

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
June 10th, 2021
3:00PM
Agenda

Join Zoom Meeting:

<https://us02web.zoom.us/j/83793387408?pwd=aW9aenc2V2ISTCtGRTQxaUpvTWU2Zz09>

Meeting ID: 837 9338 7408

Passcode: 8duLKH

Any public comment should be submitted to pconklin@glenncoe.org before June 10th, 2021 at 1:00PM

Public Hearing: 2021-22 Local Control and Accountability Plan (LCAP) and 2021-22 Budget @ 3:00PM

- I. Call to Order
- II. Pledge of Allegiance
- III. Members Present
- IV. Correspondence
 - A. June 4th, 2021 Sunshine Letter from Plaza Teacher's Association Representatives
- V. Superintendent Report/Information
 - A. Plaza School Club Live Presentation
 - B. May and June's Pirate's Post
 - C. Plaza Community Club
 - D. 2021-22 School Year Update
 - E. 6th-8th Grade Departmentalized
 - F. Facilities
 - 1. Custodial
 - 2. Water Quality Report: 2020 Consumer Confidence Report
 - 3. Playground Equipment
 - G. Quarterly Report on Williams Uniform Complaints as of April 2021
 - H. 2021-22 Board Schedule
 - I. 2021-22 Enrollment
- 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
 - i. Approve Minutes of the April 15th, 2021 Regular Board Meeting
 - ii. Approve Warrant Registers—April 13th, 2021 – June 4th, 2021
 - iii. Approve Budget Transfers— None
 - iv. Annual Approval of Homeless Education Policy ESEA Sect. 722 / AR 5111.13
 - v. Approve School Facilities Annual Evaluation 2020-21

**Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
June 10th, 2021
3:00PM
Agenda**

2. **Approve Plaza Club Live Proclamation: Eliminate Flavored Tobacco Products**
 3. **Approve 2021-22 6th and 7th Grade Trip to Pacific Environmental Education Camp at Mackerricher State Park September 21st, 2021 through September 24th, 2021**
 4. **Approve 2020-21 and 2021-22 Summer School Contracts**
 5. **Approve 2021-22 Authorized Signatures**
 6. **Adopt Resolution 20-04 Intent to Withdraw from Golden State Risk Management Authority**
 7. **Approve Custodian II Job Description**
 8. **Approve 2021-22 Classified Salary Schedule with 2% Increase**
 9. **2021-22 Superintendent/Principal's Salary Schedule with 220 Days and 2% Increase**
 10. **Approve 2021-22 Superintendent/Principal's Contract**
- VIII. Closed Session-**
- A. Contract Negotiations**
 - B. Personnel Matter**
- IX. Action**
- A. New Business**
 1. **Approve Leave of Absence for Employee #1795**
 2. **Approve Employee #1795 Request to Use Catastrophic Leave Bank**
- X. 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.**
- XI. Adjournment – Next Meeting June 17th, 2021 @ 3:00PM**

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).

PUBLIC HEARING
PLAZA SCHOOL DISTRICT
June 10th, 2021
3:00 P.M.
Plaza School House

Proposed Budget 2021/2022 School Year
Proposed LCAP 2021/22 School Year

Posted May 27th, 2021st

PLAZA SCHOOL DISTRICT
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Public Hearing for 2021/22
Local Control and Accountability Plan and Proposed Budget
June 10th, 2021
3:00 PM
Agenda

Join Zoom Meeting: Plaza School Public Hearing and Board Meeting

Time: Jun 10th, 2020 03:00 PM Pacific Time

<https://us02web.zoom.us/j/83793387408?pwd=aW9aenc2V2ISTCtGRTQxaUpvTWU2Zz09>

Meeting ID: 837 9338 7408

Passcode: 8duLKH

1. Call to Order-
2. Pledge of Allegiance-
3. Members Present-
4. Pursuant to Education Code 42103: Public Hearing for Proposed Local Control and Accountability Plan (LCAP) and the Annual Budget. This hearing is being held to provide the public the opportunity to comment on expenditures being proposed in the 2021-22 LCAP and Budget.

In order to formally adopt the 2021-2022 Budget we must first hold a public hearing to offer the public opportunities to comment. The Budget will be adopted in our June 17th board meeting.

Attached is the Power Point that will be presented in during our public hearing.

5. Adjournment-

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).

