

Plaza School District  
7322 County Road 24  
Orland, CA 95963  
BOARD OF TRUSTEES  
Regular Board Meeting  
June 8<sup>th</sup>, 2023  
3:00PM  
Agenda

- I. Call to Order
- II. Pledge of Allegiance
- III. Members Present
- IV. 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.
- V. 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.
- VI. Correspondence
- VII. Superintendent Report/Information
  - A. The Plaza Promise
    - 1. California Distinguished School Award Student/Staff Recognition
    - 2. USA TODAY Article: May 15<sup>th</sup>, 2023 by Adrianna Rodriguez titled: Students Are Increasingly Refusing to go to School. It's Becoming a Mental Health Crisis
  - B. May Pirates Posts
  - C. Plaza Community Club
  - D. Facilities
    - 1. New Construction and Modernization
    - 2. Universal Prekindergarten Classroom
    - 3. Water Quality Report: 2022 Consumer Confidence Report
  - E. Extended Learning Opportunity Program
  - F. Quarterly Report on Williams Uniform Complaints as of April 2023
  - G. 2023-24 Board Schedule
  - H. 2023-24 Enrollment
  - I. 2023 Local Indicators
- VIII. Action
  - A. Old Business
  - B. New Business
    - 1. Consent Agenda: Routine matters that can be approved with one motion
      - a. Approve the Minutes of the April 20<sup>th</sup>, 2023 Board Meeting
      - b. Approve the Minutes of the May 25<sup>th</sup>, 2023 Special Board Meeting
      - c. Approve Warrant Registers April, 18<sup>th</sup>, 2023 – June 5<sup>th</sup>, 2023 Approve
      - d. Budget Transfers— None
      - e. Annual Approval of Homeless Education Policy ESEA Sect. 722 / AR 5111.13
      - f. Approve 2023-24 Authorized Signatures
    - 2. Approve School Facilities Annual Evaluation

Plaza School District  
7322 County Road 24  
Orland, CA 95963  
BOARD OF TRUSTEES  
Regular Board Meeting  
June 8<sup>th</sup>, 2023  
3:00PM  
Agenda

3. Approve the 2023-24 Local Control and Accountability Plan, Including Budget Overview for Parents.
  4. Approve the 2023-24 Budget
  5. Approve 2023-24 Stipends
  6. Approve MOU With Glenn County Office of Education for Professional Part-Time Business Office Services
  7. Approve Hiring Monica Ulloa as Instructional Aide, After School Activity Assistant, and ELO-P Aide for the 2023-24 School Year
  8. 2023-24 through 2024-25 Superintendent's Contract
  9. Approve 2023-24 Superintendent's Salary Schedule
  10. Approve 2023-24 Certificated Salary Schedule
  11. Approve 2023-24 Classified Salary Schedule
  12. Approve \$18,250 Health and Welfare Cap for Active Classified Employees
  13. Approve Summer Program Contracts
- IX. Closed Session
- A. Negotiations
- X. Adjournment – Next Regularly Scheduled Meeting Thursday, 17<sup>th</sup> August , 2023 @ 3PM

# Students are increasingly refusing to go to school. It's becoming a mental health crisis.

Since the pandemic, more students are school-avoidant, leaving parents feeling hopeless and schools unequipped to find a solution.

**Adrianna Rodriguez** USA TODAY

Published 2:04 AM PDT May. 15, 2023 Updated 6:24 AM PDT May. 15, 2023

The police were in her driveway. They wanted her son.

Jayne Demsky's teenage son was not a criminal. He never stole, used illegal substances, or physically hurt anyone. He just didn't go to school.

It started in the middle of 6th grade when he began staying home from school on days his anxiety was too difficult to manage. Those days became more frequent, turning into weeks and months, until he stopped going altogether. Now an officer was at her house, waiting to take her son to school.

"I would describe it as hell," said the mother from Mahwah, New Jersey, who recalled feeling hopeless and constantly "on the verge of an emotional breakdown."

Demsky sought help from educators, doctors and counselors, trying to understand what was stopping her son from going to school for nearly a year. Finally, a psychiatrist told Demsky about a condition that affects a growing number of students with severe anxiety: school avoidance.

"It was almost like a revelation," she told USA TODAY.

There's no book on this, it's not spoken about. It's very scary and parents feel a sense of helplessness.

School avoidant behavior, also called school refusal, is when a school-age child refuses to attend school or has difficulty being in school for the entire day. Several mental health experts told USA TODAY it has become a crisis that has gotten worse since the COVID-19 pandemic.

"There's no book on this, it's not spoken about," said Demsky, whose son declined to be interviewed by USA TODAY but gave his mother permission to share their story. "It's very scary and parents feel a sense of helplessness."

The two continued to struggle with school avoidance for four years with little guidance. In 2014, she created a website to offer families the help and support she couldn't find. The site eventually turned into the School Avoidance Alliance, which spreads awareness and educates learning facilities and families of school avoidant children.

Several students who struggled with school avoidance told USA TODAY they would often experience panic attacks in the car on their way to school. KYLE SLAGLE/USA TODAY NETWORK

School avoidance is not a concrete diagnosis and looks different in every child. Some students consistently miss a couple of days a week, while others may leave during the day or escape to the nurse or counselor's office. In some extreme cases, students don't step foot in a school for months or years at a time.

Half a dozen family members and students told USA TODAY that school avoidance has affected not only their mental health, often leading to anxiety and depression, but also their family dynamics, relationships with fellow students, and grades. It has threatened their prospects of graduation and a thriving future.

School avoidance is a complicated condition that neither parents nor school systems are fully equipped to handle. Some experts say school systems and national organizations are beginning to come up with strategies to get kids back to school, while others wonder if there's a better answer.

"Our waiting list is like 180 families right now," said Jonathan Dalton, a licensed psychologist who runs the Center for Anxiety and Behavioral Change in Maryland and Virginia, which offers treatment to those affected by anxiety and other related disorders, including school avoidance. "The mental health infrastructure was never designed for this level of need."

## **'Anxiety and avoidance are teammates'**

In the passenger seat of her mother's car, Anna saw the school slowly peek above the horizon. Her heart began racing, her body shaking. Her breathing grew shallow and fast. And then, the unmistakable sign of her panic attacks: her hand smacking her leg.

"It's scary because it's not voluntary at all. It's just kind of happening to you," said Anna, a Virginia college student who spoke on the condition that she not be fully named because of mental health stigma. "I'll sit in the car and tell myself to go in, but my body won't carry me inside."

Anna, who was school-avoidant in 10th grade but is now a full-time student at James Madison University, said her school avoidance began spiraling after she recovered from a medical condition. Despite getting better, she hadn't been to school in a month, and the mere thought of returning generated anxiety.

Jonathan Dalton is a licensed psychologist who specializes in school avoidance and also conducts in-school seminars teaching educators how to handle emotional-based school avoidance. JOSH MORGAN, USA TODAY

For most students, mental health experts say, school avoidance is typically a symptom of a bigger problem: anxiety.

"Anxiety and avoidance are teammates because they work on the same function," Dalton said. "Kids feel very uncomfortable when they go to school or think about going to school, so they do what evolution teaches them to do and avoid something that makes them scared."

Anxiety may be a common thread, but the basis of that fear varies with each student, said R. Meredith Elkins, program co-director of the McLean Anxiety Mastery Program at McLean Hospital in Massachusetts.

The mental health infrastructure was never designed for this level of need.

School avoidant behaviors most often occur in the transition between elementary, middle school and high school, she said.

"In younger children, we're more likely to see school avoidance motivated by separation anxiety," Elkins said. "As kids get older and their social environment changes, the way they interact with peers becomes important, and we see social anxiety as a more frequent contributor."

School avoidance also tends to be a gradual process – starting with missing a day or two, then missing a week until the student becomes school avoidant altogether. The longer a student is away from school, the harder it is to get them back into school, and it can affect other aspects of their life, like relationships and work opportunities, Dalton said.

"We don't call it work refusal, we call it unemployment," he said. "If (students avoid school) and gain short-term relief, they'll become a master of avoidance, and that doesn't play well for the future."

**What is school avoidance? This student mental health crisis is growing.**

School avoidance has been on the rise for years, but experts say more students are struggling to get back to class since the COVID-19 pandemic.

## **‘This is a crisis,’ and COVID made school avoidance worse**

Some research suggests as few as 1% of students are school avoidant, while organizations like the School Avoidance Alliance estimate 5% to 28% of students in the country exhibit school avoidant behaviors at some point in their lives.

“How (school avoidance) is defined is nebulous,” Dalton said. “Different organizations use different language and criteria to describe it.”

Though it’s unclear how many students are affected, mental health experts agree the problem has gotten significantly worse since the COVID-19 pandemic. As schools began reintegrating in-person learning, many students didn’t return to the classroom.

In some cases, the pandemic halted the progress of many school avoidant students who were making a slow reentry. In other cases, experts said, the pandemic accelerated school refusal.

With many parents working remotely, experts say it’s easier for school avoidant children to stay home. KYLE SLAGLE/USA TODAY NETWORK

“We saw a larger shift in kids who were on the cusp before and then after COVID started refusing completely,” said Krystina Dawson, a school psychologist and mental health supervisor for Trumbull Public School District in Connecticut. “Once the pandemic hit and we introduced remote learning, kids got comfortable in their homes.”

School refusal cases may have also grown as students report experiencing anxiety at record levels. A Kaiser Family Foundation analysis found adolescents experiencing anxiety or depression increased by one-third from 2016 to 2020. The same report also found access to mental health services worsened during the pandemic.

“A lot of school refusers, when March 2020 happened, they were like, ‘Welcome to my world,’” Dalton said. “This was these kids’ lives.”

Experts say it has been more difficult to get students to return to school as they become accustomed to learning and socializing virtually. Some parents are more likely to be home throughout the day working remotely, which makes it easier for school avoidant children to stay home.

“The family dynamics have changed,” Dawson said. “Sometimes now there is one parent staying at home, which can be enticing for a child.”

## **‘Unless you’ve been through it, you don’t understand’**

Katherine and her son Peter started nearly every morning crying together in the school parking lot. The tears were hot and flowing.

They always drove to the building with hopes he would make inside. But eventually the pair headed home, longing the next day would be better.

His school avoidance peaked in 2021 during seventh grade. Katherine, who who lives just outside Boston, spoke on the condition that she not be fully identified because of the stigma associated with mental health.

Katherine identified her son’s affliction after a Google search led her to the School Avoidance Alliance, where she educated herself and found solidarity in the organization’s Facebook group. But she still found little empathy or understanding among friends, family and peers, she said.

Experts say it’s important for students to stop using avoidance as a coping strategy now before it becomes their primary way of dealing with difficult situations for the rest for their lives. KYLE SLAGLE/USA TODAY NETWORK

Her son would say, “I just want to be normal.’ It was heartbreaking,” she told USA TODAY. “As a parent, it is so isolating. It is so lonely because unless you’ve been through it, you don’t understand.”

The family struggled for years to find the origin of Peter’s anxiety until he was finally diagnosed with pediatric acute-onset neuropsychiatric syndrome, or PANS, which is a sudden onset of neuropsychiatric symptoms typically linked to an infection, according to Nemours Children’s Health.

With the help of treatment and counseling, Peter is now a freshman in high school and goes to school most days. Katherine was able to secure an individualized education plan for her son, but others are not so lucky.

**There’s shame, blame, and parents also don’t know how to deal with the schools. It’s a huge maze.**

“There’s shame, blame, and parents also don’t know how to deal with the schools,” Demsky said. “It’s a huge maze.”

Some educators don’t take school avoidance seriously, families told USA TODAY. Schools sometimes threaten students’ graduation or take students to family court.

The students who spoke to USA TODAY said that while they know some educators may view them as truant or misbehaving, they understand they’re missing educational milestones and

experiences, and they want to return to school. But many of the schools' solutions seem to only fuel their depression and anxiety.

"We had the resources, and it was still incredibly difficult" to treat Peter's school avoidance, Katherine said. "That's just not OK."

## **'Avoidance ruins lives'**

Educators and psychologists say the goal for every case of school avoidance is to get the child back into class.

It's important for students to stop using avoidance as a coping strategy before it becomes their primary way of dealing with problems for the rest of their lives, Dalton said.

"I don't treat anxiety. I don't have to treat anxiety because anxiety is temporary and harmless," Dalton said. "What I treat is avoidance, and avoidance ruins lives."

Others also argue returning to in-person class is important for social development.

Mara Nicastro is the head of Nora School in Silver Spring, Maryland. She says school avoidant behavior has been on the rise since before the pandemic, but for some students, going back to class post-pandemic has been especially difficult. JOSH MORGAN, USA TODAY

"You're increasing the diversity of exposure to social interactions that is difficult to replicate at home because there are some things that are uncontrolled at school that benefits your social development," said Na'im Madyun, a school psychologist at Prince George County Public Schools in Maryland. "You're more informed about how to navigate those nuances when you develop."

But there's no standard guidance how to get kids back in the classroom, which leaves school officials to come up with their own solutions.

"It really takes a team approach," said Mara Nicastro, head of Nora School, a small college preparatory school in Silver Spring, Maryland. "We work in conjunction with the family and the therapist ... and talk about what is it that can help make this transition smooth because the student is ready and knows it's time to find a space to move forward."

**It really takes a team approach. We work in conjunction with the family and the therapist ... and talk about what is it that can help make this transition smooth.**

Before making that leap, Dalton said most school avoidant students undergo a combination of cognitive behavioral therapy and exposure therapy to understand what exactly the student is



avoiding and gradually build their tolerance to that source of anxiety. This may look like staying in the car at the school parking lot or walking into the guidance counselor's office and leaving.

Parents with anxiety have difficulty guiding their children in uncomfortable situations, Dalton said, as they reckon with their own traumas related to school. But it's important to seek help.

Schools need to work with parents and therapists to make the appropriate accommodations, Nicastro added.

