
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – - o To improve English language skills of LEP children; and - o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	Yes	If yes, describe: As a direct support district, Plaza relies on services provided by the Glenn County Office of Education for the families of LEP children throughout the County.
	9. Improve the instruction of LEP children by providing for – - o The acquisition or development of educational technology or instructional materials - o Access to, and participation in, electronic networks for materials, training, and communication; and - o Incorporation of the above resources into curricula and programs.	Yes	If yes, describe: All students, including LEP students, have daily access to technology in their classrooms. The Accelerated Reader, Zingy Science, Splash Math, and other on-line curricular programs are incorporated into the academic programs at the appropriate grade levels. Glenn County Office of Education's media center also provides technology, such as California Streaming.
	10. Other activities consistent with Title III.	No	If yes, describe:

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	Parents are notified of the level of proficiency as determined by CELDT testing done annually. They are also notified of classroom procedures and expectations of the students. Teachers also meet individually with parents to discuss academic progress of their children. Title I students are represented when Student Advisory Committee votes to consolidate with SSC.

	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity h. information pertaining to parental rights that includes written guidance detailing – i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	Plaza does not offer special language pull out classes. All students are placed in a regular education program with adaptations to meet the learning needs of all.
Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.	
LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	

Plans to Provide Services for Immigrants N/A for Plaza

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No	If yes, describe: N/A
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No	If yes, describe: N/A
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No	If yes, describe: N/A

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No	If yes, describe: N/A
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No	If yes, describe: N/A
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No	If yes, describe: N/A

Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No	If yes, describe: N/A
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Performance Goal 3: Provide appropriately assigned and fully credentialed teachers with standards-aligned instructional materials in school facilities that are in good repair in order to fully implement academic content and performance standards in a broad course of study.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
Plaza is fortunate to have very competent staff that, for the most part, has been at the school for many years. Turnover is not a problem because the work environment and parent involvement is excellent. The Glenn County Office of Education has provided many opportunities for staff development and every teacher has taken advantage of this at some point in the year. For the past three years, GCOE has offered a county wide professional development day, which every district in the county participates.	With an increase in enrollment, which led to an increase in the number of LEP students, we must address the limited ELD services available outside the regular education classroom. Hiring an instructional aide to work with LEP students this year has helped, however we still need to look at what changes we can make programmatically in order to increase language proficiency. Staff professional development opportunities to address ELD learning strategies that can be incorporated into classroom lessons.

Performance Goal 3: Provide appropriately assigned and fully credentialed teachers with standards-aligned instructional materials in school facilities that are in good repair in order to fully implement academic content and performance standards in a broad course of study.

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards. This year and last year's minimum day professional development focused on teachers becoming familiar with the SBA summative and interim assessments and practiced with students, as well as state academic content standards. All staff attend a county wide professional development day hosted by GCOE.		GCOE Curriculum department, teachers, administrators	Release time as needed	Substitute pay at \$100 per day	REAP, General budget
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: The agenda for the trainings has not yet been discussed but the National Smarter Balanced Assessment Consortium will be a major source for resources and training.		GCOE, CPM math training	Release time Cost of training other than GCOE	Substitute pay Training in technology fee-\$100 per teacher	Title II, REAP
Please provide a description of:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:		Classroom teacher, CELDT coordinator, administrator		\$0	EIA, general budget

The CELDT report listed 24 students at Plaza. These numbers indicate a very small population that is scattered among the grades and that many of them are successful in meeting academic standards. The academic strategy will be to incorporate all students in the regular academic program and provide small group or individual support by our Learning Specialist and/or instructional aides as needed.				
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: The staff and administrator will meet and determine professional development activities for the year. As indicated earlier the Common Core Standards will be a major focus for the coming year as will the changeover to an on-line assessment program. Professional development will also focus on ELA and mathematic instructional strategies.	Classroom teachers, administrator, GCOE curriculum department		\$2,500	General budget
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: The staff and administrator will meet and determine professional development activities for the year. As indicated earlier the Common Core Standards will be a major focus for the coming year as will the changeover to an on-line assessment program. Professional development will also focus on ELA and mathematic instructional strategies.	Math training, "Treasures" workshops, minimum days, County wide in service on planned professional development day nonattendance day	Release time and substitute pay	\$100 per day for each attendee	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:	Staff, administration	Release time substitute pay	\$100 per day for each staff attending	Title II, REAP

