PLAZA SCHOOL DISTRICT
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Public Hearing for 2022/23
Local Control and Accountability Plan and Proposed Budget
June 16th, 2022
3:00 PM
Agenda

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 2022-23 LCAP and Budget.**

   a. 2022–23 Budget Overview for Parents
   b. 2021–22 Supplement Template
   c. 2022–23 LCAP
   d. Action Tables for the 2022–23 LCAP
   e. Instructions for the LCAP Template
   f. 2022-23 Budget
   g. Local Indicators

5. **Adjournment-**

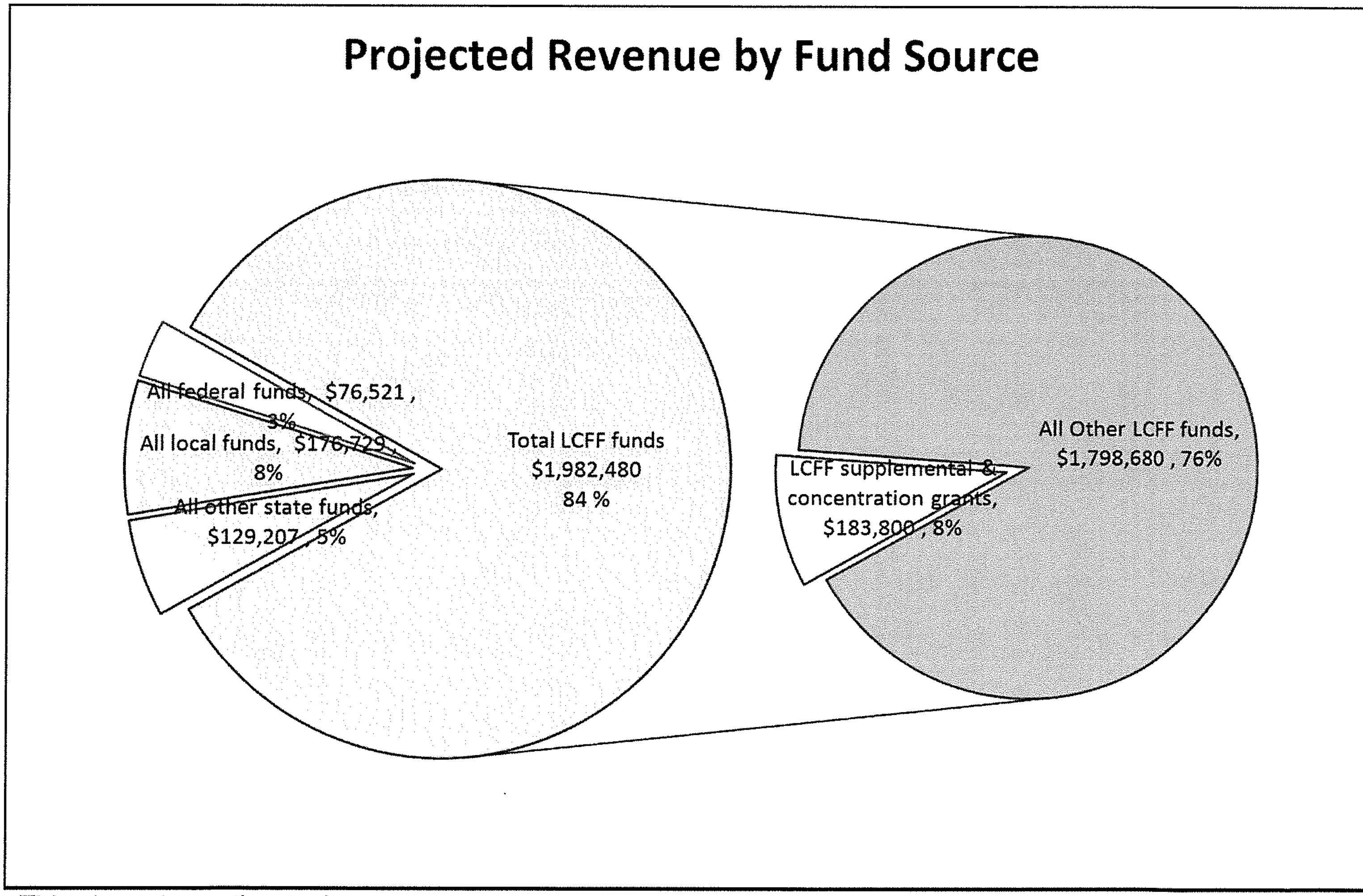
The District Board Packet is available for public viewing @ The Plaza Elementary School District's office located at 7322 Road 24, Orland California on the date and at the time the agenda is posted. (SB 343 -Chapter 298/2007 effective July 1, 2008).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Plaza School District
CDS Code: 11626386000000
School Year: 2022-23
LEA contact information:
Patrick Conklin
Superintendent/Principal
pconklin@glenncoe.org
5308651250