"We recognize that our students are learning how to move through their discomfort, their anxiety, and give them opportunities to use those coping strategies."

## **Looking forward: What's being done to help students?**

Experts say not all schools – especially large districts – have the resources to operate like the Nora School, which limits enrollment to 70 students.

Many schools don't reach the American School Counselor Association recommended counselor-to-student ratio of 1 to 250. The average ratio across all schools is 1 to 464, according to the association, and nearly 3 million of those students don't have access to other school support staff, like a school psychologist or social worker.

But experts say things are slowly changing. For example, the U.S. Department of Education announced it will invest \$280 million to help schools tackle student mental health.

Meanwhile, school systems and professional organizations are engaged in a national conversation about school avoidance and related protocols, said Duncan Young, CEO of Effective School Solutions, a mental health services provider for K-12 school districts.

Mara Nicastro, who runs a small college preparatory school in Maryland, said it takes a "team approach" with the family, a specialist and the school to help school-avoidant students return to the classroom. KYLE SLAGLE/USA TODAY NETWORK

Some protocols have been implemented and include a social-emotional curriculum, mental health counseling and personalized care for students whose mental health challenges impede their ability to operate in a traditional school setting.

"We're seeing this transition right now," Young said. Instead of viewing school avoidance as a behavioral problem, "school districts are building their mental health literacy and understanding the linkage between school avoidance and mental health."

Meanwhile, some families question the rigid structure of a traditional school system.

Katie, a mother of three who lives in the St. Louis area in Illinois, said her high-school-age son was school-avoidant, but his mental health has significantly improved after transitioning full time to remote learning.

"He's much healthier," Katie said, who is on the school board and spoke on the condition that she not be fully identified. "He's participating in schoolwork, he's socializing, he's attending family dinners again, his depression is so much better, anxiety is so much better." He's also working and visiting colleges with plans to continue his education.

### **If your child is experiencing school avoidance:**

#### Close and skip

Experts urge families to seek professional help through a doctor, therapist or school counselor if anxiety becomes debilitating enough that it affects daily life, relationships and job, or if someone is having thoughts of hurting themselves or others. If you or someone you know may be struggling with suicidal thoughts, dial 988 to reach someone with Suicide and Crisis Lifeline. They're available 24 hours a day and provide services in multiple languages.

#### Hide

In the real world, most people can choose whom they work for or where they go to college, she noted. But students don't have that flexibility in a traditional school system.

"Children have not always been educated in this one little box," Katie said. "Whatever that looks like for (my son), I have all the faith in the world that he will be successful one day. I don't question it for a second anymore."

Despite avoiding school for four years, Demsky's son graduated, secured a job and manages his anxiety independently, she said. She hopes her story comforts other parents and shows that children can have productive lives after school avoidance.

"I had that fear that my son was going to live in my basement for the rest of his life. ... That is the fear of every parent," Demsky said. Now, her son is "thriving."

"I'm really proud of him."

*Follow Adrianna Rodriguez on Twitter: @AdriannaUSAT.*

# The Pirates Post

April 28, 2023



Check out our website at [www.Plazaschool.org](http://www.Plazaschool.org) for Information, Events and

## 2023-24 School Year!

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

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

If you live out of Plaza School District boundaries please get the inter-district transfer requests from your district of residence for next year. Orland Unified forms were due in February, 2023. Most districts require that you fill out a form annually. Willows' agreement is good for five years. You can get the 2023-24 form from the district office where you reside.

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

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

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

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

If your child is a member of Plaza 4H and is showing an animal at the Glenn County Fair, therefore will not be in school some or all of May 16th-19th, please complete this form, <https://forms.gle/z7MWU4jba2tNLkSp9> Please fill out one form per student.

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

## Lost & Found:

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

## School Construction News!!

We have an updated 2023-24 calendar on our website. Please check it out because it is much different from the one we anticipated a few months ago. Fortunately, this calendar will have us start school on Monday, August 21<sup>st</sup> instead of in September and it does include all of our normal breaks. There is a change to our parent-teacher conference schedule.

Our summer modernization project includes renovating every room on campus. Therefore, everything needs to be packed up and stored by June 12<sup>th</sup>. We will begin the process the last few weeks of school. We could really use some help, so if you are available, please contact the office to see how you can! SPARK will not be available June 5<sup>th</sup>-7<sup>th</sup> due to the construction preparation.

With the exception of our summer program, the campus will be closed to visitors all summer. Therefore, the June 15<sup>th</sup> board meeting is canceled. Instead, the two June board meetings will be June 7<sup>th</sup> and June 8<sup>th</sup>.

## Summer Extended Learning Opportunity Program

Although we will have construction throughout the summer, we are still planning a summer program for K-5th grade students. However, we cannot have students on campus in June, therefore we will have it at William Finch Charter School in Orland June 12th-30th. We are hopeful we will be able to have the program on Plaza's campus July 10th-Aug 4th. If you would like to sign your K-5th grade student up, please call the office.

## Dates to Remember

May 1st-5th	7th-8th State Testing
May 2 <sup>nd</sup>	1 <sup>st</sup> Grade to Chico Nature Center
May 5 <sup>th</sup>	6 <sup>th</sup> Grade to Shasta Caverns 6 <sup>th</sup> -8 <sup>th</sup> Grade Cinco de Mayo Dance 5:30-8:30
May 8th-12th	3rd-6th State Testing
May 10 <sup>th</sup>	8 <sup>th</sup> Grade to Rivercats Game
May 11 <sup>th</sup> -12 <sup>th</sup>	7 <sup>th</sup> and 8 <sup>th</sup> Grade Softball Tournament
May 15th-19th	State Testing Make Up
May 16th	LCAP Stakeholders Meeting (via zoom @ 6pm)
May 18 <sup>th</sup>	6 <sup>th</sup> Grade Country Reports in Cafeteria
May 24 <sup>th</sup>	8 <sup>th</sup> Grade to SunSplash
May 25 <sup>th</sup>	K-3 to Rare Air
May 29th	Memorial Day: No School
June 1 <sup>st</sup>	Staff v. 8 <sup>th</sup> Grade Softball Game 8:45AM
June 2 <sup>nd</sup>	Student Recognition Day
June 5 <sup>th</sup> -7 <sup>th</sup>	<b>NO SPARK</b>
June 6 <sup>th</sup>	<b>Minimum Day Dismissal @ 11:30AM</b>
June 7 <sup>th</sup>	<b>Last Day of School: Dismissal @ 11:30AM</b>

## The Plaza Promise -

### Thank you Golden State Farm Credit

A big shout out to Gold State Farm Credit for two generous donations. \$300 was donated on behalf of Heidi Beglinger that she asked to go towards Chess Club. Another \$300 on behalf of Tiffany Montre will go towards 2nd Grade classroom needs.

We are very fortunate that we occasionally receive donations from employers or other businesses in the community. PGE donates annually on behalf of Sam Niegel and Dr. Syn donates \$500 each year.

### Student Recognition

On Friday, June 2<sup>nd</sup> we will have a student recognition day to celebrate all the hard work and effort they put into earning the California Distinguished School Award. If you are interested in helping out with some of the carnival type games, please call the office.

## SPARK NEWS:

**We are accepting applications for next year's SPARK program. To guarantee a spot, please turn in payment with your form as soon as possible.**

The after school program will not be available Monday, June 5th, Tuesday, June 6th, and Wednesday, June 7th because we will be working on getting classrooms ready for the modernization project that will begin as school as school is out.

## California Assessment of Student Performance and Progress

Plaza School 3<sup>rd</sup>-8<sup>th</sup> graders will be administered the end of year California Assessment of Student Performance and Progress, which will provide important information about your child's progress in English Language Arts (ELA) and Math. 5<sup>th</sup> and 8<sup>th</sup> graders will also take a science test. To help limit disruptions to the testing schedule, please make every attempt to have your child here during those testing periods by scheduling appointments, vacations, or any other activity before or after the testing dates. Most assessments are scheduled during the morning, but some students take more than one period to complete. 7th and 8th grades will take their tests 7th-8th grades will take theirs May 1st-5th. May 8th-12th 3rd-6th will. All make up tests will be May 15th-19th.

*If you have any questions about testing or the schedule, please see your child's classroom teacher or stop by and speak to Mr. Conklin.*

# **Plaza Community Club**

**7322 County Road 24  
Orland, CA 95963**

## **Meeting Agenda**

**April 20, 2023 – 6 PM**

**Round Table Pizza, Orland**

- 1) Call Meeting to Order – Colleen Cecil, President**
- 2) Welcome**
- 3) Approval of Minutes from March 16, 2023 Meeting – Mandy Edson, Secretary**
- 4) Financial Report – Kadie Salazar**
- 5) Old Business**
  - a) Spring Fundraisers**
    - i) Drive Thru Dinner & Raffle – May 2 (May 3 Raffle)**
  - b) Spring Events**
    - i) Mother Son Softball – May 12**
    - ii) California Distinguished School Celebration – June 2**
- 6) New Business**
  - a) Other items not on the agenda?**
- 7) Adjourn – Next Meeting – May 18 at 6 PM, Round Table Pizza, Orland**

**Thank you for attending!**

**April 20, 2023**

Meeting called to order -Colleen Cecil, President 6:10 pm

Approval of Minutes from February 16, 2023 - Mandy Edson, Secretary m/Jenn Crain,  
2nd/ Dave Lee

Financial Report- Kadie Salazar, Treasurer -M/Cherra, 2nd Kelly Henning

**Old Business****a.) Spring Fundraisers**

i) Drive Thru-Dinner & Raffle - May 2 (May 3rd Raffle) Highschool helpers from  
OHS will be coming from 2:30-4:30. We need more adult volunteers

**Spring Events**

i) Mother Son Softball - May 12th @ 3pm. Discussed providing BBQ hot dogs,  
chips and water

ii) California Distinguished School Celebration- PCC is partnering with FNL. We  
will be providing ice cream sandwiches

Adjourn- Next Meeting - May 25, 2023 (week later due to fair) Round Table  
Pizza, Orland

**PLAZA PIRATE COMMUNITY CLUB**

7322 County Road 24

Orland CA, 95963

Kadie Salazar, PCC Treasurer 2022-2024

kadiesalazarevents@gmail.com – (530) 681-2816

**PCC MARCH TREASURER REPORT**

March 1st-31st , 2023

**CHECKING ACCOUNT #6867 / #5514**

Checking Account #6867 Beginning Balance \$15,273.07

March 7, 2023	Check #2990 (John Lovell) Sports Fund 2022/2023	-\$154.38
March 13, 2023	ACH CCBill.com (Fraudulent Transaction) Filed Claim	-\$39.95
March 14, 2023	Deposit 2023 Coin Drive	+\$1,279.71
March 15, 2023	Check #3032 (Kim Fifield) First Grade Class Funds	-\$321.67
March 15, 2023	Credit Claim/Fraudulent Transactions	+\$3.95
March 15, 2023	Credit Claim/Fraudulent Transactions	+\$39.95
March 15, 2023	Credit Claim/Fraudulent Transactions	+\$39.95
March 28, 2023	Closure of Account #6867 & Opened new Account # 5514 Transfer of Funds	(\$16,120.63)
.....	.....Checking Acct #5514 Opening Balance:	\$16,120.63
March 31, 2023	Square (Test)	-\$0.01
March 31, 2023	Square (Test)	+\$0.01

Checking Account #5514 Ending Balance \$16,120.63

## SAVINGS ACCOUNT #3348

Savings Account #3348 Beginning Balance \$3,902.93

January 31, 2023	Interest	+\$ .03
February 28, 2023	Interest	+\$ .03
March 31, 2023	Interest	+.04

Savings Account #3348 Ending Balance \$3,903.03

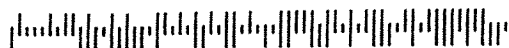




# UMPQUA BANK

March 31, 2023 Page: 1 of 2

Customer Service:  
1-866-486-7782



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

Last statement: December 31, 2022  
This statement: March 31, 2023

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

## COMMUNITY BUSINESS SAVINGS

Account number	4862613348
Beginning balance	\$3,902.93
Ending balance	\$3,903.03
Low balance	\$3,902.99
Average balance	\$3,902.99
Interest paid year to date	\$0.10
Interest earned	\$0.10

## Other Deposits/ Additions

Date	Description	Additions
01-31	Interest Credit	.03
02-28	Interest Credit	.03
03-31	Interest Credit	.04

Total Other Deposits/ Additions \$0.10

## Daily Balances

Date	Balance	Date	Balance	Date	Balance
12-31	3,902.93	02-28	3,902.99	03-31	3,903.03
01-31	3,902.96				

## Interest Information

Annual percentage yield earned	.01%
Interest-bearing days	90
Average balance for APY	\$3,902.96
Interest earned	\$0.10
Interest paid year to date	\$0.10
Statement period	01/01 to 03/31

## Overdraft Fee Summary

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



# UMPQUA BANK

March 31, 2023 Page: 1 of 2

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

Customer Service:  
1-866-486-7782

New Account

Last statement March 28, 2023  
This statement: March 31, 2023

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

## COMMUNITY BUSINESS CHECKING

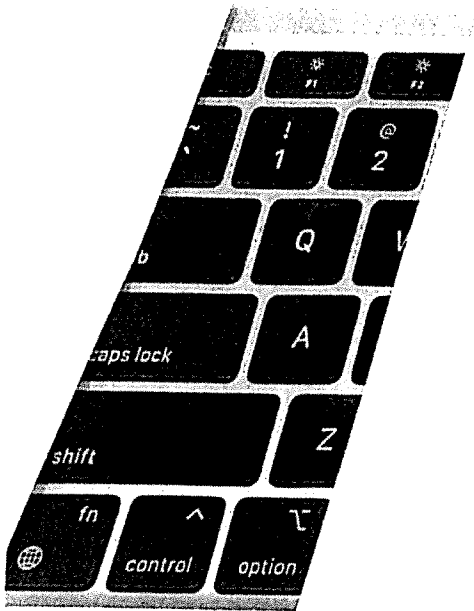
Account number	4862565514	Beginning balance	\$0.00
Low balance	\$16,120.63	Deposits/Additions	\$16,120.64
Average balance	\$16,120.63	Withdrawals/Subtractions	\$0.01
Interest earned	\$0.00	Ending balance	\$16,120.63