PLAZA ELEMENTARY SCHOOL DISTRICT

Preliminary Budget 2021/2022

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

Working Budget 2020/2021

Budget 2021/2022

Summary	Unrest./Restrict.	Summary	Unrest./Restrict.
Beginning Fd. Bal.	1,409,209	Beginning Fd. Bal.	1,963,083
LCFF	1,847,002	LCFF	1,911,950
Federal	149,675	Federal	40,329
State	209,260	State	107,680
Local	150,094	Local	170,854
Total Revenues	2,356,031	Total Revenues	2,230,813
Expenditures	(1,964,811)	Expenditures	(2,066,803)
Tf In Reimbursement/ 40	219,173	Tf In Fund 20	14,868
Tf Out Fund 20	(39,819)	Tf Out Fund 20	(14,868)
Tf Out Fund 40	(16,700)	Tf Out Fund 40	(16,667)
+/- Rev./Exp.	553,874	+/- Rev./Exp.	147,343
Ending Fd. Balance	1,963,083	Ending Fd. Balance	2,110,426

Multiyear Projections

	Budget 2021/2022	Projections 2022/2023	Projections 2023/2024
Beginning Fd. Bal.	1,963,083	2,110,426	2,185,622
LCFF	1,911,950	1,878,388	1,935,762
Federal	40,329	40,254	40,184
State	107,680	47,164	47,164
Local	170,854	161,265	161,265
Total Revenues	2,230,813	2,127,071	2,184,375
Expenditures	(2,066,803)	(2,035,208)	(2,123,557)
Tf In Fund 20	14,868	12,083	6,200
Tf Out Fund 20	(14,868)	(12,083)	(6,150)
Tf Out Fund 40	(16,667)	(16,667)	(16,667)
+/- Rev./Exp.	147,343	75,196	44,201
Ending Fd. Balance	2,110,426	2,185,622	2,229,823

Other District Funds

Fund	Name	Balance
20	Post Employment Benefits	\$307,347
35	School Facilities	\$137,358
40	Capital Projects	\$1,238
73	Mr. K Scholarship	\$0

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Plaza Elementary is a small single school district located in Glenn County several miles from Orland, California. It is the oldest school in Glenn County established in 1865. It was originally named Placer School. However, soon after it was established a large group of settlers from Missouri came to the area and began to pronounce the name of the school in their accent and it has been pronounced Plaza ever since! The district is in a rural area of the county surrounded by farms and orchards. Plaza serves approximately 200 students in grades kindergarten through eighth grade, all of which are single grades as of the 2015-16 school year.

Plaza School District is staffed by nine full time credentialed elementary teachers, and a full time superintendent/principal. Glenn County Office of Education (GCOE) provides direct support to the district in special education, speech, psychologist and health services. GCOE also maintains a severe services program in a separate facility on campus. In addition to the credentialed staff there are four paraprofessionals, a business manager, office clerk, cafeteria manager, cafeteria aide, three part time after school aides, and one full time bus driver/custodian. Plaza shares an art instructor and a credentialed music teacher with two other districts.

Plaza students, parents and staff will strive for high quality student work within a safe, enriched environment, utilizing a wide variety of resources and strategies. To fulfill this vision, students and staff at Plaza Elementary will engage in and be committed to the learning process. Students will be afforded with the social, educational, and technical support necessary to enhance their academic experience. Students will have access to multiple resources to locate, evaluate, process, and then effectively communicate information. The Plaza staff is dedicated to the student's school life and will model for each and every one of them the way we work, teach and learn.

Plaza Elementary is determined that the united efforts of students, parents, staff and community will develop students who:

- Value themselves and others
- Pursue high academic achievement
- Come to school ready to learn
- Speak and write effectively

Compute and problem solve both individually and in groups
Value personal health and fitness
Use information and technology resources

Plaza Elementary is dedicated to the ongoing utilization of all resources at our disposal in order to develop and successfully maintain the best possible learning environment for our children. Plaza Elementary is committed to the pursuit of strong, informed, insightful leadership in all areas as the foundation for a safe, effective school setting for students to acquire an understanding of their place in a real world context for learning; connections to a global learning environment and the ability to apply what they learn to benefit themselves and those living around them. Plaza Elementary is dedicated to the core principal that all students, given the appropriate guidance by teachers and parents will maximize their learning potential.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In 2018-19, 41% of our English Language Learners were reclassified as proficient in English language. Furthermore, 62% of our students met or exceeded ELA standards, while 65% met or exceeded math standards. This was an increase of 15% and 18% respectively. We have the highest proficiency rate for both ELA and mathematics in the county. The Dashboard shows Hispanic learners increased 5.4 in ELA and 9.7 points in mathematics. Also, low income learners increased 14.1 points in ELA and 10.5 in math. Overall, 62% of all students met or exceeded ELA standards, while 65% of all students met or exceeded math standards.