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

Budget Overview for the 2022-23 School Year



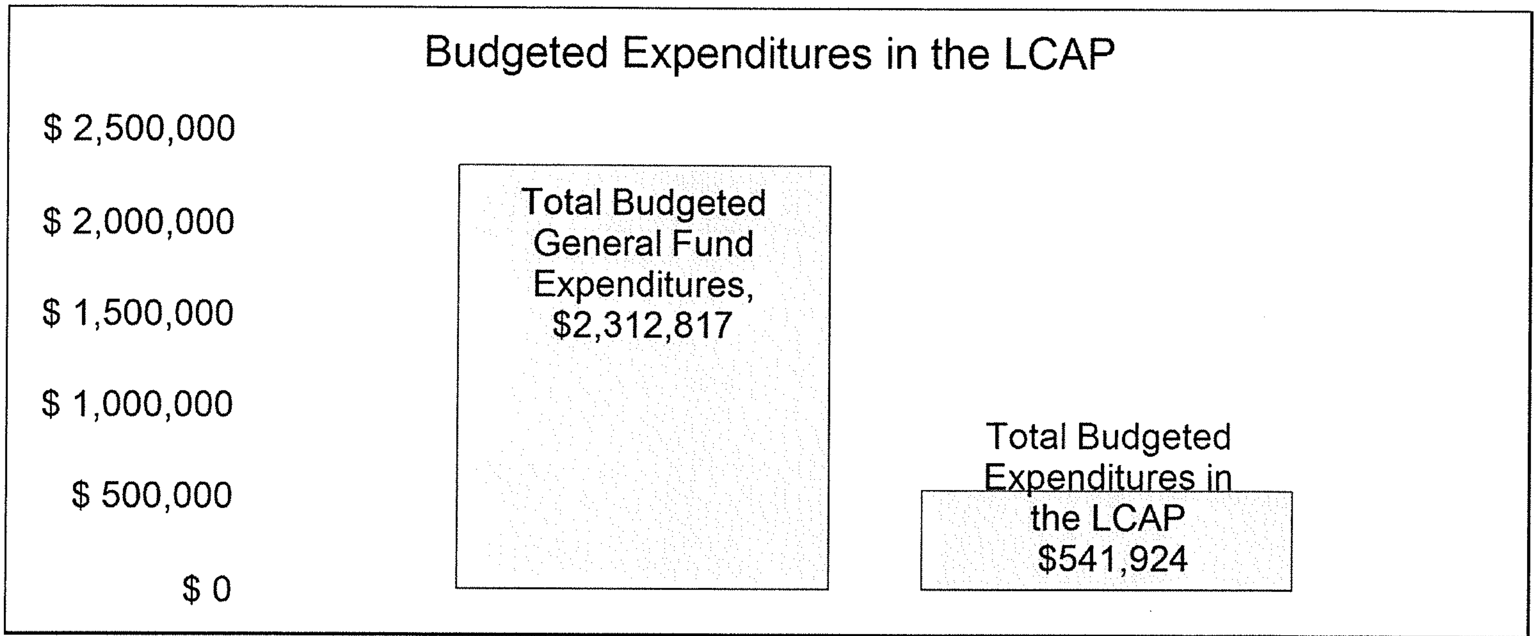
This chart shows the total general purpose revenue Plaza School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Plaza School District is $2,364,937, of which $1,982,480 is Local Control Funding Formula (LCFF), $129,207 is other state funds,

$176,729 is local funds, and $76,521 is federal funds. Of the $1,982,480 in LCFF Funds, $183,800 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Plaza School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Plaza School District plans to spend $2,312,817 for the 2022-23 school year. Of that amount, $541,924 is tied to actions/services in the LCAP and $1,770,893 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