## Other Deposits/ Additions

Date	Description	Additions
03-28	Transfer Credit Funds Transfer Frm Dep XXXXXX6867	16,120.63
Total Other Deposits/ Additions		\$16,120.63 ✓

## ACH and Electronic Payments/Subtractions

Date	Description	Subtractions
03-31	ACH Debit Square Inc Acctverify 20230331	01
Total ACH and Electronic Payments/Subtractions		\$0.01 ✓



PLAZA COMMUNITY CLUB

March 31, 2023 Page: 2 of 2

ACH and Electronic Deposits/Additions

Date	Description	Additions
03-31	ACH Credit Square Inc Acc/Venify 20230331	01
Total ACH and Electronic Deposits/Additions		\$0.01

Daily Balances

Date	Amount	Date	Amount
03-28	16,120.63	03-31	16,120.63

Overdraft Fee Summary

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

Checks

(\* Skip in check sequence, R-Check has been returned, + Electronified check)  
Total Checks paid: 0 for -\$0.00

Member FCB

Equal Housing Lender

SBA Preferred Lender



# UMPQUA BANK

March 31, 2023 Page: 1 of 3

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

Customer Service:  
1-866-486-7782

Old Acct

Last statement: February 28, 2023  
This statement: March 31, 2023

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

\*\* Closed Account - Final Statement

## COMMUNITY BUSINESS CHECKING

Account number	2079186867	Beginning balance	\$15,273.07
Low balance	\$0.00	Deposits/Additions	\$1,363.56
Average balance	\$14,598.48	Withdrawals/Subtractions	\$16,636.63
Interest earned	\$0.00	Ending balance	\$0.00

### Deposits/Additions

Date	Description	Additions
03-14	Deposit	1,279.71 ✓
<b>Total Additions</b>		<b>\$1,279.71</b>

### Other Deposits/ Additions

Date	Description	Additions
03-15	Credit Case 20230314000029	3.95 ✓
03-15	Credit Case 20230314000029	39.95 ✓
03-15	Credit Case 20230314000029	39.95 ✓
<b>Total Other Deposits/ Additions</b>		<b>\$83.85</b>

Member FDIC

Equal Housing Lender

SBA Preferred Lender

## ACH and Electronic Payments/Subtractions

Date	Description	Subtractions
03-13	ACH Debit Ccbill Com 8885969279 20230313	39.95
Total ACH and Electronic Payments/Subtractions		\$39.95

## Other Withdrawals/Subtractions

Date	Description	Subtractions
03-28	Transfer Debit Funds Transfer To Dep XXXXXX5514	16,120.63
Total Other Withdrawals/Subtractions		\$16,120.63

## Daily Balances

Date	Amount
02-28	15,273.07
03-07	15,118.69

Date	Amount
03-13	15,078.74
03-14	16,358.45

Date	Amount
03-15	16,120.63
03-28	0.00
03-31	0.00

## Overdraft Fee Summary

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

## Checks

Check #	Amount	Date	Check #	Amount	Date
2990	\$154.38	03-07	*3032	\$321.67	03-15
(* Skip in check sequence, R-Check has been returned, + Electronified check)					
Total Checks paid: 2 for -\$476.05					

PLAZA COMMUNITY CLUB  
7322 COUNTY RD. 11  
ORLANDO, CA 32809-8777

DATE 2/15/23 2000

PAY TO THE ORDER OF John Lovell \$ 154.38

One hundred and fifty four 38/100

UNION BANK

FOR DEPOSIT ONLY

SPORTS FUND 22/23 Kadi Salangan

12320505412 20791060670 2990

Check # 2990, Posted 03-07-23, Amount \$154.38

PLAZA COMMUNITY CLUB  
7322 COUNTY RD. 11  
ORLANDO, CA 32809-8777

DATE 3/14/23 3032

PAY TO THE ORDER OF Kim Fifield \$ 321.67

three hundred and twenty one 67/100

UNION BANK

FOR DEPOSIT ONLY

1st Grade Funds Kadi Salangan

12320505412 20791060670 3032

Check # 3032, Posted 03-15-23, Amount \$321.67

# Plaza Community Club

7322 County Road 24  
Orland, CA 95963

Meeting Agenda  
May 25, 2023 – 6 PM  
Round Table Pizza, Orland

- 1) Call Meeting to Order – Colleen Cecil, President
- 2) Welcome
- 3) Approval of Minutes from April 20, 2023 Meeting – Mandy Edson, Secretary
- 4) Financial Report – Kadie Salazar
- 5) Old Business
  - a) Spring Fundraisers
    - i) Drive Thru Dinner & Raffle – May 2 (May 3 Raffle)
  - b) Spring Events
    - i) Mother Son Softball – May 12
    - ii) California Distinguished School Celebration – June 2
- 6) New Business
  - a) Election of 2023-24 Officers
  - b) Other items not on the agenda?
- 7) Adjourn – Next Meeting – August 24 at 6 PM, Round Table Pizza, Orland

Thank you for attending!



**Plaza Community Club**  
**2022/23 Budget vs Actual**  
**as of May 25 2023**

<b>Income</b>		<b>Budget</b>	<b>Project Net</b>
Coin Drive	<b>Actual Income</b>		
Drive Thru Dinner & Raffle	\$1,279.71	\$800.00	\$1,279.71
Fall Carnival	\$20,059.91	\$20,000.00	\$14,988.57
Fall Fundraiser (Jam)	\$3,958.00	\$3,000.00	\$1,687.97
Fall Round Table Pizza Night	\$5,368.00	\$3,000.00	\$2,353.00
Spring Fundraiser	\$81.70	\$1,000.00	\$81.70
Spring Round Table Pizza Night	\$0.00	\$3,000.00	0
<b>Total Income</b>	<b>\$97.60</b>	<b>\$1,000.00</b>	<b>\$97.60</b>
	<b>30,844.92</b>	<b>31,800.00</b>	<b>\$20,488.55</b>
<b>Expenses</b>		<b>Budget</b>	
100th Day of School Supplies- K & 1st Grade	<b>Actual Expense</b>		
8th Grade Yearbook Purchase (28 Students)	\$95.33	\$100.00	
Annual Special Assembly	\$700.00	\$650.00	
Class Funds- Supplies/Etc. Special Day	0.00	850.00	
Class Funds-Supplies/Etc. K-8th Grade (\$350 each)	\$71.72	\$75.00	
Country Reports-	\$2,251.97	\$3,150.00	
Fall Carnival	\$0.00	\$50.00	
Fall Fundraiser (Jam)	\$2,270.03	\$2,000.00	
Father Daughter Dance	\$3,015.00		
Graduation Kinder + 8th Grade Refreshments/Supplies	150.00	250.00	
Kimberly Scholarship	\$154.24	\$200.00	
Kindergartener Plaza Pirate T-Shirts (22 Students) \$8/Each	0.00	250.00	
Miscellaneous Expense/Reimbursements	\$216.00	176.00	
Mother Son Softball	\$141.18	100.00	
PCC Monthly Meeting Food (\$150 Month)		250.00	
Sports Fund- Replacement of old equipment	\$802.08	\$1,350.00	
Spring Drive Thru Dinner + Raffle	\$924.63	\$1,000.00	
Stokes Memorial	\$5,071.34	\$9,000.00	
Teacher Appreciation Day	\$0.00	\$50.00	
<b>Total Expenses</b>	<b>\$1,069.21</b>	<b>200.00</b>	
	<b>16,932.73</b>	<b>19,701.00</b>	
<b>Net Income</b>	<b>13,912.19</b>	<b>12,099.00</b>	
<b>Other Approved Expenses</b>			
Plaza Play Structure			
Payment - September 20, 2022	70,000.00	70,000.00	
Payment - May 23, 2023 (Payoff)	(55,000.00)		
	(15,000.00)		

## Plaza Community Club

## COMMUNITY BUSINESS CHECKING (5514) - 1, Period Ending 04/30/2023

## RECONCILIATION REPORT

Reconciled on: 05/16/2023

Reconciled by: Kadie Salazar

Any changes made to transactions after this date aren't included in this report.

## Summary

Statement beginning balance	USD
Checks and payments cleared (8)	
Deposits and other credits cleared (11)	16,120.61
Statement ending balance	-964.25
Uncleared transactions as of 04/30/2023	15,429.96
Register balance as of 04/30/2023	30,586.36
Cleared transactions after 04/30/2023	-367.15
Uncleared transactions after 04/30/2023	30,219.21
Register balance as of 05/16/2023	0.00
	-3,375.49
	26,843.72

## Details

## Checks and payments cleared (8)

DATE	TYPE	REF NO.	PAYEE	AMOUNT (USD)
04/18/2023	Check	3111	Colleen Cecil	
04/18/2023	Expense		Quickbooks	-205.85
04/26/2023	Check	3114	Colleen Cecil	-15.00
04/27/2023	Expense		Sav Mor Foods	-165.73
04/27/2023	Check	2005324720	Umpqua Bank	-115.87
04/28/2023	Expense		Joleens Skincare	-100.00
04/28/2023	Expense		Costco	-30.00
04/28/2023	Expense		Ross	-251.79
Total				-80.01
				-964.25

## Deposits and other credits cleared (11)

DATE	TYPE	REF NO.	PAYEE	AMOUNT (USD)
04/10/2023	Deposit		Square	
04/18/2023	Deposit		Round Table Pizza	57.96
04/18/2023	Deposit	2000832645	Drive Thru Dinner 2023	97.60
04/24/2023	Deposit		Square	1,725.00
04/25/2023	Deposit		Square	57.96
04/25/2023	Deposit		Square	57.96
04/25/2023	Deposit	2004294480	Drive Thru Dinner 2023	464.58
04/26/2023	Deposit	2004324115	Drive Thru Dinner 2023	7,956.00
04/27/2023	Deposit		Square	1,759.00
04/28/2023	Deposit	2005324510	Drive Thru Dinner 2023	57.96
			Square	3,138.00
Total				57.96
				15,429.98

## Additional Information

## Uncleared checks and payments as of 04/30/2023

DATE	TYPE	REF NO.	PAYEE	AMOUNT (USD)
04/18/2023	Check	3112	Kelly Henning	
04/18/2023	Check	3113	Mandy Edson	-215.55
Total				-151.60
				-367.15

# Plaza Community Club

7322 County Road 24  
Orland, CA 95963

Meeting Agenda  
May 25, 2023 – 6 PM  
Round Table Pizza, Orland

- 1) Call Meeting to Order – Colleen Cecil, President
- 2) Welcome
- 3) Approval of Minutes from April 20, 2023 Meeting – Mandy Edson, Secretary
- 4) Financial Report – Kadie Salazar
- 5) Old Business
  - a) Spring Fundraisers
    - i) Drive Thru Dinner & Raffle – May 2 (May 3 Raffle)
  - b) Spring Events
    - i) Mother Son Softball – May 12
    - ii) California Distinguished School Celebration – June 2
- 6) New Business
  - a) Election of 2023-24 Officers
  - b) Other items not on the agenda?
- 7) Adjourn – Next Meeting – August 24 at 6 PM, Round Table Pizza, Orland

Thank you for attending!

**Plaza Community Club**  
**2022/23 Budget vs Actual**  
**as of May 25 2023**

<b>Income</b>		<b>Budget</b>	<b>Project Net</b>
Coin Drive	<b>Actual Income</b>		
Drive Thru Dinner & Raffle	\$1,279.71	\$800.00	\$1,279.71
Fall Carnival	\$20,059.91	\$20,000.00	\$14,988.57
Fall Fundraiser (Jam)	\$3,958.00	\$3,000.00	\$1,687.97
Fall Round Table Pizza Night	\$5,368.00	\$3,000.00	\$2,353.00
Spring Fundraiser	\$81.70	\$1,000.00	\$81.70
Spring Round Table Pizza Night	\$0.00	\$3,000.00	0
<b>Total Income</b>	<b>\$97.60</b>	<b>\$1,000.00</b>	<b>\$97.60</b>
	<b>30,844.92</b>	<b>31,800.00</b>	<b>\$20,488.55</b>
<b>Expenses</b>		<b>Budget</b>	
100th Day of School Supplies- K & 1st Grade	<b>Actual Expense</b>		
8th Grade Yearbook Purchase (28 Students)	\$95.33	\$100.00	
Annual Special Assembly	\$700.00	\$650.00	
Class Funds- Supplies/Etc. Special Day	0.00	850.00	
Class Funds-Supplies/Etc. K-8th Grade (\$350 each)	\$71.72	\$75.00	
Country Reports-	\$2,251.97	\$3,150.00	
Fall Carnival	\$0.00	\$50.00	
Fall Fundraiser (Jam)	\$2,270.03	\$2,000.00	
Father Daughter Dance	\$3,015.00		
Graduation Kinder + 8th Grade Refreshments/Supplies	150.00	250.00	
Kimberly Scholarship	\$154.24	\$200.00	
Kindergartener Plaza Pirate T-Shirts (22 Students) \$8/Each	0.00	250.00	
Miscellaneous Expense/Reimbursements	\$216.00	176.00	
Mother Son Softball	\$141.18	100.00	
PCC Monthly Meeting Food (\$150 Month)		250.00	
Sports Fund- Replacement of old equipment	\$802.08	\$1,350.00	
Spring Drive Thru Dinner + Raffle	\$924.63	\$1,000.00	
Stokes Memorial	\$5,071.34	\$9,000.00	
Teacher Appreciation Day	\$0.00	\$50.00	
<b>Total Expenses</b>	<b>\$1,069.21</b>	<b>200.00</b>	
	<b>16,932.73</b>	<b>19,701.00</b>	
<b>Net Income</b>	<b>13,912.19</b>	<b>12,099.00</b>	
<b>Other Approved Expenses</b>			
Plaza Play Structure			
Payment - September 20, 2022	70,000.00		
Payment - May 23, 2023 (Payoff)	(55,000.00)	70,000.00	
	(15,000.00)		

## Plaza Community Club

## COMMUNITY BUSINESS CHECKING (5514) - 1, Period Ending 04/30/2023

## RECONCILIATION REPORT

Reconciled on: 05/16/2023

Reconciled by: Kadie Salazar

Any changes made to transactions after this date aren't included in this report.