Both state assessment and local measurements show growth in both English Language Arts and mathematics, as well as English Language proficiency for English Learners. Additionally, to maintain academic progress, the district will continue to employ highly qualified staff and provide all students with adequate instructional materials and resources.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Stakeholder input from parents, staff, and students indicated that updating and/or improving facilities a priority. Also, the Dashboard shows Hispanic learners were 21.8 points below the standard in ELA and 21.7 points in mathematics. Also, low income learners were 17.7 points below the standard in ELA and 17.9 in math. Overall, 62% of all students met or exceeded ELA standards, while 65% of all students met or exceeded math standards.

To address the needs, tutoring will continue to be offered in the after school program that will target low income and English Learners. Also, the school wide intervention program will continue to address English language proficiency, which is necessary for Common Core State

Standards in mathematics. Additional staff will be hired or hours increased to enrich the ELD program. Lastly, a maintenance plan will be implemented to address facility needs.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Working closely with stakeholders throughout the district, including School Site Council, Student Government, Plaza Community Club, Teacher Meetings, etc., three goals have been identified for focus within the next three years.

Goal 1: Students in grades K-8 will increase academic achievement in all areas. 4 Actions/Services (pp.)

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. 5 Actions/Services (pp.)

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. 3 Actions/Services (pp.)

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The LCAP was presented and discussed in all Plaza School Board meetings. Also, goals, measurable outcomes, and actions to achieve goals were discussed with teachers during monthly staff meetings. Information was sent out to all parents requesting volunteers to serve on an advisory committee for the year. An advisory committee input meeting that included School Site Council members was held on February 9th, 2021 to solicit suggestions from the school community. Surveys, including one in Spanish, was sent to all families soliciting feedback on Plaza School's academic program, communication, the overall school climate. The Plaza School LCAP was presented to classified staff, including paraprofessionals, cafeteria and office staff, and the custodian. The SELPA director was contacted through a survey. A public hearing was held on June 10th. However, no members of the public attended. The Plaza School Board did not have any comments during any of the regular board meetings or public hearing about the LCAP goals or actions, but many of the LCAP actions are in response to board discussions throughout the year.

A summary of the feedback provided by specific stakeholder groups.

All school community members, including students, parents, and staff were given opportunities to provide verbal or written feedback. The SELPA director's only written feedback was, "The school provides excellent services to students, I would not recommend any changes." She also stated, "Plaza School is very committed to meeting the needs of all students and providing Tier I, Tier II, and Tier III supports. The special education services are outstanding. Plaza School is welcoming to students with special needs."

Teachers, including their bargaining unit, and paraprofessionals expressed interest in purchasing science curriculum and supplemental materials, and wanted to continue using Go Math curriculum for K-5. Educators recommended tutoring afterschool. The custodian discussed hiring additional staff for custodial duties since more personnel is required with the additional classrooms and COVID-19 related guidelines that may still be in effect.

Parent recommendations mostly revolved around grounds, including more security, aesthetically pleasing landscaping, playground equipment, and no masks or social distancing. Some expressed a desire for more opportunities for foreign language, STEM/coding activities, and classroom art, music and band.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

LCAP actions include hiring another custodian to address facility concerns. Also, science, math, and supplemental curriculum and manipulatives will be purchased for all classrooms. Teachers will tutor students in the after school program. Playground equipment will be budgeted within the next three years. Classroom art and music will be offered to all students.

Goals and Actions

Goal

Goal #	Description
1	All students in grades K-8 will increase academic achievement in ELA, English language proficiency, and Mathematics as demonstrated through local and state assessments and course grades.

An explanation of why the LEA has developed this goal.

