Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
June 17th, 2021
3:00PM
Agenda

I. Call to Order
II. Pledge of Allegiance
III. Members Present
IV. Correspondence
V. Superintendent Report/Information
   A. LCAP Local Indicators
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. Approve the 2021-22 Through 2023-24 Local Control and Accountability Plan, Annual Update, and Learning Continuity Plan
      2. Approve the 2021-22 Budget
      3. Approve 2021-22 through 2023-24 Tentative Agreement Between Plaza School District and the Plaza Teacher's Association
      4. Approve 2021-22 Certificated Salary Schedule: 2% Increase to Step 1, Additional BA +45 Step 7, Longevity After Step 17
      5. Approve One Time Off Salary Schedule Payment of $2,500 to all Employees Prorated Based on Full Time Equivalent (FTE) Using In Person Instruction Dollars
      6. Approve MOU Between Plaza School District and GCOE to Provide Business Manager Support for the 2021-22 School Year
VIII. Closed Session-
   A. Contract Negotiations
IX. Comments: Non Agenda Items—The Board Clerk will allow three minutes for speakers to address the appropriate matters. Speakers will identify themselves when acknowledged by the Clerk.
X. Adjournment – Next Meeting August 19th, 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).

Tentative Agreement between
Plaza Elementary School District ("District") &
Plaza Elementary Teachers Association ("PTA")
2021-22 – 2023-24 School Years

The Parties have convened in joint negotiations and have reached the following Tentative Agreement to reach a final Agreement between the Parties effective through the 2023-2024 school years.

2021-22 ARTICLE XIV – Salaries

- **2.0%** increase to Step 1 Column 1 only. **Additional Column BA +45 Step 7**. Longevity increment will be **$750 after Step 17**. The remainder of the salary structure will remain the same.
- **One-time $2,500 off salary schedule payment**. Payment made no later than August 30th, 2021

2022-23 ARTICLE XIV – Salaries

- **3.0%** increase to Step 1 Column 1 only. The remainder of the salary structure will remain the same.

2023-24 ARTICLE XIV – Salaries

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

2022-23 REOPENERS

- Article 18, Health and Welfare Benefits for active employees **if there is a rate increase.**

Except as delineated above, the Parties agree to maintain the current language in the 2019-20 Agreement.

2023-24 REOPENERS

- Article 18, Health and Welfare Benefits for active employees **if there is a rate increase.**

Except as delineated above, the Parties agree to maintain the current language in the 2019-20 Agreement.

Plaza Elementary Teachers Association		**Plaza Elementary School District**	
John Lovell Teacher	6/10/21 Date	Patrick Conklin Superintendent/Principal	6-17-2021 Date
Loretta Osburn Teacher	6/10/21 Date		

PLAZA ELEMENTARY SCHOOL

Certificated Salary Schedule

2021-22 Draft June 17th, 2021

+2%+Step 7 (BA45) Step 17 3%

Step	BA+30	BA+45	BA+60
1	46,109	47,492	48,917
2	47,492	48,917	50,385
3	48,917	50,384	51,896
4	50,385	51,896	53,453
5	51,896	53,453	55,057
6	53,453	55,056	56,708
7		56,708	58,409
8			60,162
9			61,967
10			63,826
11			65,740
12			67,713
13			69,744
14			71,836
15			73,991
16			76,211
17			78,497
18			79,247
19			79,997
20			80,747
21			81,497
22			82,247
23			82,997
24			83,747
25			84,497
26			85,247
27			85,997
28			86,747
29			87,497
30			88,247
31			88,997
32			89,747

Teacher in Charge Stipend - $1,000

Master of Arts/Science Stipend - $750

After Step 17 employees will advance in one year increments with an increase of **$750.00** per step until the maximum of 32 steps.

In order to advance to Step 28 unit members will be required to have either (A) completed 75 units above a BA or (B) possess a MS or MA Degree.

Any unit member hired by the district after 7/1/13 shall be required to possess a MA or MS to advance to Step 32.

GLENN COUNTY
OFFICE *of* EDUCATION

TRACEY QUARNE
SUPERINTENDENT

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Provider

MEMORANDUM OF UNDERSTANDING

This agreement is entered into by and between the **Glenn County Office of Education**, herein called COE, and **Plaza Elementary School District**, herein called DISTRICT, for the provision of **professional Part-time Business Office services** to DISTRICT. The parties agree as follows:

The term of this agreement shall begin **July 1st, 2021**, terminating upon thirty (30) days notice after June 30, 2022, effective at the conclusion of the subsequent month in which notice of Termination of Business Services is provided.