## Summary

USD

Statement beginning balance.....	16,120.63
Checks and payments cleared (8).....	-964.25
Deposits and other credits cleared (11).....	15,429.98
Statement ending balance.....	30,586.36

Uncleared transactions as of 04/30/2023.....	-367.15
Register balance as of 04/30/2023.....	30,219.21
Cleared transactions after 04/30/2023.....	0.00
Uncleared transactions after 04/30/2023.....	-3,375.49
Register balance as of 05/16/2023.....	26,843.72

## Details

## Checks and payments cleared (8)

DATE	TYPE	REF NO.	PAYEE	AMOUNT (USD)
04/18/2023	Check	3111	Colleen Cecil	-205.85
04/18/2023	Expense		Quickbooks	-15.00
04/26/2023	Check	3114	Colleen Cecil	-165.73
04/27/2023	Expense		Sav Mor Foods	-115.87
04/27/2023	Check	2005324720	Umpqua Bank	-100.00
04/28/2023	Expense		Joleens Skincare	-30.00
04/28/2023	Expense		Costco	-251.79
04/28/2023	Expense		Ross	-80.01
Total				-964.25

## Deposits and other credits cleared (11)

DATE	TYPE	REF NO.	PAYEE	AMOUNT (USD)
04/10/2023	Deposit		Square	57.96
04/18/2023	Deposit		Round Table Pizza	97.60
04/18/2023	Deposit	2000832645	Drive Thru Dinner 2023	1,725.00
04/24/2023	Deposit		Square	57.96
04/24/2023	Deposit		Square	57.96
04/25/2023	Deposit		Square	464.58
04/25/2023	Deposit	2004294480	Drive Thru Dinner 2023	7,956.00
04/25/2023	Deposit	2004324115	Drive Thru Dinner 2023	1,759.00
04/26/2023	Deposit		Square	57.96
04/27/2023	Deposit	2005324510	Drive Thru Dinner 2023	3,138.00
04/28/2023	Deposit		Square	57.96
Total				15,429.98

## Additional Information

## Uncleared checks and payments as of 04/30/2023

DATE	TYPE	REF NO.	PAYEE	AMOUNT (USD)
04/18/2023	Check	3112	Kelly Henning	-215.55
04/18/2023	Check	3113	Mandy Edson	-151.60
Total				-367.15



# UMPQUA BANK

April 30, 2023 Page: 1 of 2

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

Customer Service:  
1-866-486-7782

Last statement: March 31, 2023  
This statement: April 30, 2023

Welcome former Columbia Bank customers. Former Columbia Bank customers may notice a credit if a monthly service charge appeared on your last Columbia Bank statement dated 3/17/2023. If you have any questions, please visit your branch or contact us at (866) 486-7782.

## COMMUNITY BUSINESS CHECKING

Account number	4862565514	Beginning balance	\$16,120.63
Low balance	\$16,120.63	Deposits/Additions	\$15,429.98
Average balance	\$19,280.11	Withdrawals/Subtractions	\$964.25
Interest earned	\$0.00	Ending balance	\$30,586.36

## Deposits/Additions

Date	Description	Additions
04-18	Deposit	1,725.00
04-18	Deposit	97.60
04-25	Deposit	7,956.00
04-25	Deposit	1,759.00
04-27	Deposit	3,138.00
<b>Total Additions</b>		<b>\$14,675.60</b>

## ACH and Electronic Deposits/Additions

Date	Description	Additions
04-10	ACH Credit Square Inc 230410p2 20230410	57.96
04-24	ACH Credit Square Inc 230424p2 20230424	57.96
04-24	ACH Credit Square Inc 230424p2 20230424	57.96
04-25	ACH Credit Square Inc 230425p2 20230425	464.58
04-26	ACH Credit Square Inc 230426p2 20230426	57.96
04-28	ACH Credit Square Inc 230428p2 20230428	57.96
<b>Total ACH and Electronic Deposits/Additions</b>		<b>\$754.38</b>

**Card Transactions/Withdrawals**

<u>Date</u>	<u>Description</u>	<u>Subtractions</u>
04-18	POS Purchase Terminal Vbase2Intuit *Qbooks Onl Ine CI Intuit CA XXXXXXXXXXXX6903	15 00
04-27	POS Purchase Terminal 60517901 Savmor Foods #14 Orland CA XXXXXXXXXXXX6903	115 87
04-28	POS Purchase Terminal 00000001 Pp*joleen's Skinca Re Chico CA XXXXXXXXXXXX6903	30 00
04-28	POS Purchase Terminal 99101113 Costco Whse #1011 Chico CA XXXXXXXXXXXX0317	251 79
04-28	POS Purchase Terminal 06851415 Ross Stores #171 Chico CA XXXXXXXXXXXX0317	80 01
<b>Total Card Transactions/Withdrawals</b>		<b>\$492.67</b>

**Other Withdrawals/Subtractions**

<u>Date</u>	<u>Description</u>	<u>Subtractions</u>
04-27	OTC Withdrawal	100 00
<b>Total Other Withdrawals/Subtractions</b>		<b>\$100.00</b>

**Daily Balances**

<u>Date</u>	<u>Amount</u>	<u>Date</u>	<u>Amount</u>	<u>Date</u>	<u>Amount</u>
03-31	16,120 63	04-21	17,780 34	04-26	27,968 07
04-10	16,178 59	04-24	17,896 26	04-27	30,890 20
04-18	17,986 19	04-25	28,075 84	04-28	30,586 36
				04-30	30,586 36

**Overdraft Fee Summary**

	<u>Total For This Period</u>	<u>Total Year-to-Date</u>
<b>Total Overdraft Fees</b>	\$0.00	\$0.00
<b>Total Returned Item Fees</b>	\$0.00	\$0.00

**Checks**

<u>Check #</u>	<u>Amount</u>	<u>Date</u>	<u>Check #</u>	<u>Amount</u>	<u>Date</u>
3111	\$205 85	04-21	*3114	\$165.73	04-26

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

Total Checks paid: 2 for **-\$371.58**

Plaza Community Club

COMMUNITY BUSINESS CHECKING (5514) - 1, Period Ending 04/30/2023

RECONCILIATION REPORT

Reconciled on: 05/16/2023

Reconciled by: Kadie Salazar

Any changes made to transactions after this date aren't included in this report.

Summary

USD

Statement beginning balance.....	16,120.63
Checks and payments cleared (8).....	-964.25
Deposits and other credits cleared (11).....	15,429.98
Statement ending balance.....	<u>30,586.36</u>

Uncleared transactions as of 04/30/2023.....	-367.15
Register balance as of 04/30/2023.....	30,219.21
Cleared transactions after 04/30/2023.....	0.00
Uncleared transactions after 04/30/2023.....	-3,375.49
Register balance as of 05/16/2023.....	<u>26,843.72</u>

Details

Checks and payments cleared (8)

DATE	TYPE	REF NO.	PAYEE	AMOUNT (USD)
04/18/2023	Check	3111	Colleen Cecil	-205.85
04/18/2023	Expense		Quickbooks	-15.00
04/26/2023	Check	3114	Colleen Cecil	-165.73
04/27/2023	Expense		Sav Mor Foods	-115.87
04/27/2023	Check	2005324720	Umpqua Bank	-100.00
04/28/2023	Expense		Joleens Skincare	-30.00
04/28/2023	Expense		Costco	-251.79
04/28/2023	Expense		Ross	-80.01
Total				-964.25

Deposits and other credits cleared (11)

DATE	TYPE	REF NO.	PAYEE	AMOUNT (USD)
04/10/2023	Deposit		Square	57.96
04/18/2023	Deposit		Round Table Pizza	97.60
04/18/2023	Deposit	2000832645	Drive Thru Dinner 2023	1,725.00
04/24/2023	Deposit		Square	57.96
04/24/2023	Deposit		Square	57.96
04/25/2023	Deposit		Square	464.58
04/25/2023	Deposit	2004294480	Drive Thru Dinner 2023	7,956.00
04/25/2023	Deposit	2004324115	Drive Thru Dinner 2023	1,759.00
04/26/2023	Deposit		Square	57.96
04/27/2023	Deposit	2005324510	Drive Thru Dinner 2023	3,138.00
04/28/2023	Deposit		Square	57.96
Total				15,429.98

Additional Information

Uncleared checks and payments as of 04/30/2023

DATE	TYPE	REF NO.	PAYEE	AMOUNT (USD)
04/18/2023	Check	3112	Kelly Henning	-215.55
04/18/2023	Check	3113	Mandy Edson	-151.60
Total				-367.15



# 2022 Consumer Confidence Report

## Plaza Elementary School

Here at Plaza Elementary School, we want you to understand the efforts we make to provide you with a safe and dependable drinking water supply. We continually monitor our drinking water quality and strive to protect our water resources. We regularly test our drinking water for many different constituents as required by State and Federal Regulations. This "Water Quality Report" includes those constituents that were **detected** in 2022 and may include earlier monitoring data.

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

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

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

**Contaminants that may be present in source water include:**

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

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

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

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

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

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

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

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

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

For questions or concerns about your drinking water you may attend our **Monthly** meeting or you may contact:

**Patrick Conklin**

**530-865-1250**

### TERMS USED IN THIS REPORT

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

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

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

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

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

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

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

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

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

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

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

**ND:** not detectable at testing limit

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

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

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

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

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

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

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

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

TABLE 3 - SAMPLING RESULTS FOR SODIUM AND HARDNESS						
Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	MCL	PHG (MCLG)	Typical Source of Contaminant
Sodium (ppm)		No Data		none	none	Salt present in the water and is generally naturally occurring
Hardness (ppm)		No Data		none	none	Sum of polyvalent cations present in the water, generally magnesium and calcium, and are usually naturally occurring

TABLE 4 - DETECTION OF CONTAMINANTS WITH A PRIMARY DRINKING WATER STANDARD						
Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	MCL [MRDL]	PHG (MCLG) [MRDLG]	Typical Source of Contaminant
Nitrate as N (ppm)	2022	5.9	3.1 – 7.9	10	10	Runoff and leaching from fertilizer use; leaching from septic tanks and sewage; erosion of natural deposits
Nitrate in drinking water at levels above 10 mg/L is a health risk for infants of less than six months of age. Such nitrate levels in drinking water can interfere with the capacity of the infant's blood to carry oxygen, resulting in a serious illness; symptoms include shortness of breath and blueness of the skin. Nitrate levels above 10 mg/L may also affect the ability of the blood to carry oxygen in other individuals, such as pregnant women and those with certain specific enzyme deficiencies. If you are caring for an infant, or you are pregnant, you should ask advice from your health care provider.						
Barium (ppm)	09/12/18	0.125		1	2	Discharge of oil drilling wastes and from metal refineries; erosion of natural deposits

TABLE 6 - DETECTION OF UNREGULATED CONTAMINANTS					
Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	Notification Level	Health Effects Language
Hexavalent Chromium (ppb)	10/9/14	2.05		0.02+	Some people who drink water containing hexavalent chromium in excess of the MCL over many years may have an increased risk of getting cancer.

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

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

District: Plaza Elementary School District

Person completing this form: Patrick Conklin

Title: Superintendent/Principal

Quarterly Report Submission Date:  
(check one)

- ☐ October 2022  
☐ January 2023  
☒ April 2023  
☐ July 2022

Date for information to be reported publicly at governing board meeting: June 8<sup>th</sup>, 2023  
Please check the box that applies:

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

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

Patrick M. Conklin

\_\_\_\_\_  
Print Name of District Superintendent

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_ June 8<sup>th</sup>, 2023 \_\_\_\_\_  
Date

**PLAZA ELEMENTARY SCHOOL DISTRICT**  
**Version 1.3 CALENDAR**  
**2023-24**

**Board Approved: April 20th, 2023**

**August**

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30*	31	
9				

**September**

M	T	W	Th	F
4	5	6	7	1
11	12	13	14	8
18	19	20	21	15
25	26	27*	28*	22
			29*	20

**October**

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

**November**

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

**December**

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
16				

**January**

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

**February**

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

**March**

M	T	W	Th	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27*	28	29
21				

**April**










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

**May**

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

**June**

M	T	W	Th	F
3	4	5	6	7
10	11	12**	13*	14
17	18	19	20	21
24	25	26	27	28
9				

-  School Begins
-  School Ends
-  Legal Holiday
- \* Minimum Day (out at 12:45)
- \*\* Minimum Day (out @ 11:30)
-  End of Trimester
-  Student Non-attendance
-  Parent Conf.-Min Day
-  Teacher Contract Work Day
-  Teacher Inservice Day
-  Graduation 6/12/2024

# Local Performance Indicator Self-Reflection

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

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	1

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards		2			
History-Social Science			3		



**2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science					5

**3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards		2			
History-Social Science		2			

## Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards		2			
Visual and Performing Arts		2			
World Language	1				

## Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

## Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

...and authentic family engagement has been described as an intentional partnership of educator families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

#### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Plaza School District teachers has a lot of parent and community involvement where volunteers work in classrooms and for school wide activities. The Plaza Community Club is very active and supportive all year.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Plaza School District has a strong relationship between school and families. However, we continue to build upon those existing relationships by offering multiple opportunities to provide input for decision making, including School Site Council, Plaza Community Club meetings, LCAP meetings, and Board meetings. Surveys are administered annually. Additionally, the District regularly encourages families to be involved with their child(ren)'s school experience through volunteering in classroom and school wide activities.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The District will continue to reach out to families whose primary language is not English by translating information sent home.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.		2			