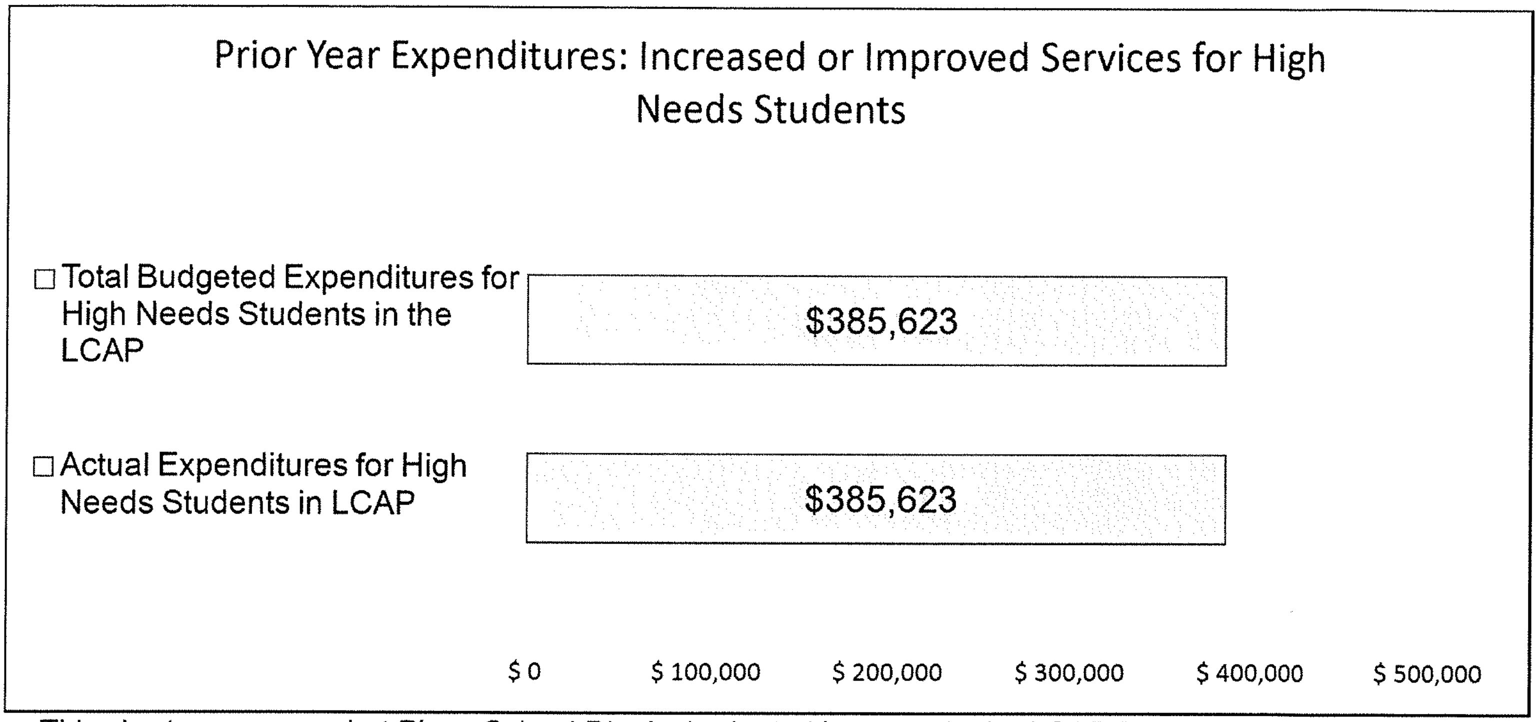
The budgeted expenditures that are not included in the LCAP will be used for the following:
Recruiting, employing, and retaining highly qualified certificated and classified staff
Providing standards-aligned instructional materials and professional development
Providing a broad course of study covering all required academic subjects that support college and career readiness
Providing a comprehensive, research-based English Language Development (ELD) program; Special Education services; and alternative educational opportunities
Providing opportunities for exploration and participation in athletics, visual and performing arts (VAPA), clubs, and more to build school connectedness
Providing parents/guardians opportunities for meaningful engagement
Maintaining basic operating services (i.e., facilities, transportation, and technology infrastructure)
Providing Educational Services, Human Resources, and Business Services