Substitute teachers will be hired in order for classroom teachers to attend professional development opportunities. Minimum days were built into the schedule for teacher professional development, with an emphasis on using strategies, including technology, to improve learning.					
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.); Two lap top carts used to provide students access to lap tops. A set of iPads to be shared by primary staff. There are now enough laptops for two classroom sets and iPads for half of a class working in centers. District administrator will attend a Google Summit in order to better implement Google Apps for Educators.	Staff, administration	Cost of computers and carts, cost of iPads	\$23,755	REAP, general budget	
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: Planning is conducted during staff meetings and at school site council meetings. Professional development is discussed by the board of trustees during regularly scheduled public board meetings.	Staff, administration, site council members	No additional charges required	\$0		
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source	
9. How the LEA will provide training to enable teachers to: ☐ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; ☐ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; ☐ Involve parents in their child's education; and	Staff, administration, GCOE staff	Release time	\$100 per day per teacher for substitutes	Title II, regular budget	

☐ Understand and use data and assessments to improve classroom practice and student learning. Training is provided by GCOE Curriculum office. Back to School nights, parent conferences, web pages, e-mail, phone calls, and monthly newsletters are all available to help parents be involved in their child's education. Plaza School has a high rate of parent participation and volunteerism. The district administrator has an open door policy and welcomes any input from community members.		
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:		

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: .School Goal #1	
LEA GOAL:	
2017 Goal: Students in grades K-8 will increase achievement in all areas.	
SCHOOL GOAL #1:	
2017 Goal: Students in grades K-8 will increase achievement in all areas.	
Data Used to Form this Goal:	
Process used to monitor and evaluate data-	
SBA scores, daily assignments, RESULTS assessments, assessments from the California Treasures texts and Accelerated Reader assessments.	
Findings from the Analysis of this Data:	
SBA results show 53% of Plaza School students met standards in ELA and 51% met standards in mathematics.	
How the School will Evaluate the Progress of this Goal:	
Stakeholders involved in analyzing data-	
Classroom teachers and School Site Council members.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
An after school program that will focus on improving academic performance.	August-June	After school activity assistant and classroom teacher collaboration.	After School Program	2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)
Implement a research based response to intervention model in 1st - 6th grades.	August-June	Classroom teacher, instructional aides, Education Specialist	Learning Center	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental 7,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Goal #2
LEA GOAL:
Provide appropriately assigned and fully credentialed teachers with standards-aligned instructional materials in school facilities that are in good repair in order to fully implement academic content and performance standards in a broad course of study.
SCHOOL GOAL #2:
Provide appropriately assigned and fully credentialed teachers with standards-aligned instructional materials in school facilities that are in good repair in order to fully implement academic content and performance standards in a broad course of study.
Data Used to Form this Goal:
Williams Act Quarterly Reports, classroom inventories, California Healthy Kids Survey and school survey.
Findings from the Analysis of this Data:
There have been no complaints regarding facilities or instructional materials. All staff are appropriately assigned.
How the School will Evaluate the Progress of this Goal:
Stakeholders involved in analyzing data-
Classroom teachers, Title I paraprofessionals and School Site Council members.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Ensure all staff are highly qualified by promoting professional development opportunities for all instructional staff	August-June	Administration, teachers, instructional aides	Professional Development	5000-5999: Services And Other Operating Expenditures	LCFF 12,000
Purchase enough instructional materials for all students.	August-June	Administration	Science Curriculum	4000-4999: Books And Supplies	Lottery: Instructional Materials 14,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a technology replacement plan that includes a budget to replace outdated and ineffective technology	August-June	Administration, teachers, GCOE Tech, School Site Council	Chromebooks	4000-4999: Books And Supplies	LCFF	6,000
Ensure maintenance, grounds, and facilities are safe, clean, and appropriately equipped.	August-June	Administration, custodial				
Offer a broad course of study, including standards based on Physical Education and Performing Arts	August-June	Administration, teachers	Music Teacher	1000-1999: Certificated Personnel Salaries	LCFF - Base	26,500
			Art instructor	2000-2999: Classified Personnel Salaries	LCFF - Base	11,300
			Music and Art supplies	4000-4999: Books And Supplies	LCFF - Base	4,500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Goal #3	
LEA GOAL:	
Provide a safe and welcoming climate for all stakeholders that includes parent input in decision making and promotes parent participation in student learning in order to improve school attendance rates.	
SCHOOL GOAL #3:	
Provide a safe and welcoming climate for all stakeholders that includes parent input in decision making and promotes parent participation in student learning in order to improve school attendance rates.	
Data Used to Form this Goal:	
School surveys, California Healthy Kids Survey, School Site Council meeting minutes, Student Government meeting minutes, Plaza Community Club	
Findings from the Analysis of this Data:	
Overall climate is positive.	
How the School will Evaluate the Progress of this Goal:	
Stakeholders involved in analyzing data-	
Classroom teachers and member of the School Site Council.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
Conduct an annual survey to determine overall positive feelings for students, parents, and staff members.	August-June	Administration, School Site Council, Student Government	Paper distribution	5000-5999: Services And Other Operating Expenditures	LCFF - Base 20