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Plaza School District teachers communicate with families regularly regarding student progress via email, text, phone calls, and in person. Plaza uses an online grading program that students and families have access to. Progress reports are sent home every three weeks and require parent signature. Parent teacher conferences are scheduled for all students the first trimester and as needed throughout the rest of the year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Plaza School District has a strong relationship between school and families that results in many opportunities for families to monitor student progress throughout each trimester.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The District will continue to reach out to underrepresented families, including those whose primary language is not English by translating information sent home.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

#### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Stakeholders are offered multiple opportunities to provide input for decision making, including School Site Council, Plaza Community Club meetings, LCAP meetings, and Board meetings. Surveys are administered annually.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The District will continue to encourage families to be involved in the decision making process by participating in board meetings, School Site Council Meetings, Plaza Community Club meetings, LCAP meetings, and utilizing administration's open door policy.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Underrepresented families are offered multiple opportunities to provide input for decision making, including School Site Council, Plaza Community Club meetings, LCAP meetings, and Board meetings. Surveys are administered annually.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The overwhelming majority of parents report that they are happy with how the District educates their children, minimizes bullying and misbehavior, and provides a safe, welcoming environment. One area of growth is educating students and parents on internet safety in order to be digitally responsible citizens. A student survey was administered to all 5th-8th grade students. The majority indicated they enjoy the school experience, and feel safe and connected to Plaza. Areas of improvement focused on additional outdoor activities for PE and recess.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Plaza School District is a small, rural K-8 district with 201 kids enrolled. With only one small class per grade, ensuring all students have access to, and are enrolled in, a broad course of student is easily identified through informal observations and parent surveys, as well as utilizing Williams Uniform Complaint reports quarterly.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students have access, including all student groups. The District has only one, small rural K-8 site. However, due to one class per grade, there are not additional course offerings other than art and classroom music.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Due to the small size of one class per grade and limited funding and space, a broader course of study is not feasible. Another barrier is access to a certificated music or art teacher.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The District will maintain a broad course of study to the extent feasible. The District will continue to look for a certificated band and music teacher.

### Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the					



<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
coordination of partial credit policies between district of residence and county office of education.					

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Plaza School District  
7322 County Road 24  
Orland, CA 95963  
BOARD OF TRUSTEES  
Regular Board Meeting  
April 20<sup>th</sup>, 2023  
3:00PM  
Minutes

- I. **Call to Order** The meeting was called to order at 3:00PM
- II. **Pledge of Allegiance**
- III. **Members Present** Board members PJ Davis, Connie King, and Jake Cecil. Superintendent Patrick Conklin, Business Manager Tim Mai
- IV. **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.**
- V. **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.**
- VI. **Correspondence**
- VII. **Superintendent Report/Information**
  - A. **The Plaza Promise**
    1. **Open House** Mr. Conklin reminded the board that Open House will be April 27th
    2. **California Distinguished School Award Student/Staff Recognition** Mr. Conklin informed the board that the student recognition day will be June 2nd. Staff will be invited to a dinner at Farwood on June 12th.
    3. **Student Daily Attendance** Mr. Conklin explained that average daily attendance is down approximately 1%
    4. **Social Emotional Support** Mr. Conklin discussed social emotional and behavioral supports Plaza is providing students
  - B. **April Pirates Post** Mr. Conklin presented the newsletter
  - C. **Plaza Community Club** PCC president Colleen Cecil updated the board on the tri tip dinner and mother-son softball game
  - D. **Facilities**
    1. **New Construction and Modernization** Mr. Conklin updated the board on the projects
    2. **Universal Prekindergarten Classroom** Mr. Conklin discussed options for a UPK classroom. PJ Davis would like to hold off on purchasing a portable classroom until there is a need and refer students to Hamilton Elementary until necessary
  - E. **Extended Learning Opportunity Program** Mr. Conklin discussed the April and summer program, as well as funding received that needs to be spent by June 30th, 2024
  - F. **2022-23 Enrollment** There are 201 students enrolled
  - G. **Personnel** Mr. Conklin discussed the hiring process for the 5th grade teacher and let the board know that there have not been many candidates who have applied for the ELO-P/ASES coordinator position
  - H. **Bus** Mr. Conklin updated the board on the bus part. It will be out of service another couple of weeks
  - I. **Glenn County Educators Hall of Fame** Mr. Conklin informed the board that the event will be Monday, May 15th at 6:00PM

Plaza School District  
7322 County Road 24  
Orland, CA 95963  
BOARD OF TRUSTEES  
Regular Board Meeting  
April 20<sup>th</sup>, 2023  
3:00PM  
Minutes

- J. **Orland Rotary and Glenn County Child and Family Services Donation** Mr. Conklin shared with the board that the Orland Rotary awarded \$500 to go towards bookshelves and Glenn County Child and Family Services awarded \$2,000 for new books for the library
- K. **2021-22 Annual Audit as of June 30<sup>th</sup>, 2022** Mr. Conklin informed the board that all districts in Glenn County were given an extension
- L. **Board Member for 8<sup>th</sup> Grade Graduation on Tuesday, June 6<sup>th</sup> at 7:00pm** Mrs. King volunteered to hand out diplomas
- M. **Lottery** The board conducted a random, unbiased enrollment lottery

**VIII. Action**

**A. Old Business**

**B. New Business**

- 1. **Consent Agenda: Routine matters that can be approved with one motion**
  - a. **Approve the Minutes of the March 16<sup>th</sup>, 2023 Board Meeting**
  - b. **Approve Warrant Registers March 9<sup>th</sup>, 2023 – April, 17<sup>th</sup>, 2023**
  - c. **Approve Budget Transfers— None**
  - d. **Approve Annual Evaluation of Parent Involvement Policy Ed Code 11503/PESD BP6020**
  - e. **Certification that 8<sup>th</sup> Grade Students Meet Graduation Requirements/Sign Diplomas**
  - f. **Approve 2023-24 Consolidated Application**
  - g. **Approve 8<sup>th</sup> Grade Field Trip to River Cats Stadium in Sacramento May 10<sup>th</sup>, 2023**
  - h. **Approve 8<sup>th</sup> Grade Field Trip to SunSplash in Roseville May 24<sup>th</sup>, 2024**

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

- 2. **Approve Scheduling a Public Hearing for the 2023-24 LCAP and 2023-24 Budget on Wednesday, June 7<sup>th</sup> and Canceling the June 15<sup>th</sup> Board Meeting**

Connie King moved to Approve Scheduling a Public Hearing for the 2023-24 LCAP and 2023-24 Budget on Wednesday, June 7<sup>th</sup> and Canceling the June 15<sup>th</sup> Board Meeting and PJ Davis seconded. All approved

- 3. **Approve 2023-24 Calendar**

Connie King moved to Approve 2023-24 Calendar and PJ Davis seconded. All approved

- 4. **Approve Hiring Gina Richardson as 2023-24 Probationary 5<sup>th</sup> Grade Teaching Position**

Plaza School District  
7322 County Road 24  
Orland, CA 95963  
BOARD OF TRUSTEES  
Regular Board Meeting  
April 20<sup>th</sup>, 2023  
3:00PM  
Minutes

PJ Davis moved to Approve Hiring Gina Richardson as 2023-24 Probationary 5<sup>th</sup> Grade Teaching Position and Connie King seconded. All approved

**IX. Closed Session** The board went into closed session at 5:05PM and went back into open session at 5:36PM

**A. Negotiations** NO action taken

**X. Adjournment – Next Regularly Scheduled Meeting Wednesday, June 7<sup>th</sup>, 2023 @ 3PM** The meeting was adjourned at 5:36PM

Plaza School District  
7322 County Road 24  
Orland, CA 95963  
BOARD OF TRUSTEES  
Special Board Meeting  
May 25<sup>th</sup>, 2023  
3:30PM  
Minutes

- I. **Call to Order** The meeting was called to order at 3:0PM
- II. **Pledge of Allegiance**
- III. **Members Present** Board Trustees PJ Davis, Connie King, and Jake Cecil.  
Superintendent/Principal Conklin and Business Manager Tim Mai.
- IV. **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.**
- V. **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.**
- VI. **Correspondence**

VII. **Closed Session**  
A. **Negotiations**

The meeting went into Closed Session at 3:32PM. The board gave Mr. Conklin direction and parameters for negotiations with Plaza Teachers Association.

The meeting went into Open Session at 4:40PM

VIII. **Superintendent Report/Information**  
A. **New Construction and Modernization**

Mr. Conklin updated the board on the projects, including the additional funding received. He informed the board that it is very possible there will be enough funding for the entire scope of work, and potential for additional things if there is funding remaining

B. **Universal Prekindergarten**

Mr. Conklin presented three options. 1). GCOE provides a program off campus for Lake, Capay, and Plaza students. 2). GCOE provides a program on Plaza's campus for Lake, Capay, and Plaza students. 3). Plaza provides our own program on our campus with only Plaza students. The board directed Mr. Conklin to pursue option 2.

C. **Extended Learning Opportunity Program / ASES Coordinator**

Mr. Conklin explained that there are only two candidates who have applied for the position, one of which did not provide the necessary documents. He discussed with the board possible scenarios to fill the position, one of which includes offering an instructional aide/after school program assistant position to a candidate and utilizing existing staff to cover the coordinator and lead duties.

**Plaza School District  
7322 County Road 24  
Orland, CA 95963  
BOARD OF TRUSTEES  
Special Board Meeting  
May 25<sup>th</sup>, 2023  
3:30PM  
Minutes**

**IX. Action**

**A. Old Business**

**B. New Business**

- 1. Approve United Building Contractors, Inc. Contract Documentation for the Plaza Elementary School Additions Project**

PJ Davis made a motion to Approve United Building Contractors, Inc. Contract Documentation for the Plaza Elementary School Additions Project and Connie King seconded the motion. All approved

- X. Adjournment – Next Public Hearing and Regularly Scheduled Meeting Wednesday, June 7<sup>th</sup>, 2023 @ 3PM and Thursday, June 8<sup>th</sup>, 2023 @ 3PM** The meeting was adjourned at 5:51PM

## Fiscal/20a

## Account Transaction Detail-Activity Change

Activity for Dates 04/18/2023 to 06/05/2023

Fiscal Year 2022/23

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
(000061)	01-0000-0-0000-2700-4300-000-000-00000 UNRESTRICTED GE.MATERIALS								
	US BANK	EX23-00870	AMAZON - WEEKLY PLANNER	05/11/23				25.71	25.71-
(000066)	01-0000-0-0000-2700-5890-000-000-00000 UNRESTRICTED GE.OTHER OPE								
	TCG ADMINISTRATOR	EX23-00822	MONTHLY ADMINISTRATION FE	04/27/23				8.00	8.00-
	US BANK	EX23-00869	SPOTIFY MEMBERSHIP	05/11/23				9.99	17.99-
	TCG ADMINISTRATOR	EX23-00881	MONTHLY ADMINISTRATION FE	05/17/23				8.00	25.99-
	AR23-00059	REFUND OVERPAYMENT		05/18/23				167.91-	141.92
	Account Total			06/05/23		.00	.00	.00	141.92-
(000075)	01-0000-0-0000-3600-5630-000-000-00000 UNRESTRICTED GE.REPAIRS (								
	GLENN COUNTY	EX23-00849	NON STOCK PART AND REPAIR	05/11/23				108.60	108.60-
(000076)	01-0000-0-0000-3600-5890-000-000-00000 UNRESTRICTED GE.OTHER OPE								
	GLENN COUNTY	EX23-00850	45 DAY INSPECTION	05/11/23				112.50	112.50-
(000106)	01-0000-0-0000-8100-4300-000-000-00000 UNRESTRICTED GE.MATERIALS								
	HILLYARD INC.	EX23-00828	SITE SUPPLIES - TISSUE, TOWE	05/03/23				1,396.27	1,396.27-
	ORLAND ACE HARDW,	EX23-00829	SITE SUPPLIES - LINE, SLIDER I	05/03/23				38.26	1,434.53-
	ORLAND ACE HARDW,	EX23-00830	SITE SUPPLIES	05/03/23				5.81	1,440.34-
	ORLAND ACE HARDW,	EX23-00852	SITE SUPPLIES	05/11/23				2.59	1,442.93-
	ORLAND ACE HARDW,	EX23-00853	SITE SUPPLIES	05/11/23				20.24	1,463.17-
	Account Total			06/05/23		.00	.00	.00	1,463.17
(000108)	01-0000-0-0000-8100-5200-000-000-00000 UNRESTRICTED GE.TRAVEL &								
	John Felix	EX23-00906	MILEAGE REIMBURSEMENT - T	05/31/23				111.35	111.35-
	John Lovell	EX23-00907	MILEAGE REIMBURSEMENT - SI	05/31/23				110.04	221.39-
	Account Total			06/05/23		.00	.00	.00	221.39
(000109)	01-0000-0-0000-8100-5520-000-000-00000 UNRESTRICTED GE.GARBAGE,P								
	WASTE MANAGEMENT	EX23-00806	GARBAGE SERVICE CHARGE 0	04/26/23				407.32	407.32-
	WASTE MANAGEMENT	EX23-00888	GARBAGE SERVICE CHARGE 0	05/17/23				407.32	814.64-
	Account Total			06/05/23		.00	.00	.00	814.64
(000110)	01-0000-0-0000-8100-5530-000-000-00000 UNRESTRICTED GE.PEST CONT								
	LARRY'S PEST & WEEI	EX23-00800	COMMERCIAL SERVICE CHARG	04/26/23				240.00	240.00-
(000111)	01-0000-0-0000-8100-5540-000-000-00000 UNRESTRICTED GE.NATURAL G								
	HUNT PROPANE INC.	EX23-00799	249.40 GALLONS PROPANE	04/26/23				960.26	960.26-
(000112)	01-0000-0-0000-8100-5545-000-000-00000 UNRESTRICTED GE,P G & E,P								
	PG&E	EX23-00801	SERVICE CHARGE 03/03/2023 - I	04/26/23				25.46	25.46-
	PG&E	EX23-00819	STREET LIGHT 03/17/23 - 04/17/	04/27/23				11.00	36.46-
	PG&E	EX23-00878	SERVICE CHARGE 04/03/23 - 05	05/17/23				24.64	61.10-
	PG&E	EX23-00909	STREET LIGHT 04/18/23 - 05/16/	05/31/23				11.00	72.10-
	Account Total			06/05/23		.00	.00	.00	72.10
(000113)	01-0000-0-0000-8100-5560-000-000-00000 UNRESTRICTED GE.WATER,PLA								