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Plaza School District is projecting it will receive $183,800 based on the enrollment of foster youth, English learner, and low-income students. Plaza School District must describe how it intends to increase or improve services for high needs students in the LCAP. Plaza School District plans to spend $199,649 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Plaza School District's LCAP budgeted $385623 for planned actions to increase or improve services for high needs students. Plaza School District actually spent $385623 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Educational partners were engaged through staff meetings, School Site Council meetings, and board meetings. Each time the district was notified that funds were, or would be, provided, partners were presented with information regarding the dollar amounts available and the allowable expenditures. Following discussions with school community members, including the Plaza School board, teachers, support staff, and members of the advisory committee, it was determined that the two greatest needs are learning loss mitigation and health and safety of students and staff. Based on this, the majority of the money was allocated towards hiring additional staff, including a certificated teacher and instructional aide, as well as purchasing rapid COVID-19 tests.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Plaza School District does not receive additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Educational partners were engaged through staff meetings, School Site Council meetings, and board meetings. Each time the district was notified that funds were, or would be, provided, partners were presented with information regarding the dollar amounts available and the allowable expenditures. The ESSER III was discussed in Plaza School Board meetings on 10/21, 9/16, 8/19, 6/17, and 6/10. Also, planned actions and strategies were discussed with teachers during monthly staff meetings. Information was presented to parents who serve on an advisory committee for the year. An advisory committee input meeting that included School Site Council members was held on 10/14/21 to solicit suggestions from the school community. The plan was presented to classified staff, including paraprofessionals, cafeteria and office staff, and the custodian. Surveys, including one in Spanish, was sent to all families soliciting feedback on Plaza School's academic program, communication, and the overall school climate.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

ESSER III money is used to address learning loss resulting from distance learning from March, 2020 until November, 2020, as well as when kids missed school due to exposure to COVID-19. ESSER III money is also used to ensure students, staff, and visitors can attend in person instruction safely.

Students who are absent due to illness or quarantine are given all work missed and spend time with certificated and paraprofessional staff when they return. Students absent five or more days are offered independent study. A school clinician is on campus once a week to meet with students identified as needing school based social emotional support. Furthermore, the district is working with a local behavioral health agency to provide classroom based lessons to promote SEL support to K-5 classes. The agency also provided SEL training to teachers. When students are quarantined, they are offered meals through our summer assistance meal program.

Facial coverings are required and enforced while inside. Desks are separated to ensure social distancing to the extent possible. Handwashing stations are throughout the campus and hand sanitizing dispensers are outside every classroom, building, and office. Teachers remind students of proper respiratory etiquette throughout the day. Each day all classrooms, offices, doors, and counters are sanitized. Air purifiers are in every classroom. The school administrator, in consultation with the school nurse and Glenn County Public Health Department, conduct contact tracing whenever a positive case is identified on campus. Parents are reminded to self screen prior to coming to school each day. Students and staff showing symptoms on campus are sent home and cannot return until symptom free for 24 hours, with a doctor's note, or negative COVID-19 test.

The most significant challenges faced center around the amount of staff and students who are out for long periods due to illness or close contact exposure. Regardless of the additional staff hired to address learning loss, trying to get students caught up on missed work, reteach concepts missed during in person instruction, or assess for learning loss is difficult due to the unpredictability of when and for how long students are out.

Even with the challenges faced, Plaza School District students in 3rd-8th grade out performed all districts in Glenn County and the state on the 2020-21 end of year state assessments. Plaza students had far more in person time than nearly all other students and were exposed to a robust learning program during distance learning, hybrid learning, and in person instruction following complete reopening in November, 2020.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Much of the limited federal money received goes towards staffing. Plaza hired a .8FTE certificated teacher and a .6 FTE paraprofessional to work with students who are not mastering standards due to learning loss. A full time custodian was hired to help ensure proper and appropriate cleaning procedures are occurring in order to create a safe environment for students. Funds were used to purchase additional resources that improve learning, such as technology, curriculum, and classroom materials. Additional cleaning supplies, PPE, rapid antigen COVID-19 tests, and other health and safety products are purchased regularly.

The certificated teacher hired to implement a robust response to intervention program is tasked with monitoring progress of those identified as below grade level. The RtI teacher works with individual and small groups of students to reteach concepts or front load. She also ensures students who have been out due to illness or quarantined receive instruction. The certificated RtI teacher, classroom teacher, meeting regularly to discuss academic progress of students identified. A plan for how to serve each individual student is developed and carried out by the RtI teacher, paraprofessional, and other Learning Center staff.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget

Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 and one .8FTE 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 full time (eight hour) paraprofessionals, a business manager, office clerk, cafeteria manager, cafeteria aide, one part time after school aide, and two full time bus driver/custodians. Plaza has a part time art instructor and a part time music teacher.

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.

Data from state and local assessments showed 59.02% of of our 3rd-5th grade students met or exceeded ELA standards based on Smarter Balanced Assessment and 76.3% of 6th-8th grade based on Interim Comprehensive Assessments. For 3rd-4th grade students, 63.41% met or exceeded math standards based on Smarter Balanced Assessments, while 80.25% of 5th-8th grade students based on Interim Comprehensive Assessments. Although there were no assessments administered in 2019-20 due to school closures, Plaza School District had the highest proficiency rate for both ELA and mathematics in the county.