A. The COE agrees to:

1. Provide Business Official services to DISTRICT beginning July 1st, 2021 through termination.

B. The DISTRICT agrees to:

1. Reimburse the COE for the Fiscal Coordinator Step 6 daily rate of $529.24 for 52 days ($27,521).
2. Pay the COE as invoiced.

Each party hereto agrees to hold harmless and to indemnify the other party, its officers and employees, against liability for damages for death or bodily injury of persons, injury of property, or any other loss, damage, or expense arising from the negligence, willful misconduct or omission of the party which committed the act, and while acting under the terms and conditions of the Agreement.

Either party wishing to revise or terminate this Agreement shall give written notice of such intent no less than **thirty (30) days** in advance of the effective day of cancellation, no earlier than June 30, 2022.

Should any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees.

Both parties as certified by the signatures below agree to the provisions of this agreement:

____________________	____________________
Tracey Quarne, Superintendent Glenn County Office of Education	Superintendent Plaza Elementary School District
____________________	____________________
Date	Date

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 of our students met or exceeded ELA standards, while 65% met or exceeded math standards. This was an increase of 15% and 18% respectfully. 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 Leaners 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 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
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/Implementation 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

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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)).

    - 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/lc/.

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.

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

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

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

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

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

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

Actions / Services

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

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

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

Goal Analysis

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

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

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

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

Actions / Services

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

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

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

Goal Analysis

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

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

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

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

Actions / Services

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

Goal Analysis

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

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

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

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

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

Analysis of In-Person Instructional Offerings

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

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

Distance Learning Program

Actions Related to the Distance Learning Program

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

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

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

Analysis of the Distance Learning Program

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

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

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

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

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

Analysis of Pupil Learning Loss

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

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

Analysis of Pupil and Family Engagement and Outreach

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

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

Analysis of School Nutrition

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

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

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

Overall Analysis

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

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

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

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

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

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

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

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

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

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2021-22 LCFF Budget Overview for Parents Data Input Sheet

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

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

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

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

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

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

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

	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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Plaza School District