State and local assessments and student course grades show that only 65% of 3rd-8th grades met or exceeded state standards in Mathematics and 62% met or exceeded state standards in ELA. Based on analysis of Dashboard data, English learners and low income students are slightly behind English only students in ELA and Mathematics. Students will increase academic performance in ELA, English language proficiency, and Mathematics through actions that support and improve student learning. The District will measure progress using the metrics such as California Assessment of Student Performance and Progress, English Language Proficiency Assessments for California, Reclassification Fluent English Proficiency, and local measurements.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Priority 2: Local Indicator/Implementation of State Standards/ELD	100% ELD Standards Taught				100% ELD Standards Taught
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	65% Met or exceeded standard				70% Met or exceeded standard
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	62% Met or exceeded standard				67% Met or exceeded standard
Priority 4: State Indicator/Academic	50% EL proficiency				50% EL proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator/CELDT proficiency rates					
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	100% Unduplicated increasing proficiency				100% Unduplicated increasing proficiency
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	100% All students promoted				100% All students promoted
Priority 4: State Indicator/Academic Indicator/Reclassification rates	25% English Learners reclassified from previous year				25% English Learners reclassified each year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Development	Educate all stakeholders on English Language Development content and academic standards and how to best implement them into daily lessons for all students. An additional instructional aide will provide ELD support to English learners.	\$60,208.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Expanded Learning Opportunities	Monitor and ensure the after school program focuses on improving academic performance for English Learners and low income students through intervention, tutoring, and homework assistance. A rigorous summer program will be offered to identified students, including English learners and low income students who are not meeting academic proficiency in English Language Development and Mathematics.	\$175,374.00	Yes
3	Response to Intervention	The district will contract 1.0 FTE for an Education Specialist with COE, and employ a .8 FTE intervention teacher, a 1.0 FTE and .6 FTE instructional aide to work with students who are not meeting academic disabilities and low income students with specific learning standards. These positions will analyze student data in order to address standard specific gaps in learning. The district will monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in English Language Arts, Mathematics, and English Language Development.	\$42,000.00	Yes
4	Class Size Reduction	For many years Plaza School had combination classes due to few students enrolled. To reduce combination classes from 30+ students to no more than 24 per class, additional teachers were hired and retained. With a long waitlist of students who want to attend, we are able to keep classes small with additional teachers.	\$94,441.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

In order to provide a quality education, students must be taught by fully credentialed teachers using standards-aligned instructional materials in school facilities that are clean and in good working order determined by local measurement and the annual Facility Inspection Tool. Plaza School student population has grown significantly the last seven years, which means additional staff, curriculum, resources and materials, and facilities have been acquired to accommodate the 35% increase in students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/Teacher credential	100% of all instructional staff are highly qualified.				100% of all instructional staff are highly qualified.
Priority 1: Local Indicator/ Instructional materials	100% of all students have access to standards-aligned instructional materials				100% of all students have access to standards-aligned instructional materials
Priority 1: Local Indicator/ Facilities in good repair	100% Good Rating				100% Good Rating
Priority 2: Local Indicator/Implementati on of State Standards/Local Evaluation Tool	50% replaced				75% replaced

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Local Metric/A broad course of study	100% K-8 offered art and music				100% K-8 offered art and music

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Offer professional development for all staff members in order to provide a rigorous learning environment in well maintained facilities. This includes monthly minimum days and two full days of teacher only professional development days.	\$25,000.00	No
2	Response to Intervention	The district will contract .4 FTE for an Education Specialist with COE, and employ a .8 FTE intervention teacher to work with students with specific learning disabilities and low performing learners. These positions will analyze student data in order to address standard specific gaps in learning. Also, tutors, including credentialed teachers, will provide homework assistances after school, as well as work with students before and after school to teach number sense and writing strategies to identified students.		Yes
3	Instructional Materials	Purchase standards based instructional materials including state adopted science, math, and history curriculum for every student. Supplemental materials, including but not limited to Reflex Math and Mystery Science, will be utilized to support English Learners, low income, and low performing students.	\$10,600.00	Yes
4	Technology	Ensure there is enough working Chromebooks for all students in order to incorporate internet based academic programs. Also, replace outdated or inefficient laptops, projectors, and document cameras	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Maintenance and Facilities	Create a maintenance plan to monitor and improve conditions of learning to ensure school facilities are clean, safe, and functional as determined by Facility Inspection Tool or other local measurements, including Williams Complaints. Also, hire a full time custodian to train alongside the current custodian in order to prepare for upcoming retirement.	\$54,990.00	No
6	Broad Course of Study	Offer classroom music for K-6th grades, band and chorus for 4th-8th grades, and classroom art for K-7th grades. Also, ensure standards based physical education is taught in all grades.	\$48,311.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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, and maintain low suspension and expulsion rates.

An explanation of why the LEA has developed this goal.