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.

Parents expressed that our small class sizes, family atmosphere, and safe school environment contributed to our success.

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.

Parents expressed displeasure on surveys from the lack of parental involvement and participation in their child(ren)'s education due to restricted access to campus during COVID. Others would like bus service outside attendance boundaries and more PE activities and standards taught.

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 continue to be employed and will focus on improving our Response to Intervention program, as well as enrich the ELD program.

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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The LCAP was presented and discussed in all Plaza School Board meetings on 8/19, 9/16, 10/21, 11/30, 12/9, 1/20, 3/17, and 4/28. Also, goals, measurable outcomes, and actions to achieve goals were discussed with teachers during monthly staff meetings on 8/9, 9/14, 10/12, 11/9, 12/14, 2/8, 3/8, and 4/12. 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 10/14, 1/6, and 3/31 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 19th. 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 educational partners.

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 working to ensure our new construction and modernization projects come to fruition.

Parent recommendations mostly revolved around parent involvement and participation now that COVID-19 restrictions have lifted, increased bus service to out of attendance boundaries, and PE curriculum. Some expressed a desire for more opportunities for foreign language, STEM/coding activities, PE activities, and classroom art, music and band.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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			100% ELD Standards Taught
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	65% Met or exceeded standard	63.41% 3rd-4th Met or exceeded Math standard on SBA 80.24% 5th-8th Met or exceeded Math standard on ICA			70% Met or exceeded standard
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	62% Met or exceeded standard	59.02% 3rd-5th Met or exceeded ELA standard on SBA			67% Met or exceeded standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		76.3% 6th-8th Met or exceeded ELA standards on ICA			
Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates	50% EL proficiency	50% EL proficiency			50% EL proficiency
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	100% Unduplicated increasing proficiency	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, PSAT8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	100% All students promoted	100% All students promoted			100% All students promoted
Priority 4: State Indicator/Academic Indicator/Reclassification rates	25% English Learners reclassified from previous year	45% reclassified			25% English Leaners reclassified each year.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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
1.2	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
1.3	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 with specific learning disabilities and low income students who are not meeting academic 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
1.4	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.

Due to excessive staff absences due to COVID, the after school program did not have personnel to implement rigorous tutoring or intervention services for targeted students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No Material Differences

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

The robust, research based RtI program helped ensure all students increased academic performance.

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.

No changes planned.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.			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			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			100% Good Rating
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	50% Chromebooks replaced	0% 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	90% K-8 offered art and music			100% K-8 offered art and music

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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
2.2	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
2.3	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
2.4	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
2.5	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
2.6	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.

Plaza was unable to hire a credentialed music teacher, therefore band and chorus was not offered to 4th-8th graders. All Chromebooks were in good working order and none had to be replaced. No new curriculum was purchased.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No Material Differences

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

Employing a fulltime Education Specialist, SPED aide, .8FTE RtI teacher, and additional RtI aides led to increased academic performance for all students.

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.

No changes planned.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	Beginning Development			Full Implementation
Priority 5: Local Metric/Student Engagement/School attendance rates	97.08% attendance rate	97.17%			97.5% attendance rate
Priority 5: Local Metric/Middle school dropout rate	0% dropout rate	0% dropout rate			0% dropout rate
Priority 5: State Indicator/Student	1.9%	0%			>2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement/Chronic absenteeism rates					
Priority 6: Local Indicator/Local tool for school climate	54.5% Spanish return rate 36.8% English return rate 38.5% Total return rate	27% Spanish return rate 36% English return rate 35.5% 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			0% suspension rate
Priority 6: Local Metric/Expulsion rate	0% expulsion rate	0% expulsion rate			0% expulsion rate
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Beginning Development: unduplicated parent participation:	Beginning Development: unduplicated parent participation:			Full Implementation
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Beginning Development: students with exceptional needs parent participation	Beginning Development: students with exceptional needs parent participation			Full Implementation

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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

Action #	Title	Description	Total Funds	Contributing
3.2	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
3.3	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
3.4	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
3.5	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.

Little effort was put into educating parents on the affects of absenteeism. Most absences were a result of COVID related restrictions and illness. Community engagement was limited for the majority of the year due to COVID restrictions. The return rate from surveys was low.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No Material Differences

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

The partnership with outside agencies, including mental health professionals and local service groups, provided social emotional learning opportunities and relationship building for students.

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.

No changes are planned.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.