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Compile data to determine how many parents participate in some portion of their child's school experience to identify which, if any, subgroups that have low participation.	August-June	Administration, School Site Council.		None Specified	None Specified	0
Inform and motivate parents and students on the effects absenteeism has on student achievement in order to reduce absenteeism.	August-June	Administration	Paper distribution	5000-5999: Services And Other Operating Expenditures	LCFF - Base	200

PLAZA ELEMENTARY SCHOOL DISTRICT

Student Health and Wellness Policies and Regulations

2016-2017

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BP 6142.7 Physical Education and Activity

Plaza Elementary School District's Wellness Policies on Physical Activity and Nutrition

Introduction

The Plaza Elementary School District is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. To do this the district understands:

- Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive;
- Good health fosters student attendance and education;
- Obesity rates have doubled in children and tripled in adolescents over the last two decades due primarily to excessive calorie intake and physical inactivity.

Therefore, it is the policy of the Plaza Elementary School District that:

1. The school district will engage all stakeholders in developing, implementing, monitoring, and reviewing all district nutrition and physical activity policies.
2. All students will have opportunities, support, and encouragement to be physically active on a regular basis.
3. Food or beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for each grade level.
4. Students will be provided with access to a variety of affordable, nutritious, and appealing foods and will be provided with a clean, safe, and pleasant settings and adequate time to eat.
5. The school will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity.

School Health Council

The Plaza School Site Council, under the direction and support of the school administrator will develop, implement, monitor, review, and as necessary revise school nutrition and physical activities policies. An annual review of these policies will be conducted by the SSC. The school administrator will report on the results of this review to the Plaza Board of Trustees at a regularly scheduled meeting. The school administrator will also inform the public about the policies and their implementation.

Food and Beverages Sold and Served on Campus

School Meals

Meals served through the National School Lunch and Breakfast Program will:

- Be appealing and attractive to children
- Be served in clean and pleasant surroundings
- Meet, at a minimum, nutrition requirements established by state, local, and federal statutes and regulations
- Offer a variety of fruits and vegetables
- Serve only low-fat (1%) and fat-free milk and nutritionally equivalent non-dairy alternatives
- Ensure that half of the served grains are whole grain

Breakfast

The district will ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn by:

- Operate the School Breakfast Program
- Arrange bus schedules and utilize methods to serve school breakfasts that encourage participation
- Notify parents of the availability of the School Breakfast Program
- Encourage parents to provide a healthy breakfast for their children

Free and Reduced Meals

All parents will be notified of the availability of free and reduced meals and the eligibility requirements for them. The school will make every effort to prevent the identification of those children to eliminate any social stigma attached to this program.