Selection

Filtered by User Permissions, (Org = 5, Online/Offline = N, Fiscal Year = 2023, Start Date = 4/18/2023, End Date = 6/5/2023, Unposted JES? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7, Obj Digits = 1, Page Break Lvl = )

ESCAPE

ONLINE

Page 1 of 6



## Fiscal20a

## Account Transaction Detail-Activity Change

Activity for Dates 04/18/2023 to 06/05/2023

Fiscal Year 2022/23

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
(000113)	01-0000-0-0000-8100-5560-000-000-00000	UNRESTRICTED GE,WATER,PLA							
	PACE ANALYTICAL SE	EX23-00831	DRINKING WATER MONITORING	05/03/23				145.50	145.50-
	PACE ANALYTICAL SE	EX23-00854	DRINKING WATER MONITORING	05/11/23				406.80	552.30-
	PACE ANALYTICAL SE	EX23-00896	DRINKING WATER MONITORING	05/24/23				133.92	686.22-
	Account Total			06/05/23	.00	.00	.00	686.22	
(000114)	01-0000-0-0000-8100-5630-000-000-00000	UNRESTRICTED GE,REPAIRS (							
	GREG'S HEATING & A/	EX23-00798	SUMMER MAINTENANCE SERVICE	04/26/23				1,875.00	1,875.00-
(000115)	01-0000-0-0000-8100-5890-000-000-00000	UNRESTRICTED GE,OTHER OPE							
	SIERRA WATER UTILIT	EX23-00834	OPERATOR SERVICE CHARGE	05/03/23				150.70	150.70-
	US BANK	EX23-00868	AMAZON PRIME MEMBERSHIP	05/11/23				149.08	299.78-
	ADAMLABS INC.	EX23-00889	LEAD PAINT SAMPLE COLLECTI	05/24/23				140.00	439.78-
	ADAMLABS INC.	EX23-00890	ASBESTOS SURVEY	05/24/23				460.00	899.78-
	Account Total			06/05/23	.00	.00	.00	899.78	
(000116)	01-0000-0-0000-8100-5910-000-000-00000	UNRESTRICTED GE,TELEPHONE							
	AT&T	EX23-00797	MONTHLY SERVICE CHARGE 00	04/26/23				66.52	66.52-
	AT&T	EX23-00891	MONTHLY STATEMENT 04-10-20	05/24/23				60.45	126.97-
	Account Total			06/05/23	.00	.00	.00	126.97	
(000122)	01-0000-0-0000-8500-6200-000-000-00000	UNRESTRICTED GE,BUILDINGS							
	HMC ARCHITECTS C/C	EX23-00811	PROFESSIONAL SERVICES MAI	04/27/23				44.06	44.06-
	HMC ARCHITECTS C/C	EX23-00812	PROFESSIONAL SERVICES MAI	04/27/23				10,800.00	10,844.06-
	HMC ARCHITECTS C/C	EX23-00874	PROFESSIONAL SERVICES REN	05/17/23				131.88	10,975.94-
	HMC ARCHITECTS C/C	EX23-00875	PROFESSIONAL SERVICES REN	05/17/23				10,800.00	21,775.94-
	HMC ARCHITECTS C/C	EX23-00876	PROFESSIONAL SERVICES REN	05/17/23				269.78	22,045.72-
	HMC ARCHITECTS C/C	EX23-00877	PROFESSIONAL SERVICES REN	05/17/23				3,327.00	25,372.72-
	Account Total			06/05/23	.00	.00	.00	25,372.72	
(000125)	01-0000-0-0000-9200-7142-000-000-00000	UNRESTRICTED GE,EXCESS CO							
	CT23-00576	SELPA EXCESS COST PROGRA		04/24/23				49,915.50	49,915.50-
	CT23-00576	21/22 FUND BALANCE CREDIT		04/24/23				5,205.10-	44,710.40-
	Account Total			06/05/23	.00	.00	.00	44,710.40	
(000126)	01-0000-0-0000-9200-7145-000-000-00000	UNRESTRICTED GE,SDC TUITION							
	CT23-00549	MARCH 22/23 K-12 APPN		04/19/23				751.00	751.00-
	CT23-00550	FEB 22/23 K-12 APPN		04/19/23				751.00	1,502.00-
	CT23-00592	22/23 APR K-12 APPN		04/27/23				751.00	2,253.00-
	CT23-00674	22/23 MAY K-12 APPN SDC TUITION		05/30/23				751.00	3,004.00-
	Account Total			06/05/23	.00	.00	.00	3,004.00	
(000158)	01-0000-0-1110-1000-4300-000-000-00000	UNRESTRICTED GE,MATERIALS							
	OFFICE DEPOT	EX23-00815	K - 8TH GRADE SITE SUPPLIES	04/27/23				11.54	11.54-
	OFFICE DEPOT	EX23-00816	K - 8TH GRADE SUPPLIES	04/27/23				13.54	25.08-

Selection Filtered by User Permissions, (Org = 5, Online/Offline = N, Fiscal Year = 2023, Start Date = 4/18/2023, End Date = 6/5/2023, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7, Obj Digits = 1, Page Break Lvl = )

ESCAPE ONLINE

Page 2 of 6

## Fiscal20a

## Account Transaction Detail-Activity Change

Activity for Dates 04/18/2023 to 06/05/2023

Fiscal Year 2022/23

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
(000158)	01-0000-0-1110-1000-4300-000-000-00000 UNRESTRICTED GE.MATERIALS (continued)								
	OFFICE DEPOT	EX23-00817	K - 8TH SITE SUPPLIES	04/27/23				64.85	89.93-
	OFFICE DEPOT	EX23-00818	K - 8TH SITE SUPPLIES	04/27/23				593.51	683.44-
	CHELSEY SCONITZ	EX23-00892	REIMBURSEMENT - 4TH GRADE	05/24/23				61.65	745.09-
	CHELSEY SCONITZ	EX23-00893	CLEAR TOTES - FOR SCIENCE	05/24/23				38.94	784.03-
	JENNIFER CRANE	EX23-00905	3RD GRADE - CLASS SUPPLIES	05/31/23				128.29	912.32-
	OFFICE DEPOT	EX23-00908	SITE SUPPLIES	05/31/23				113.30	1,025.62-
	Account Total				06/05/23	.00	.00	.00	1,025.62
(000708)	01-0000-0-1110-1000-5890-000-000-00000 UNRESTRICTED GE.OTHER OPE								
	ADVANCED DOCUMENT	EX23-00796	USAGE CHARGE 03/01/2023 - 03	04/26/23				311.20	311.20-
	DNA	EX23-00809	ANNUAL WEBSITE HOSTING - N	04/27/23				50.00	361.20-
	ELIAS VARGAS	EX23-00810	MILEAGE REIMBURSEMENT 01/	04/27/23				263.00	624.20-
	ADVANCED DOCUMENT	EX23-00842	COPIES APRIL 2023	05/11/23				215.67	839.87-
	MACQUARIE EQUIPME	EX23-00851	LEASE PAYMENT	05/11/23				338.91	1,178.78-
	US BANK	EX23-00867	RENAISSANCE - SUBSCRIPTION	05/11/23				28.60	1,207.38-
	DNA	EX23-00895	ANNUAL WEBSITE HOSTING	05/24/23				50.00	1,257.38-
	RENAISSANCE LEARN	EX23-00913	6 ADDITIONAL - ACCELERATED	05/31/23				25.80	1,283.18-
	Account Total				06/05/23	.00	.00	.00	1,283.18
(000186)	01-0801-0-0000-2100-5802-000-000-00000 LOCAL MAA.MAA LEC.FEES (U								
	CTI23-00595	MAA DISTRICT TRANSFR 20/21-4		05/03/23				15.87	15.87-
(000932)	01-2600-0-1110-1000-4300-000-000-00000 EXPANDED LEARN.MATERIALS								
	ELIZABETH RELF	EX23-00827	SPRING ELO SUPPLIES	05/03/23				117.69	117.69-
	Blick Art Materials	EX23-00901	EXTENDED LEARNING SUMMER	05/31/23				399.62	517.31-
	Account Total				06/05/23	.00	.00	.00	517.31
(001235)	01-6053-0-1110-1000-5200-000-000-00000 UPK PLANNING,TRAVEL & CON								
	GJ23-00004	CORRECT OBJECT		05/30/23				44.15	44.15-
(001160)	01-6053-0-1110-1000-5890-000-000-00000 UPK PLANNING,OTHER OPERAT								
	GJ23-00004	CORRECT OBJECT		05/30/23				44.15-	44.15
(000933)	01-6266-0-1110-1000-5200-000-000-00000 EDUCATOR EFFECT,TRAVEL &								
	BR23-00013	update		06/02/23				7,211.00-	7,211.00-
(000396)	01-6300-0-1110-1000-4100-000-000-00000 LOTTERY: INSTR.APPRVD TEX								
	BR23-00014	BUDGET UPDATE		06/02/23				54,676.00-	54,676.00-
(001183)	01-6762-0-1110-1000-5200-000-000-00000 ART & MUSIC BG,TRAVEL & C								
	BR23-00016	BUDGET UPDATE		06/02/23				2,379.00	2,379.00
(000984)	01-7028-0-0000-8500-6400-000-000-00000 KIT INF EQUIP.EQUIPMENT,F								
	BR23-00017	BUDGET UPDATE		06/02/23				23,504.00-	23,504.00-
(000986)	01-7029-0-0000-3700-5890-000-000-00000 KIT FOOD TRAIN.OTHER OPER								
	BR23-00018	BUDGET UPDATE		06/02/23				1,658.00-	1,658.00-
(000999)	01-7425-0-1110-1000-5890-000-000-00104 ELO.OTHER OPERATING,REGUL								
Selection	Filtered by User Permissions, (Org = 5, Online/Offline = N, Fiscal Year = 2023, Start Date = 4/18/2023, End Date = 6/5/2023, Unposted JEs? =								
	N, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7, Obj Digits = 1, Page Break Lvl = )								

ESCAPE ONLINE

Page 3 of 6

## Fiscal20a

## Account Transaction Detail-Activity Change

Activity for Dates 04/18/2023 to 06/05/2023

Fiscal Year 2022/23

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
(000999) 01-7425-0-1110-1000-5890-000-000-00104	ELC.OTHER OPERATING,REGUL	BR23-00020	BUDGET UPDATE	06/02/23		4,416.00-			4,416.00-
(000894) 01-7830-0-0000-8100-4400-000-000-00000	CDPH GRT,NON-CAPITAL EQU,	BR23-00022	BUDGET UPDATE	06/02/23		25,000.00-			25,000.00-
(000618) 13-5310-0-0000-3700-4300-000-000-00000	CHILD NUTRITION,MATERIALS	EX23-00802	CAFETERIA SUPPLIES	04/26/23		104.94		104.94-	
	THE DANIELSEN CO.	EX23-00804	CAFETERIA SUPPLIES	04/26/23		61.30		166.24-	
	THE DANIELSEN CO.	EX23-00837	CAFETERIA SUPPLIES	05/03/23		194.53		360.77-	
	THE DANIELSEN CO.	EX23-00882	CAFETERIA SUPPLIES	05/17/23		197.30		558.07-	
	THE DANIELSEN CO.	EX23-00886	CAFETERIA SUPPLIES	05/17/23		155.41		713.48-	
	THE DANIELSEN CO.	EX23-00916	CAFETERIA SUPPLIES	05/31/23		208.62		922.10-	
Account Total				06/05/23	.00	.00	.00	922.10	
(000619) 13-5310-0-0000-3700-4300-000-002-00000	CHILD NUTRITION,MATERIALS	EX23-00823	CAFETERIA SUPPLIES - WALDE	04/27/23		110.06		110.06-	
	THE DANIELSEN CO.	EX23-00858	CAFETERIA SUPPLIES - WALDE	05/11/23		104.94		215.00-	
	PROPACIFIC FRESH	EX23-00879	CAFETERIA FOOD - WALDEN	05/17/23		871.67		1,086.67-	
	THE DANIELSEN CO.	EX23-00884	CAFETERIA SUPPLIES - WALDE	05/17/23		87.28		1,173.95-	
	THE DANIELSEN CO.	EX23-00915	CAFETERIA SUPPLIES - WALDE	05/31/23		40.12		1,214.07-	
Account Total				06/05/23	.00	.00	.00	1,214.07	
(000621) 13-5310-0-0000-3700-4700-000-000-00000	CHILD NUTRITION,CAFETERIA	EX23-00803	CAFETERIA FOOD	04/26/23		1,395.51		1,395.51-	
	THE DANIELSEN CO.	EX23-00805	CAFETERIA FOOD	04/26/23		692.07		2,087.58-	
	CORNELL DISTRIBUTII	EX23-00807	CAFETERIA FOOD	04/27/23		170.40		2,257.98-	
	CORNELL DISTRIBUTII	EX23-00808	CAFETERIA FOOD	04/27/23		207.60		2,465.58-	
	PROPACIFIC FRESH	EX23-00821	CAFETERIA FOOD	04/27/23		593.17		3,058.75-	
	CORNELL DISTRIBUTII	EX23-00825	CAFETERIA FOOD	05/03/23		151.80		3,210.55-	
	CORNELL DISTRIBUTII	EX23-00826	CAFETERIA FOOD	05/03/23		151.80		3,362.35-	
	PROPACIFIC FRESH	EX23-00833	CAFETERIA FOOD	05/03/23		600.56		3,962.91-	
	THE DANIELSEN CO.	EX23-00835	CAFETERIA FOOD	05/03/23		2,612.20		6,575.11-	
	THE DANIELSEN CO.	EX23-00838	CAFETERIA FOOD	05/03/23		1,649.76		8,224.87-	
	CORNELL DISTRIBUTII	EX23-00843	CAFETERIA FOOD	05/11/23		172.60		8,397.47-	
	CORNELL DISTRIBUTII	EX23-00844	CAFETERIA FOOD	05/11/23		152.75		8,550.22-	
	PROPACIFIC FRESH	EX23-00856	CAFETERIA FOOD	05/11/23		455.30		9,005.52-	
	US BANK	EX23-00861	CAFETERIA FOOD	05/11/23		168.19		9,173.71-	
	US BANK	EX23-00862	CAFETERIA FOOD	05/11/23		197.36		9,371.07-	
	US BANK	EX23-00863	CAFETERIA FOOD	05/11/23		8.86		9,379.93-	
	US BANK	EX23-00864	CAFETERIA FOOD	05/11/23		54.87		9,434.80-	
	US BANK	EX23-00865	CAFETERIA FOOD	05/11/23		11.83		9,446.63-	