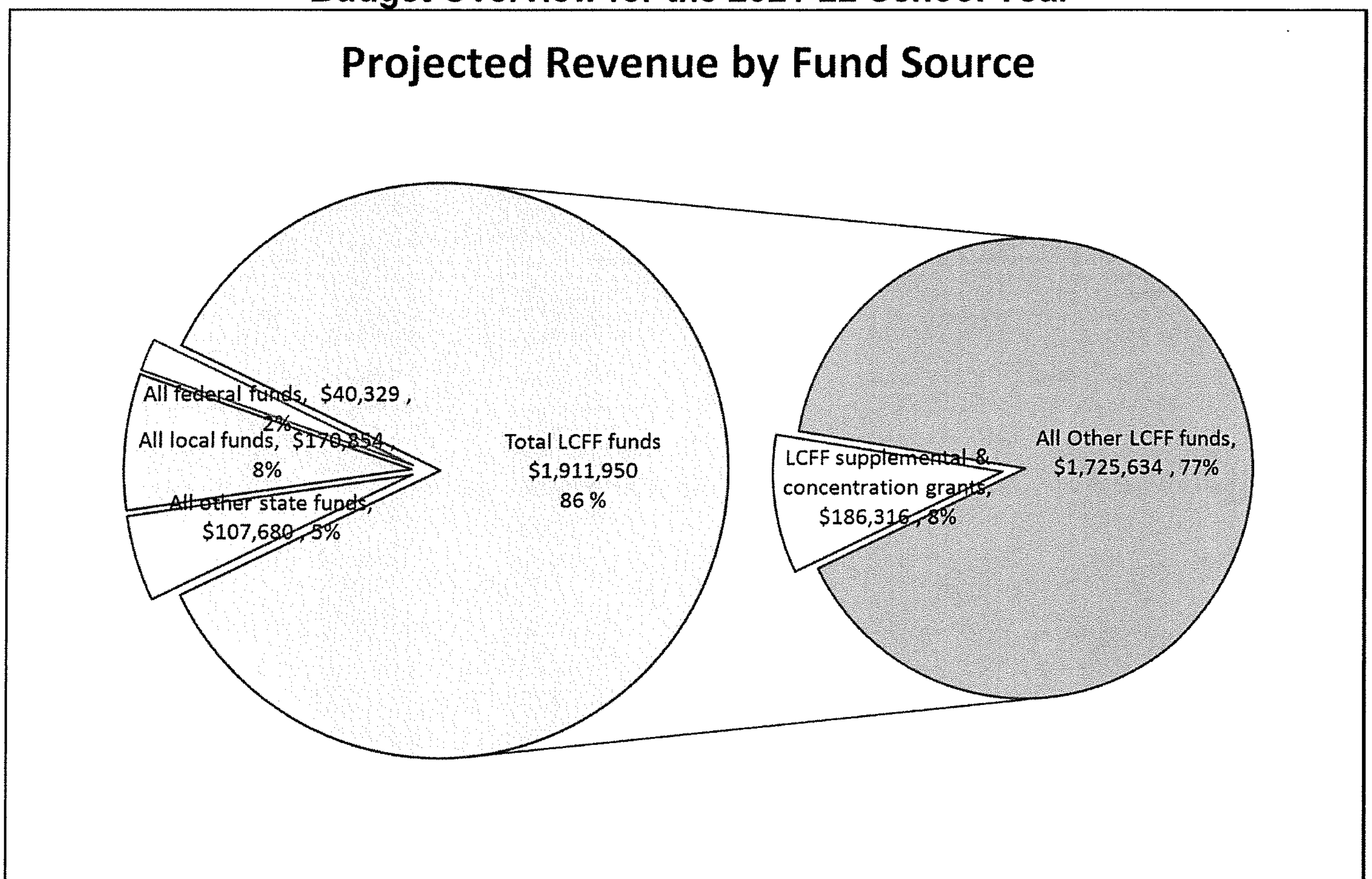
CDS Code: 11626386007504

School Year: 2021-22

LEA contact information:
Patrick Conklin
Superintendent/Principal
pconklin@glenncoe.org
5308651250

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

Budget Overview for the 2021-22 School Year

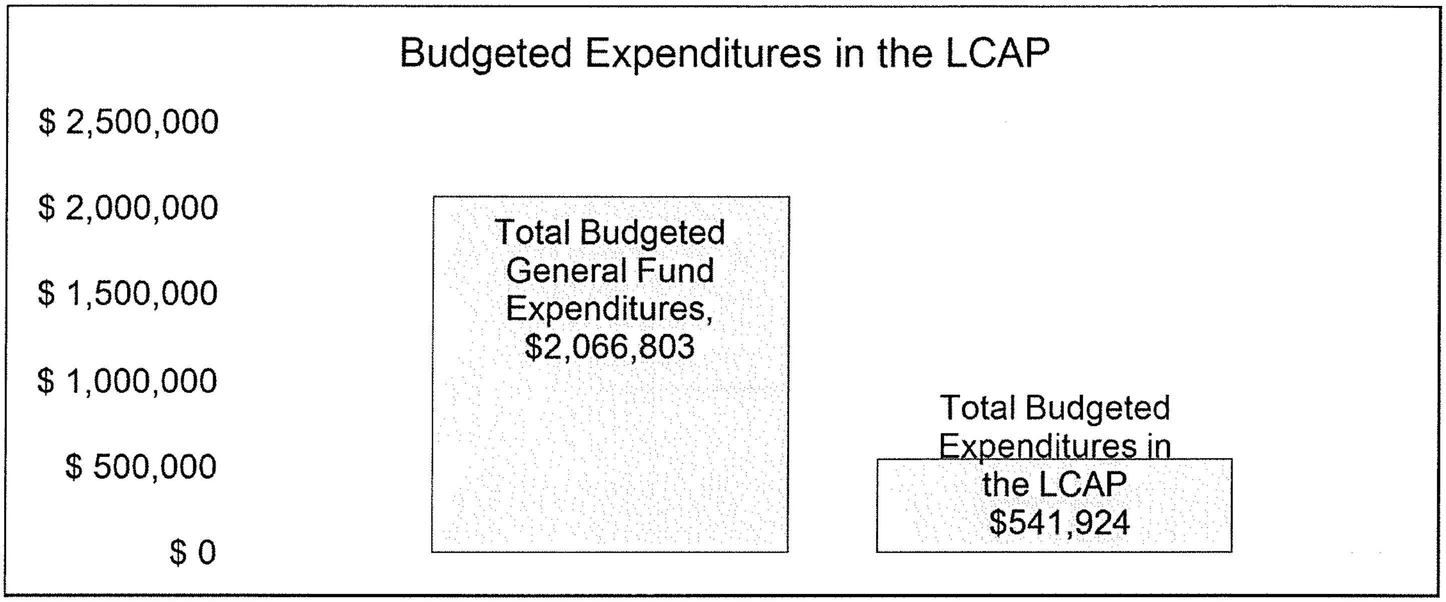


This chart shows the total general purpose revenue Plaza School District expects to receive in the coming year from all sources.