Historically Plaza has had a high rate of parent involvement in classroom support and campus wide volunteerism. However, very few, and sometimes no, parents or community members participate in important stakeholder engagement opportunities, such as School Site Council or LCAP community meetings. Since this is especially true for Spanish speakers, information sent home is translated. Although annual survey results oftentimes show nearly all community members feel safe and welcomed at Plaza, the return rate has decreased the last two years. While attendance, suspensions, and expulsion rates remain low, a continued climate that fosters a positive academic and social emotional experience for students will lead to increased learning for all students that will lead to 100% promotion for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Beginning Development				Full Implementation
Priority 5: Local Metric/Student Engagement/School attendance rates	97.08% attendance rate				97.5% attendance rate
Priority 5: Local Metric/Middle school dropout rate	0% dropout rate				0% dropout rate
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	1.9%				>2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: Local Indicator/Local tool for school climate	54.5% Spanish return rate 36.8% English return rate 38.5% Total return rate				Increase in Spanish return rate Increase in English return rate Increase in total return rate
Priority 6: State Indicator/Student Suspension Indicator	0% suspension rate				0% suspension rate
Priority 6: Local Metric/Expulsion rate	0% expulsion rate				0% expulsion rate
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Beginning Development: unduplicated parent participation:				Full Implementation
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Beginning Development: students with exceptional needs parent participation				Full Implementation

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Clinician	Provide access to a School Clinician to offer social emotional support for students who require school based counseling in order to develop strategies and skills needed to remain resilient.	\$15,000.00	No
2	Community Partnerships	Collaborate and work with local agencies and organizations to provide social emotional curriculum to classrooms, educate staff in social emotional learning strategies, and .create more opportunities for relationships and student/family supports.	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Parent Engagement	Create opportunities to connect with parents as partners in their children's education, including participating in school decision making processes. Information will be translated into Spanish to help increase involvement and participation.	\$2,000.00	No
4	Surveys	Continue to survey parents, students, and staff to determine the overall school climate to ensure it is a safe and welcoming environment that fosters a positive school experience for all stakeholders. Information will be translated into Spanish to help increase involvement and participation.	\$500.00	No
5	Absenteeism	Educate parents and students on the effects absenteeism has on student achievement, and create ways to motivate students to reduce absenteeism.	\$500.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.97%	\$186,316

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Hiring additional staff, including a .8 FTE intervention specialist, .4 FTE education specialist, and .5 FTE paraprofessional, as well as providing tutoring from credentialed teachers and additional paraprofessionals in the after school program resulted directly from addressing the needs of English Learners and low-income students. Due to our small school size with less than 23 students per grade, many of these services are provided to the entire school even though they are implemented specifically for the aforementioned subgroups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Once again Plaza is below 55% unduplicated, therefore funds will continue to be used to improve and increase services for learners by 10.97%. Learning center staff, including an Education Specialist, intervention teacher, and instructional aides, will target identified students with small group and individual instruction. Additionally, students identified receive push in and pull out instruction with our Learning Center staff. Science and Mathematics curriculum and supplemental materials will be purchased for all students, which include unduplicated students. Reflex math programs will be used again in supplement math instruction. Mystery Science will be purchased to supplement Science until curriculum is adopted. We will continue the 2-6th grade intervention program that was implemented to target specific learners, specifically low income and English learners. The intervention teacher and an instructional aide provide small group and individual support to K-1 unduplicated students to provide reading fluency support.

The Plaza School after school program focuses primarily on intervention for low income and English Learners, but is also available to any low performing student. This program targets English Language and Math skills for members of these subgroups who have not met CCSS proficiency. Additionally, a 5.5 hour aide and .8 intervention teacher will work with our full time Education Specialist to improve learning for

our low income and English Learners. These staff members target low income pupils and English Learners through push in and pull out methods. Professional Development will focus on using local and state data to target specific standards and concepts that specific low income and English learners lack proficiency in. The purpose is to target specific essential standards that English Learners and low income learners are not meeting and then incorporate those standards into small group and/or individual instruction.