Selection

Filtered by User Permissions. (Org = 5, Online/Offline = N, Fiscal Year = 2023, Start Date = 4/18/2023, End Date = 6/5/2023, Unposted JES? =

N, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7, Obj Digits = 1, Page Break Lvl = )

ESCAPE

ONLINE

Page 4 of 6

## Fiscal20a

## Account Transaction Detail-Activity Change

Activity for Dates 04/18/2023 to 06/05/2023

Fiscal Year 2022/23

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
(000621)	13-5310-0-0000-3700-4700-000-000-00000	CHILD NUTRITION,CAFETERIA (continued)							
	US BANK	EX23-00866	CAFETERIA FOOD	05/11/23				31.92	9,478.55-
	CDE Cashier's Office	EX23-00871	CAFETERIA FOOD - COMMODIT	05/17/23				54.60	9,533.15-
	CORNELL DISTRIBUTII	EX23-00873	CAFETERIA FOOD	05/17/23				133.85	9,667.00-
	PROPACIFIC FRESH	EX23-00880	CAFETERIA FOOD	05/17/23				649.80	10,316.80-
	THE DANIELSEN CO.	EX23-00883	CAFETERIA FOOD	05/17/23				1,032.08	11,348.88-
	THE DANIELSEN CO.	EX23-00887	CAFETERIA FOOD	05/17/23				1,522.52	12,871.40-
	CORNELL DISTRIBUTII	EX23-00894	CAFETERIA FOOD	05/24/23				114.70	12,986.10-
	PROPACIFIC FRESH	EX23-00898	CAFETERIA FOOD	05/24/23				41.60	13,027.70-
	PROPACIFIC FRESH	EX23-00899	CAFETERIA FOOD	05/24/23				545.73	13,573.43-
	CORNELL DISTRIBUTII	EX23-00902	CAFETERIA FOOD	05/31/23				190.80	13,764.23-
	CORNELL DISTRIBUTII	EX23-00903	CAFETERIA FOOD	05/31/23				77.20	13,841.43-
	PROPACIFIC FRESH	EX23-00911	CAFETERIA FOOD	05/31/23				391.79	14,233.22-
	PROPACIFIC FRESH	EX23-00912	CAFETERIA FOOD	05/31/23				205.95	14,439.17-
	THE DANIELSEN CO.	EX23-00917	CAFETERIA FOOD	05/31/23				1,714.65	16,153.82-
	Account Total				06/05/23	.00	.00	.00	16,153.82
(000623)	13-5310-0-0000-3700-4700-000-002-00000	CHILD NUTRITION,CAFETERIA							
	PROPACIFIC FRESH	EX23-00820	CAFETERIA FOOD - WALDEN	04/27/23				626.43	626.43-
	THE DANIELSEN CO.	EX23-00824	CAFETERIA FOOD - WALDEN	04/27/23				1,226.45	1,852.88-
	PROPACIFIC FRESH	EX23-00832	CAFETERIA FOOD - WALDEN	05/03/23				609.13	2,462.01-
	THE DANIELSEN CO.	EX23-00836	CAFETERIA FOOD - WALDEN	05/03/23				793.11	3,255.12-
	PROPACIFIC FRESH	EX23-00855	CAFETERIA FOOD - WALDEN	05/11/23				704.86	3,959.98-
	THE DANIELSEN CO.	EX23-00857	CAFETERIA FOOD - WALDEN	05/11/23				1,007.63	4,967.61-
	THE DANIELSEN CO.	EX23-00859	CAFETERIA FOOD - WALDEN CI	05/11/23				50.14-	4,917.47-
	CORNELL DISTRIBUTII	EX23-00872	CAFETERIA FOOD - WALDEN	05/17/23				344.10	5,261.57-
	THE DANIELSEN CO.	EX23-00885	CAFETERIA FOOD - WALDEN	05/17/23				1,438.99	6,700.56-
	PROPACIFIC FRESH	EX23-00897	CAFETERIA FOOD - WALDEN	05/24/23				626.83	7,327.39-
	THE DANIELSEN CO.	EX23-00900	CAFETERIA FOOD - WALDEN	05/24/23				1,169.45	8,496.84-
	PROPACIFIC FRESH	EX23-00910	CAFETERIA FOOD - WALDEN	05/31/23				608.72	9,105.56-
	THE DANIELSEN CO.	EX23-00914	CAFETERIA FOOD - WALDEN	05/31/23				1,145.39	10,250.95-
	Account Total				06/05/23	.00	.00	.00	10,250.95
(000626)	13-5310-0-0000-3700-5890-000-000-00000	CHILD NUTRITION,OTHER OPE							
	GLENN CO. ENVIRONM	EX23-00848	ANNUAL CAFETERIA PERMIT	05/11/23				239.90	239.90-
	US BANK	EX23-00860	FOOD PROCESSOR RETURN	05/11/23				11.90	251.80-
	Account Total				06/05/23	.00	.00	.00	251.80
(000935)	35-7714-0-0000-8500-5815-000-000-00000	SFP-PLAZA ELEM,LEGAL SERV							
	FAGEN FRIEDMAN FUJ	EX23-00845	PROFESSIONAL SERVICES REN	05/11/23				4,551.00	4,551.00-
	FAGEN FRIEDMAN FUJ	EX23-00846	PROFESSIONAL SERVICES REN	05/11/23				634.50	5,185.50-

Selection

Filtered by User Permissions, (Org = 5, Online/Offline = N, Fiscal Year = 2023, Start Date = 4/18/2023, End Date = 6/5/2023, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7, Obj Digits = 1, Page Break Lvl = )

ESCAPE ONLINE

Page 5 of 6

Fiscal20a

Account Transaction Detail-Activity Change

Activity for Dates 04/18/2023 to 06/05/2023

Fiscal Year 2022/23

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
(000935)	35-7714-0-0000-8500-5815-000-000-00000	SFP-PLAZA ELEM.LEGAL SERV (continued)							
	FAGEN FRIEDMAN FUI	EX23-00847	PROFESSIONAL SERVICES REN	05/11/23				5,185.50	10,371.00-
			Account Total	06/05/23	.00	.00	.00	10,371.00	
(000663)	35-7714-0-0000-8500-6200-000-000-00000	SFP-PLAZA ELEM.BUILDINGS							
	HMC ARCHITECTS C/C	EX23-00813	PROFESSIONAL SERVICES MAf	04/27/23				3,300.00	3,300.00-
	HMC ARCHITECTS C/C	EX23-00814	PROFESSIONAL SERVICES MAf	04/27/23				27.84	3,327.84-
			Account Total	06/05/23	.00	.00	.00	3,327.84	
			Total for Expense Accounts		.00	114,086.00-	.00	125,885.10	239,971.10-
			Total for Org 005 and Expense accounts		.00	114,086.00-	.00	125,885.10	239,971.10-

Selection Filtered by User Permissions, (Org = 5, Online/Offline = N, Fiscal Year = 2023, Start Date = 4/18/2023, End Date = 6/5/2023, Unposted JEs? =

N, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7, Obj Digits = 1, Page Break Lvl = )

ESCAPE ONLINE

Page 6 of 6

## RESIDENCY FOR HOMELESS CHILDREN

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

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

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

(cf. 5125 - Student Records)

(cf. 5141.31 - Immunizations)

(cf. 6173 - Education for Homeless Children)

### *Legal Reference:*

#### EDUCATION CODE

1980-1986 County community schools

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

39807.5 Payment of transportation costs by parents

#### UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

### *Management Resources:*

#### CDE PUBLICATIONS

Enrolling Students in Homeless Situations, 1999

#### FEDERAL REGISTER

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

#### WEB SITES

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

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

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

To : Glenn County Office of Education  
Business Department

From: Plaza School District

Date: June 8<sup>th</sup>, 2023

The following persons are authorized, as required by Education Code 42632 and 42633, to sign vendor warrant registers, payroll registers, budget transfers and purchase orders to be submitted to the Glenn County Schools Office for payment of vendors, employees and transfer of budget funds for Fiscal Year 2023-24.

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

Revised June 8<sup>th</sup>, 2023

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Plaza Elementary School District/Glenn County Office of Education		Glenn	
SCHOOL SITE	SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE	
Plaza Elementary School District	K-8	9	
INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)		
Patrick Conklin	NA		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
5/29/23 @ 1:55pm	Sunny		

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER		OVERALL CLEANLINESS	PEST/VERMIN INFESTATION		ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS
7	Number of "✓"'s	7	5	4	5	6	7	6	3	6	7	6	5	6	1	7
	Number of "D"'s	0	0	0	1	1	0	0	0	0	0	1	1	0	0	0
	Number of "X"'s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/A's	0	2	3	1	0	0	1	4	1	0	0	1	1	6	0
Percent of System in Good Repair Number of "✓"'s divided by (Total Areas - "N/A's")		100.00%	100.00%	100.00%	83.33%	85.71%	100.00%	100.00%	100.00%	100.00%	100.00%	85.71%	83.33%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)		100.00%			83.33%	92.86%		100.00%	100.00%		92.86%		91.67%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

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

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	95.09%	SCHOOL RATING**	GOOD
--	--------	-----------------	------

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

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

COMMENTS AND RATING EXPLANATION:

Mold was discovered in the interior of the pump house. Also, areas of the exterior siding show dryrot.

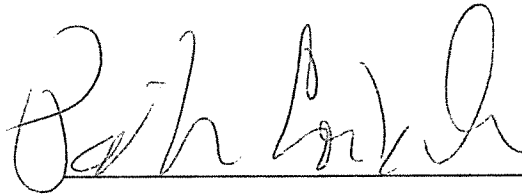


## Plaza Elementary School Interview Selection

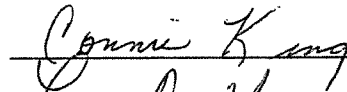
The Interview Committee members support Monica  
as the most qualified applicant and recommend that he/she be employed as a  
**ELO-P/ASES Coordinator / Instructional Aide Position** for the 2023-24  
school year.

**Interview panel members:**

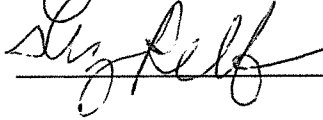
Patrick Conklin



Connie King



Liz Relf



May 31, 2023

# 2023-24 STIPENDS

Stipend	String	Amount	Staff	Current Total #	Pay Date
Teacher In Charge	Gen Fund	\$1,000	Certificated	1	Monthly
H/W In Lieu Of	Gen Fund	\$3,000	Classified	3	Annual
Athletic Director	Gen Fund	\$500	Certificated	1	2/10
Football	ELO-P	\$250	Coach	1	10/10
Volleyball	ELO-P	\$250	Coach	1	
Basketball	ELO-P	\$750	Coach	2	2/10
Chess	ELO-P	\$1,000	Certificated	2	6/10
Club Live/Student Govt	Gen Fund	\$1,500	Certificated	1	6/10
Professional Learning Comm Lead	MTSS/Ed Eff	\$2,500	Certificated	2	6/10
Professional Learning Community	MTSS/Ed Eff	\$1,250	Certificated	12	6/10
H/W Retiree	Gen Fund	\$8,400	Classified	2	6/10
	Gen Fund	\$6,000	Certificated	1	6/10
ELO-P Administrator (30 days)	ELO-P/ASES/ESSER III	\$4,000	Certificated	1	8/10
SPARK Lead	ELO-P/ASES/ESSER III	\$2,000	Classified	1	7/10
Environmental Camp	Gen Fun	\$500	Certificated	None for 23-24	10/10



GLENN COUNTY  
OFFICE of EDUCATION

RYAN BENTZ  
SUPERINTENDENT

Dusty Thompson  
Assistant Superintendent of  
Business Services  
530-934-6575 x3058  
FAX 530-934-6654  
dthompson@glenncoe.org

Board of  
Education

Janice Cannon  
Cori Enos  
Judith Holzapfel  
Jesus Palomino  
Chris Redes

311 S. Villa Ave  
Willows, CA 95988  
(530) 934-6575  
FAX: (530) 934-6654  
An Equal Opportunity  
Provider

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, 2023**, terminating upon thirty (30) days notice after June 30, 2024, 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 1<sup>st</sup>, 2023 through termination.

B. The DISTRICT agrees to:

1. Reimburse the COE for the Fiscal Coordinator Step 6 daily rate of \$562.69 for 52 days (\$29,260).
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, 2024.