The total revenue projected for Plaza School District is $2,230,813, of which $1,911,950 is Local Control Funding Formula (LCFF), $107,680 is other state funds, $170,854 is local funds, and $40,329 is federal funds. Of the $1,911,950 in LCFF Funds, $186,316 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

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

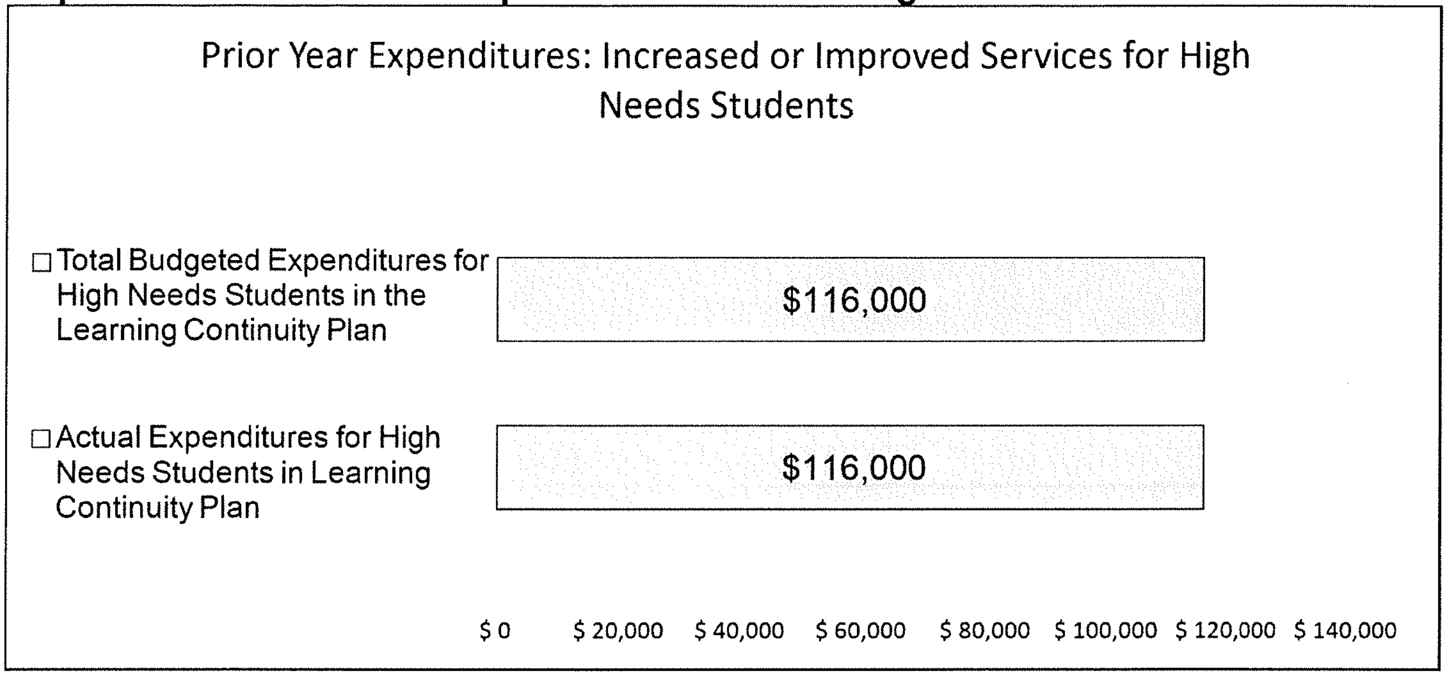
The budgeted expenditures that are not included in the LCAP will be used for the following:
Recruiting, employing, and retaining highly qualified certificated and classified staff
Providing standards-aligned instructional materials and professional development
Providing a broad course of study covering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

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

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

LCFF Budget Overview for Parents

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



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

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