Plaza School's summer school program will be offered to targeted students. The primary focus of the program will be to get students ready for the next school year by focusing on reading, writing, and mathematics. The goal is for students to be ready to learn on the first day of the regular school year since they will have attended the summer program for anywhere from one to six weeks before school starts. An additional staff member for our after school program will be retained to support homework hour and tutoring, and two certificated teachers will tutor students. Classroom music and art classes are offered weekly to students in order to offer an enriched school experience. Supplemental dollars were used for classified instructional aides outside of Title money, as well as salaries for translating materials into Spanish.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$355,950.00	\$83,217.00	\$102,757.00		\$541,924.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$425,224.00	\$116,700.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	English Language Development	\$60,208.00				\$60,208.00
1	2	English Learners Foster Youth Low Income	Expanded Learning Opportunities		\$72,617.00	\$102,757.00		\$175,374.00
1	3	English Learners Foster Youth Low Income	Response to Intervention	\$42,000.00				\$42,000.00
1	4	English Learners Foster Youth Low Income	Class Size Reduction	\$94,441.00				\$94,441.00
2	1	All	Professional Development	\$25,000.00				\$25,000.00
2	2	English Learners Foster Youth Low Income	Response to Intervention					
2	3	English Learners Foster Youth Low Income	Instructional Materials		\$10,600.00			\$10,600.00
2	4	All	Technology	\$10,000.00				\$10,000.00
2	5	All	Maintenance and Facilities	\$54,990.00				\$54,990.00
2	6	All	Broad Course of Study	\$48,311.00				\$48,311.00
3	1	All	School Clinician	\$15,000.00				\$15,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Community Partnerships	\$3,000.00				\$3,000.00
3	3	All	Parent Engagement	\$2,000.00				\$2,000.00
3	4	All	Surveys	\$500.00				\$500.00
3	5	All	Absenteeism	\$500.00				\$500.00

Contributing Expenditures Tables

Totals by Type		Total LCFF Funds	Total Funds
Total:		\$199,649.00	\$385,623.00
LEA-wide Total:		\$199,649.00	\$385,623.00
Limited Total:		\$0.00	\$0.00
Schoolwide Total:		\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	English Language Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,208.00	\$60,208.00
1	2	Expanded Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$175,374.00
1	3	Response to Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,000.00	\$42,000.00
1	4	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$94,441.00	\$94,441.00
2	2	Response to Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	3	Instructional Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,600.00
3	2	Community Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
--------------------	----------------------	----------------------------	--	--	-------------------------------------

Totals:	Planned Expenditure Total			Estimated Actual Total	
---------	---------------------------	--	--	------------------------	--

Totals:

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lcl/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022– 23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023– 24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024– 25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the **most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
June 10th, 2021
3:00PM
Agenda

Join Zoom Meeting:

<https://us02web.zoom.us/j/83793387408?pwd=aW9aenc2V2ISTCtGRTQxaUpvTWU2Zz09>

Meeting ID: 837 9338 7408

Passcode: 8duLKH

Any public comment should be submitted to pconklin@glenncoe.org before June 10th, 2021 at 1:00PM

Public Hearing: 2021-22 Local Control and Accountability Plan (LCAP) and 2021-22 Budget @ 3:00PM

- I. Call to Order
- II. Pledge of Allegiance
- III. Members Present
- IV. Correspondence
 - A. June 4th, 2021 Sunshine Letter from Plaza Teacher's Association Representatives
- V. Superintendent Report/Information
 - A. Plaza School Club Live Presentation
 - B. May and June's Pirate's Post
 - C. Plaza Community Club
 - D. 2021-22 School Year Update
 - E. 6th-8th Grade Departmentalized
 - F. Facilities
 1. Custodial
 2. Water Quality Report: 2020 Consumer Confidence Report
 3. Playground Equipment
 - G. Quarterly Report on Williams Uniform Complaints as of April 2021
 - H. 2021-22 Board Schedule
 - I. 2021-22 Enrollment
- 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
 - i. Approve Minutes of the April 15th, 2021 Regular Board Meeting
 - ii. Approve Warrant Registers—April 13th, 2021 – June 4th, 2021
 - iii. Approve Budget Transfers— None
 - iv. Annual Approval of Homeless Education Policy ESEA Sect. 722 / AR 5111.13
 - v. Approve School Facilities Annual Evaluation 2020-21

**Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
June 10th, 2021
3:00PM
Agenda**

2. **Approve Plaza Club Live Proclamation: Eliminate Flavored Tobacco Products**
 3. **Approve 2021-22 6th and 7th Grade Trip to Pacific Environmental Education Camp at Mackerricher State Park September 21st, 2021 through September 24th, 2021**
 4. **Approve 2020-21 and 2021-22 Summer School Contracts**
 5. **Approve 2021-22 Authorized Signatures**
 6. **Adopt Resolution 20-04 Intent to Withdraw from Golden State Risk Management Authority**
 7. **Approve Custodian II Job Description**
 8. **Approve 2021-22 Classified Salary Schedule with 2% Increase**
 9. **2021-22 Superintendent/Principal's Salary Schedule with 220 Days and 2% Increase**
 10. **Approve 2021-22 Superintendent/Principal's Contract**
- VIII. Closed Session-**
- A. Contract Negotiations**
 - B. Personnel Matter**
- IX. Action**
- A. New Business**
 1. **Approve Leave of Absence for Employee #1795**
 2. **Approve Employee #1795 Request to Use Catastrophic Leave Bank**
- X. 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.**
- XI. Adjournment – Next Meeting June 17th, 2021 @ 3:00PM**

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).