Food and beverages sold outside of the reimbursable meals for fund raising:

All sales of food or beverages sold outside the regular school lunch program will be pre-approved by the school administrator or designee and will comply with all applicable nutritional standards. The organization must agree to the following conditions:

- The organization shall sell only one food item per sale
- The sale does not begin until the close of the regularly scheduled midday food service
- The food is not prepared on the premises
- There are no more than four such sales per year
- The food sold is a dessert-type food
- The food sold is not one sold by the district's food service program that day

Beverages that are allowed to be sold include:

- Fruit-based drinks that are composed of at least 50% fruit juice and have no added sweetener
- Vegetable-based drinks that are composed of at least 50% vegetable juice and have no added sweetener
- Drinking water with no added sweetener
- Two-percent-fat milk, one-percent-fat milk, non-fat milk, soy milk, rice milk, and other similar non dairy milk
- An electrolyte replacement beverage that contains no more than 42 grams of added sweetener per 20 ounce serving

Snacks that are allowed to be sold shall meet the following standards::

- Not more than 35% of its total calories shall be from fat. This does not apply to nuts, eggs, or cheese packaged for individual sales
- Not more than 10% of its calories shall be from saturated fat. This does not include eggs or cheese packaged for individual sale
- Not more than 35% of its total weight shall be composed of sugar.
- No more than 250 calories per individual food item

Nutrition and Physical Activity Promotion

The Plaza Elementary School aims to teach, encourage, and support healthy eating by students. The school will offer nutrition education at each grade level not only as health education but also classroom instruction in all core and elective subjects. Activities such as farm visits, promotions and other interactive programs will be offered each year. Students will learn the need to balance caloric intake with physical expenditure through physical activity and exercise.

Students will receive at least sixty minutes per day in physical activity. The school day will include a morning recess, noon time, and a physical education period for each grade level. Teachers will provide other breaks as appropriate throughout the school year.

Plaza Elementary School District
Nutritional Standards-Public Notice

These Standards, in accordance with Board Policy and Administrative Regulations #3550, adopted November 16, 2011 shall be posted in public view within the cafeteria.

1. The only food that may be sold to students during breakfast and lunch periods is food that is sold as a full meal. However, fruits, non-fried vegetables, legumes, beverages, dairy products or grain products may be sold as individual food items if:
 - a. Not more than 35% of the total food calories, excluding nuts or seeds, are from fat.
 - b. Not more than 10% of the food items total calories are from saturated fat.
 - c. Not more than 35% of the total weight of the food item, excluding fruits and vegetables, is comprised of sugar.
 - d. Its total calories do not exceed 175 calories.
2. Any individual food item sold to students during morning or afternoon breaks shall meet the standards in #1 above.
3. Regardless of the time of day, the only beverages that may be sold to elementary students are water, milk, and 100 percent fruit juices, fruit-based drinks that are comprised of no less than 50% fruit juice and have no added sweeteners, or vegetable-based drinks that are comprised of no less than 50% vegetables and have no additional sweeteners.
4. The only beverages that may be sold to middle school students (students in grades six through eight) from one half hour before the start of the school day until the end of the last period are:
 - a. Fruit based drinks that are comprised of no less than 50% fruit juice and have no added sweeteners.
 - b. Drinking water
 - c. Milk, including but not limited to chocolate milk, soy milk, rice milk, and other similar dairy or non-dairy milk.
 - d. An electrolyte replacement beverage that contains no more than 42 grams of added sweetener per 20 ounce serving.

**Procurement Policy for Plaza Elementary School
District
Food Service Department**

This policy is in compliance with the Government Code of the State of California, sections 54202 and 54204, which mandate the following:

54202: Every local agency shall adopt policies and procedures, including bidding regulations, governing purchases of supplies and equipment by the local agency. Purchases of supplies and equipment by the local agency shall be in accordance with said duly adopted policies and in accordance with all provisions of law governing same. No policy, procedure, or regulation shall be adopted which is inconsistent or in conflict with this statute.

54204: If the local agency is other than a city, county, or city and county, the policies provided for in Section 54202 shall be adopted by means of a written rule or regulation, copies of which shall be available for public distribution.

Plaza Elementary School District will adhere to the following policy requirements for any procurement related to food service:

Purchases:

- ***Purchases greater than \$80,000:***
 - If the amount exceeds eighty thousand dollars (\$80,000) this is considered a formal purchase, and contract must be awarded through a formal bid process and a call for bids or request for proposals shall be published at least once in a newspaper of general circulation in the district, as well as published in a newspaper generally circulated state-wide and posted on the district's website. The call for bids or proposals may also be published in a regional newspaper. No contract shall be divided for the purpose of avoiding this paragraph.
- ***Purchases greater than \$10,000 and less than \$25,000:***
 - **Plaza Elementary School District** will obtain competitive bids (quotes) when any purchase will cost more than ten thousand dollars (\$10,000.00) and less than twenty-five thousand dollars (\$25,000.00).