Plaza School District
7322 County Road 24
Orland, CA 95963

June 4, 2021

RE: Sunshine letter to open negotiations for the 2021-2022 Successor Agreement to the Collective Bargaining Agreement between the Plaza Teachers Association and the Plaza Elementary School District

To: Superintendent Conklin

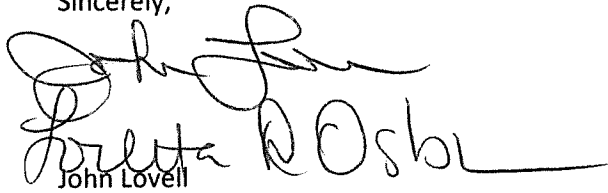
On behalf of the Plaza Teachers Association and pursuant to the Collective Bargaining Agreement, I submit this request to open negotiations for 2021-22.

PTA proposes negotiations including but, not limited to:

Association Rights
Compensation
Hours of Employment

The Association requests that negotiations begin on June 23, 2021.

Sincerely,

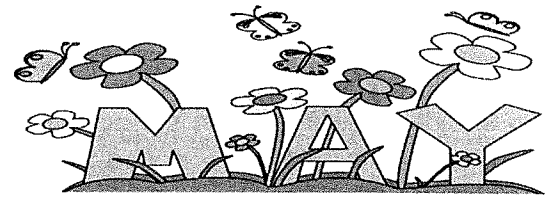
The block contains two handwritten signatures. The first signature is in dark ink and appears to be 'John Lovell'. The second signature is in purple ink and appears to be 'Loretta Osburn'. Below the signatures, the names 'John Lovell' and 'Loretta Osburn' are printed in a small, black, sans-serif font.

Loretta Osburn

Cc Sean Ferguson sferguson@cta.org

THE PIRATE'S POST

April 29, 2021



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

2021-22 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.

First, at this point we will not offer distance learning next school year unless local or state public health closes schools. If you are concerned about your child attending school on campus, you may want to consider enrolling at William Finch home school. You can find information through Glenn County Office of Education.

Second, 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 2021-22 form from the district office where you reside.

Third, 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.

Fourth, 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.

Dates to Remember:

May 3-7 6th - 8th Smarter Balanced Assessments

May 10-14 3rd- 5th Smarter Balanced Assessments

May 24-28 Smarter Balanced Assessment Make Up

May 31 NO SCHOOL: Memorial Day

Jun 8 8th Grade Graduation @ 7:00 pm

Jun 9 Minimum Day Dismissal @ 11:30

Jun 10 Last Day of School- Dismissal @ 11:30

NO SPARK

Jun 10th & 17th Plaza Board Meetings @ 3 pm

<https://us02web.zoom.us/j/83793387408?pwd=aW9aenc2V2lSTCtGRlQxZWpWUWZ2Zz09>

Teacher Appreciation Week!

May 3rd-7th

We'd like to invite all students and parents to show extra gratitude to our teachers during the week! Their hard work and dedication is greatly appreciated.

Monday, May 3rd –

Superpower Stars –Please write a superpower your teacher or a staff member has or why you think they are super on the sheet sent home early this week!

Tuesday, May 4th –

Donate Super Supplies- Superheroes need super supplies. Donate a classroom supply to your teacher. (Kleenex, disinfecting wipes, pencils, zip lock bags, ect.)

Wednesday, May 5th-

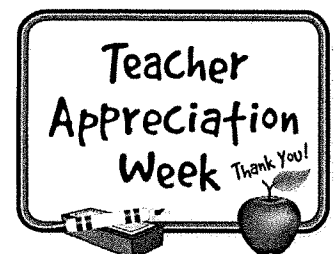
Dress like a superhero- Dress like a superhero or wear clothes with superheroes on them!

Thursday, May 6th-

Thank you notes- Write a note and/or draw a picture for a super staff member letting them know how much you appreciate them! Don't forget the staff who make the school run smoothly every day, including the cafeteria ladies, office staff, and Mr. Fissori!

Friday, May 7th-

Super Gift- If you would like to give your super teacher or a staff member something special, like a gift, flowers or a card, this is the day to do it!



End of Year State Testing:

Just a reminder that next week 6th-8th grades will begin end of year state assessments. 3rd-5th will take theirs May 10th-14th. 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.

Thank You Plaza School Community!

Plaza School would like to thank everyone for all the hard work put into the last few fundraisers, including our staff, parents, families, and local businesses. This year PCC was able to raise over \$20,000 from different events, including the coin drive, popcorn sales, raffles, and silent auction. This money will go towards purchasing a new playground structure. Although they are very expensive and we have a long way to go to reach our goal, we hope to have one installed before the 2022-23 school year. Soon information will go out about the structure we would like to purchase.

Thank you to our PCC officers, President Rachel Nelson, Vice President Kristen Cushman, and Secretary Mrs. Edson. A very special thank you to Treasurer Cindy Fleharty, her husband Scott, and son Matthew. Many families helped contribute to a successful raffle and action, but Casey Rush deserves special recognition for her hard work soliciting donations from the community.

The Plaza School community rocks!



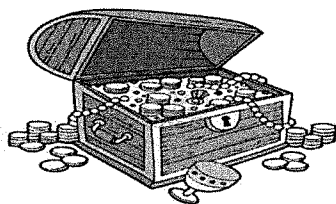
The Pirate's Treasure

By Bennet V. (4th Grade)

Hello students and staff. State tests are coming up soon so keep up the Plaza pride and try your hardest!

The Chess Club is doing a fundraiser to pay for chess league fees by selling ice cream sandwiches on Fridays until the end of May. The ice cream sandwiches are \$1 each.

The Plaza Community Club raffles and auction was a fundraiser for a new playground structure.



Lost and Found:

Please make sure you check the lost and Found. All lost and found items left after the last day of school will be donated at the end of the year.



REMINDER (6th Grade):

Before the start of the 2021-22 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:



- 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.

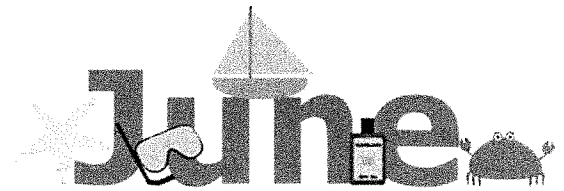
To avoid the back-to-school rush, we encourage 6th graders to make their vaccine appointments now and provide our office with verification.

Things to Remember:

- Sign up for the school wide Remind app (**different from classroom Remind**)
- Like Plaza Community Club on Facebook

THE PIRATE'S POST

May 26, 2021



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

Dates to Remember:

Jun 1-3 Math Field Days

Jun 4 Water Day! 

Jun 8 8th Grade Graduation @ 7 pm

Jun 9 Minimum Day Dismissal @ 11:30

Jun 10 Last day of school- Dismissal @ 11:30

SPARK is not in session

Jun 10 & 17 Plaza Board Meetings

<https://us02web.zoom.us/j/83793387408?pwd=aW9aenc2V2lSTCtGRtQxaUpvTWU2Zz09>

Aug 12 First Day of 2021-22 School Year

Back to School Night @ 5:45pm


Congratulations
CLASS OF
2021

Congratulations to our graduating 8th graders. Although your year did not start out as we would have liked, we all are very happy that it ended well. We wish you luck in all your future endeavors.

We Hope to See You Next 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.

If you live out of Plaza School District boundaries, you must ensure that you have a current inter-district transfer agreement on file with both your home district, as well as Plaza. Most districts require that you fill out a form annually. Willows' agreement is good for five years. Please visit your district of residence for the 2021-22 form.

Lost and Found:

Please make sure you check the lost and found rack in the cafeteria and K-3 building. **All lost and found items left after the last day of school will be donated at the end of the year.**

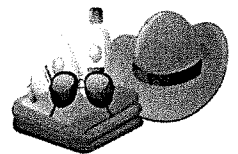
Things to Remember:

- Sign up for the school wide Remind app (different from classroom Remind)
- Like Plaza Community Club on Facebook

Fun, Fun, Fun!

June 1st-4th

We have lots of fun activities planned for next week. June 1st-3rd, our Learning Center staff has organized a "Math Field Day" for K-6th grades and will be led by our 7th and 8th graders. Each grade will have one morning where they will participate in nine different math stations. On Friday, June 4th, we will have a "Water Day" where kids will enjoy fun outdoor activities and games. Students should be prepared to be outside and may get wet that day! Make sure everyone brings a water bottle, towel, and sunscreen for their outdoor activities that week.



NO SPARK

Thursday, June 10th

The after school SPARK program will not be available Thursday, June 10th, which is the last day of school. We will have SPARK in session on Wednesday until 4:30PM. Both June 9th and 10th are minimum day dismissals at 11:30AM.

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.