- **Purchases less than \$10,000:**
 - Any purchase greater than three thousand dollars (\$3,000.00) and less than ten thousand dollars (\$10,000.00) is considered a small purchase and does not require a bid process, however, the small purchase shall be made on a competitive basis.
 - Any purchase below three thousand dollars (\$3,000.00) is considered a micro-purchase. Micro-purchases may be awarded without soliciting competitive quotes if the price is considered reasonable. To the extent feasible, however, the district must distribute micro-purchases equitably among qualified suppliers.

Bid Specifications:

Plaza Elementary School District contracts will not be awarded to any potential vendors who write any of the bid specifications, the solicitation documents, or any of the contract language.

Identical bid specifications and/or request for proposals will be provided to all potential vendors.

Geographic Preference:

No Geographic Preference (advantage based on location) is allowed with federal funds except for documented Farm to School (Farm to Plate) efforts. Therefore, as part of Farm to School Plaza Elementary School District may choose to apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products only.

Buy American:

Plaza Elementary School District will adhere to “**Buy American**” for the food service program. Therefore Food Service is required to purchase, to the maximum extent possible, domestic products for use in meals served in our Child Nutrition Program. However, Exceptions are allowed when:

- Food preferences can only be met with foreign goods
- Insufficient quantity and/or quality is available in the USA
- Domestic cost is significantly higher

Debarment and Suspension:

All food service contracts to be paid with Federal assistance expected to equal or exceed \$25,000.00. Plaza Elementary School District will obtain verification regarding debarment, suspension, ineligibility, and voluntary exclusion.

- To meet this requirement Plaza Elementary School District will use the state-approved Debarment and Suspension Certification Form to be included as an attachment to all contracts and bid documents.

Standard of Conduct for Plaza Elementary School District Employees:

Plaza Elementary School District maintains the following code of conduct for any employees engaged in award and administration of contracts supported by Federal Funds:

- No Plaza Elementary School District employees will engage in any procurement when there is a conflict of interest, real or perceived, and employees cannot solicit or accept any gratuities, favors or anything of monetary value from prospective vendors
- No Plaza Elementary School District employee shall participate in the selection, award or administration of a contract when any of the following persons have a financial interest in the firm selected for award:
 - The employee
 - Any member of his/her immediate family
 - People with whom there is an affectionate personal relationship
 - An organization which employs or is about to employ any of the above
- Plaza Elementary School District would like all employees to behave with the utmost integrity and never be self-serving, be fair in all aspects of the procurement process, be alert to conflicts of interest, and avoid any compromising situations.
- Employees found to be in violation of this policy are subject to disciplinary action. Based on the severity of the infraction, the penalties could include a written reprimand to their personnel file, a suspension with or without pay, or termination.

- Plaza Elementary School District employees, officers, or agents shall neither solicit nor accept gratuities, favors, prizes, or anything of monetary value from contractors, political contractors, or parties to sub-agreements, or vendors to exceed a value of \$50.00

Contract Administration:

Plaza Elementary School District will maintain a contract administration system which will ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Plaza Elementary School District Business Manager will review all aspects of any contractor bid documents, expenditures, processes, and procedural aspects to ensure compliance with all federal, state, and school district regulations.

Discounts, Rebates, Credits:

Plaza Elementary School District will verify that all food program contracts and procurements are net of all applicable discounts, rebates, and credits. All contractors will maintain records and source documents in support of all costs, discounts, rebates, and credits.

Records Retention:

The District will retain all food program records for three years after final payments and/or three years after any pending matters have been closed and completed.

Bid Protest Procedures:

Any vendor who desires to protest the award of a bid pursuant to this policy shall, within fifteen (15) days after award of the bid, give notice of their protest. The notice shall state in detail the basis of the claimant's bid protest and the resolution requested. The bid protest shall be provided to the Food Service Director or other person designated by the school district to handle bid protests pursuant to the food service procurement policy. The Food Service Director or other person so designated shall investigate the claim and issue a written decision within fifteen (15) days after receipt. If the claimant is not satisfied with the decision of the Food Service Director, the claimant may appeal the decision to the board of trustees of the school district. The notice of appeal shall be filed with the board of trustees at the office of the Superintendent of Schools within fifteen (15) days after issuance of the decision being appealed from. The appeal shall state the basis of the appeal and

provide to the board the original bid protest, together with a copy of the decision being appealed from. The specific grounds for the appeal shall be stated in the appeal and shall not include additional claims or information not provided with the original bid protest.

The board of trustees at the next regular board meeting following the receipt of the appeal shall either hear the appeal or set a time to consider the appeal. The board may in its discretion render a decision based upon the information and records before the board of trustees or, in the board's discretion, may request the claimant and a representative of the school district to each present information pertaining to the bid protest. In the event the board chooses to hear from the bid protester and a representative of the school district, each will be entitled to present or have someone on their behalf present their position to the board.

Thereafter, the board shall render its decision either at that meeting or at the next regular board meeting.

FIELD TRIP REQUEST FORM

☒ Major Field Trip (over 20 miles)

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

Teacher Loneee / Lee

Destination (Place) /Activity Fort Bragg / PEEC

City Fort Bragg

Distance in miles, one way 180 miles

Purpose Outdoor Education Camp / School

Date of proposed trip 9/18 - 9/22

Method of Transportation Parent Drivers / Possible Vans / Possible Teacher Drivers

Minor Field Trip Approval

Signature _____ Date _____
Superintendent

Major Field Trip Approval

Signature _____ Date _____
Clerk, Board of Trustees

PLAZA ELEMENTARY SCHOOL DISTRICT

Preliminary Budget 2017-18

Veronica Sanchez

Background

- State Revenues were projected using latest version of LCFF Calculator
- Reviewed by the Governing Board, County Superintendent, Superintendent of Public Instruction and State Controller
- Purpose is to ensure awareness regarding current and future financial obligations

Comparison

2nd Interim

17/18 Budget

Summary	Unrest./Restrict.	Summary	Unrest./Restrict.
Beginning Fd. Bal.	750,599	Beginning Fd. Bal.	828,903
LCFF	1,552,111	LCFF	1,631,570
Federal	53,749	Federal	42,512
State	80,087	State	43,353
Local	121,700	Local	142,433
Tf's In Fund 20	16,713	Tf's In Fund 20	16,713
Total Revenues	1,824,360	Total Revenues	1,876,581
Expenditures	(1,711,056)	Expenditures	(1,725,654)
Tf's Out Fund 20	(35,000)	Tf's Out Fund 40	(16,700)
	(Include in Expenditures)	Tf's Out Fund 20	(50,000)
+/- Rev./Exp.	78,304	+/- Rev./Exp.	84,227
Ending Fd. Balance	828,903	Ending Fd. Balance	913,130

Multiyear Projections

	Budget 2017/2018	Projections 2018/2019	Projections 2019/2020
Beginning Fd. Bal.	828,903	913,130	1,119,700
LCFF	1,631,570	1,699,074	1,738,918
Federal	42,512	37,398	38,079
State	43,353	36,353	36,353
Local	142,433	132,300	132,300
Tf's In Fund 20	16,713	45,713	60,213
Total Revenues	1,876,581	1,950,838	2,005,863
Expenditures	(1,725,654)	(1,584,184)	(1,600,726)
Tf's Out Fund 40	(16,700)	(16,700)	(16,700)
Tf's Out Fund 20	(50,000)	(50,000)	(50,000)
Prop 39 Repayment	(Include in Expenditures)	(93,384)	
+/- Rev./Exp.	84,227	206,570	338,437
Ending Fd. Balance	913,130	1,119,700	1,458,137

Other District Funds

<u>Fund</u>	<u>Name</u>	<u>Balance</u>
20	Post Employment Benefits	\$276,787
40	Capital Projects	\$101,245
	2016-17 2 nd Installment Payment for GCOE Building	-\$100,000
	2017-18 Transfer In	\$16,700
	2017-18 Annual Payment for GCOE Building	-\$16,700
	Capital Projects Balance	\$1,245
73	Mr. K Scholarship	\$943
	2017-18 Plaza Community Club Donation	\$250
	2017-18 Annual Scholarship	-\$500
	Mr. K Scholarship Balance	\$693