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:

\_\_\_\_\_  
Ryan Bentz, Superintendent  
Glenn County Office of Education

\_\_\_\_\_  
Superintendent  
Plaza Elementary School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

"QUALITY programs & Service for Lifelong Learning"

MEMORANDUM OF  
UNDERSTANDING

# **Plaza Elementary School District**

## **EMPLOYMENT AGREEMENT SUPERINTENDENT/PRINCIPAL**

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

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

### **I. TERM**

District in consideration of the promises by Superintendent herein contained, agrees to employ, and Superintendent hereby accepts employment as District Superintendent of the Plaza Elementary School District for a term commencing July 1, 2023 and ending June 30, 2025.

### **II. COMPENSATION**

A. District shall pay Superintendent an annual salary based on Step 7 of the Superintendent/Principal salary schedule for the 2023-2024 school year. Salary shall be payable on the last working day of each month in installments of one twelfth of the annual salary rate for services rendered during the preceding month. Unless otherwise agreed, the Superintendent's salary/benefits may increase, at a given year's COLA, beginning with the 2023-2024 school year, subject to Board approval.

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

C. During the term of this Agreement, the District shall provide the Superintendent with insurance benefits (health, dental, vision, and life) to which all twelve (12) month certificated employees of the District are entitled by reason of their employment by the District.

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

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

### **III. PROFESSIONAL DUTIES AND RESPONSIBILITIES OF SUPERINTENDENT**

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

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

#### **IV. DUTY/NONDUTY DAYS AND OTHER BENEFITS**

##### **A. Regular Service**

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

##### **B. Illness Leave**

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

##### **C. Other Leaves**

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

#### **V. PROFESSIONAL GROWTH OF SUPERINTENDENT**

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

A. The operations, programs and other activities conducted or sponsored by associations of local, state and national school boards, administrators, educators;

B. Seminars and courses offered by public or private educational institutions; and

C. Informational meetings with other persons whose particular skills or backgrounds would serve to improve the capacity of Superintendent to perform his professional responsibilities for the District.

## **VI. TERMINATION OF EMPLOYMENT CONTRACT**

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

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

B. Mutual agreement of the parties.

C. Retirement of Superintendent.

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

E. Discharge for Cause.

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

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

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

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

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

## **VII. GENERAL PROVISIONS.**

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



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

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

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

#### **GOVERNING BOARD OF THE PLAZA ELEMENTARY SCHOOL DISTRICT**

By: \_\_\_\_\_  
**PJ Davis, Board Clerk**

Date: June 8th, 2023

#### **SUPERINTENDENT**

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

By: \_\_\_\_\_  
**Patrick Conklin, Superintendent/Principal**

Date: June 8th, 2023

PLAZA ELEMENTARY SCHOOL DISTRICT  
 SUPERINTENDENT/PRINCIPAL  
 2023-2024 SALARY SCHEDULE  
 Board Draft June 8th, 2023

	A	B	C	D	E	F	G
1			Step	Annual Salary	Days		
2			1	\$110,995	220		
3			2	\$114,325	220		
4			3	\$117,755	220		
5			4	\$121,287	220		
6			5	\$124,926	220		
7			6	\$128,674	220		
8			7	\$132,534	220		
9							
10							

# PLAZA ELEMENTARY SCHOOL

## Certificated Salary Schedule

2023-24

### Board Draft

Step	BA+30	BA+45	BA+60
1	50,088	51,591	53,139
2	51,591	53,139	54,733
3	53,138	54,733	56,375
4	54,733	56,375	58,066
5	56,374	58,066	59,808
6	58,066	59,808	61,603
7		61,602	63,451
8			65,354
9			67,315
10			69,334
11			71,414
12			73,557
13			75,764
14			78,036
15			80,378
16			82,789
17			85,272
18			86,022
19			86,772
20			87,522
21			88,272
22			89,022
23			89,772
24			90,522
25			91,272
26			92,022
27			92,772
28			93,522
29			94,272
30			95,022
31			95,772
32			96,522

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.

PLAZA ELEMENTARY SCHOOL DISTRICT  
CLASSIFIED SALARY SCHEDULE  
2023-24 Draft  
3% Increase  
No <\$15.73

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7-9	Step 10-12	Step 13-15	Step 16-18	Step 19-21	Step 22-24	Step 25-27	Step 28-30	Position
1	14.54	15.12	15.73	16.36	17.01	17.69	18.22	18.77	19.33	19.91	20.51	21.12	21.76	22.41	Teacher Aide I/Cafeteria Aide
2	15.27	15.88	16.51	17.17	17.86	18.58	19.13	19.71	20.30	20.91	21.53	22.18	22.84	23.53	Custodian I
3	16.03	16.67	17.34	18.03	18.75	19.50	20.09	20.69	21.31	21.95	22.61	23.29	23.99	24.71	Bus Driver, Afterschool Program Aide
4	16.83	17.51	18.21	18.93	19.69	20.48	21.09	21.73	22.38	23.05	23.74	24.45	25.19	25.94	Custodian II
5	17.67	18.38	19.12	19.88	20.68	21.50	22.15	22.81	23.50	24.20	24.93	25.68	26.45	27.24	Teacher Aide II
6	18.56	19.30	20.07	20.88	21.71	22.58	23.26	23.95	24.67	25.41	26.17	26.96	27.77	28.60	School/Library Clerk
7	19.49	20.27	21.08	21.92	22.80	23.71	24.42	25.15	25.91	26.68	27.49	28.31	29.16	30.03	Cafeteria Manager/Office Manager
8	20.46	21.28	22.13	23.01	23.94	24.89	25.64	26.41	27.20	28.02	28.86	29.72	30.61	31.53	
9	21.48	22.34	23.24	24.17	25.13	26.14	26.92	27.73	28.56	29.42	30.30	31.21	32.15	33.11	Bus Driver/Custodian
10	22.56	23.46	24.40	25.37	26.39	27.44	28.27	29.12	29.99	30.89	31.82	32.77	33.75	34.77	
11	23.69	24.63	25.62	26.64	27.71	28.82	29.68	30.57	31.49	32.43	33.41	34.41	35.44	36.50	
12	24.87	25.86	26.90	27.98	29.09	30.26	31.17	32.10	33.06	34.06	35.08	36.13	37.21	38.33	ELO-P & ASES Coordinator
13	26.11	27.16	28.24	29.37	30.55	31.77	32.72	33.70	34.72	35.76	36.83	37.93	39.07	40.24	
14	27.42	28.52	29.66	30.84	32.08	33.36	34.36	35.39	36.45	37.55	38.67	39.83	41.03	42.26	Business Manager* Confidential
15	28.79	29.94	31.14	32.39	33.68	35.03	36.08	37.16	38.28	39.42	40.61	41.82	43.08	44.37	

SUPERINTENDENT/PRINCIPAL

**PLAZA ELEMENTARY SCHOOL DISTRICT**  
**2023 SUMMER OFFER OF EMPLOYMENT**

EE ID#: 2607

NAME: Jacklyn Orsua

ADDRESS: ^

PHONE: :

DATE OF BIRTH:

You are hereby notified that you have been elected to serve as: CLASSIFIED SUMMER PROGRAM COOK beginning 6/12/2023 and ending 8/4/2023.

The following conditions of employment are hereby expressly made part of this contract:

1. Your salary for the summer position will be \$26.00 HOURLY, UP TO 8.0 HOURS PER DAY
2. Your work week will be from 8:00AM until 4:30PM with a 30 minute lunch break, Monday through Friday except for July 4<sup>th</sup> week.
3. This offer of employment is made subject to the laws of California and to the lawful rules of the State Board of Education and of the Plaza School District. Said laws and rules are hereby made a part of the terms and conditions of this offer of employment the same as though they had been expressly set forth herein.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

EMPLOYEE

I HEREBY ACCEPT THE OFFER OF EMPLOYMENT AND THE TERMS AND CONDITIONS HEREIN.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

SUPERINTENDENT/PRINCIPAL

**PLAZA ELEMENTARY SCHOOL DISTRICT**  
**2023 SUMMER OFFER OF EMPLOYMENT**

EE ID#:

NAME: Maria Carrillo

ADDRESS:

PHONE: !

DATE OF BIRTH

You are hereby notified that you have been elected to serve as: CLASSIFIED SUMMER PROGRAM CLASSROOM AIDE beginning 6/12/2023 and ending 8/4/2023.

The following conditions of employment are hereby expressly made part of this contract:

1. Your salary for the summer position will be \$26.00 HOURLY, UP TO 8.0 HOURS PER DAY
2. Your work week will be from 8:00AM until 4:30PM with a 30 minute lunch break, Monday through Friday except for July 4<sup>th</sup> week.
3. This offer of employment is made subject to the laws of California and to the lawful rules of the State Board of Education and of the Plaza School District. Said laws and rules are hereby made a part of the terms and conditions of this offer of employment the same as though they had been expressly set forth herein.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_  
EMPLOYEE

I HEREBY ACCEPT THE OFFER OF EMPLOYMENT AND THE TERMS AND CONDITIONS HEREIN.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_  
SUPERINTENDENT/PRINCIPAL

**PLAZA ELEMENTARY SCHOOL DISTRICT**  
**2023 SUMMER OFFER OF EMPLOYMENT**

EE ID#: 2042

NAME: Jennifer Groteguth

ADDRESS: 615 S. ...

PHONE: ...

DATE OF BIRTH: ...

You are hereby notified that you have been elected to serve as: CLASSIFIED SUMMER PROGRAM CLASSROOM AIDE beginning 6/12/2023 and ending 8/4/2023.

The following conditions of employment are hereby expressly made part of this contract:

7. Your salary for the summer position will be \$26.00 HOURLY, UP TO 8.0 HOURS PER DAY
8. Your work week will be from 8:00AM until 4:30PM with a 30 minute lunch break, Monday through Friday except for July 4<sup>th</sup> week.
9. This offer of employment is made subject to the laws of California and to the lawful rules of the State Board of Education and of the Plaza School District. Said laws and rules are hereby made a part of the terms and conditions of this offer of employment the same as though they had been expressly set forth herein.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_  
EMPLOYEE

I HEREBY ACCEPT THE OFFER OF EMPLOYMENT AND THE TERMS AND CONDITIONS HEREIN.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_  
SUPERINTENDENT/PRINCIPAL



**PLAZA ELEMENTARY SCHOOL DISTRICT**  
**2023 SUMMER OFFER OF EMPLOYMENT**

EE ID#: 1908

NAME: Linda Friesen

ADDRESS: 6000 N. 10TH AVE., SUITE 100, DENVER, CO 80231

PHONE: 303.733.1234

DATE OF BIRTH: 10/15/1955

You are hereby notified that you have been elected to serve as: CLASSIFIED SUMMER PROGRAM CLASSROOM AIDE beginning 6/12/2023 and ending 8/4/2023.

The following conditions of employment are hereby expressly made part of this contract:

4. Your salary for the summer position will be \$26.00 HOURLY, UP TO 8.0 HOURS PER DAY
5. Your work week will be from 8:00AM until 4:30PM with a 30 minute lunch break, Monday through Friday except for July 4<sup>th</sup> week.
6. This offer of employment is made subject to the laws of California and to the lawful rules of the State Board of Education and of the Plaza School District. Said laws and rules are hereby made a part of the terms and conditions of this offer of employment the same as though they had been expressly set forth herein.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_  
EMPLOYEE

I HEREBY ACCEPT THE OFFER OF EMPLOYMENT AND THE TERMS AND CONDITIONS HEREIN.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_  
SUPERINTENDENT/PRINCIPAL

**PLAZA ELEMENTARY SCHOOL DISTRICT**  
**2023 SUMMER OFFER OF EMPLOYMENT**

EE ID#: 2387

NAME: Monica Ulloa

ADDRESS: 677

PHONE: 5

DATE OF BIRTH:

You are hereby notified that you have been elected to serve as: CLASSIFIED SUMMER PROGRAM CLASSROOM AIDE beginning 6/12/2023 and ending 8/4/2023.

The following conditions of employment are hereby expressly made part of this contract:

1. Your salary for the summer position will be **\$25.00 HOURLY, UP TO 8.0 HOURS PER DAY**
2. Your work week will be from 9:00AM until 5:30PM with a 30 minute lunch break, Monday through Friday except for July 4<sup>th</sup> week.
3. This offer of employment is made subject to the laws of California and to the lawful rules of the State Board of Education and of the Plaza School District. Said laws and rules are hereby made a part of the terms and conditions of this offer of employment the same as though they had been expressly set forth herein.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_  
EMPLOYEE

I HEREBY ACCEPT THE OFFER OF EMPLOYMENT AND THE TERMS AND CONDITIONS HEREIN.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_  
SUPERINTENDENT/PRINCIPAL

**PLAZA ELEMENTARY SCHOOL DISTRICT  
2023 SUMMER OFFER OF EMPLOYMENT**

EE ID#: 1613

NAME: Mona Hernandez

ADDRESS: (

PHONE: (

DATE OF BIRTH

You are hereby notified that you have been elected to serve as: CLASSIFIED SUMMER PROGRAM CLASSROOM AIDE beginning 6/12/2023 and ending 8/4/2023.

The following conditions of employment are hereby expressly made part of this contract:

10. Your salary for the summer position will be \$26.00 HOURLY, UP TO 8.0 HOURS PER DAY
11. Your work week will be from 8:00AM until 4:30PM with a 30 minute lunch break, Monday through Friday except for July 4<sup>th</sup> week.
12. This offer of employment is made subject to the laws of California and to the lawful rules of the State Board of Education and of the Plaza School District. Said laws and rules are hereby made a part of the terms and conditions of this offer of employment the same as though they had been expressly set forth herein.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_  
EMPLOYEE

I HEREBY ACCEPT THE OFFER OF EMPLOYMENT AND THE TERMS AND CONDITIONS HEREIN.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_  
SUPERINTENDENT/PRINCIPAL

**PLAZA ELEMENTARY SCHOOL DISTRICT**  
**2023 SUMMER OFFER OF EMPLOYMENT**

EE ID#: 1380

NAME: Elizabeth Relf

ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_

You are hereby notified that you have been elected to serve as: CLASSIFIED SUMMER  
PROGRAM CLASSROOM COORDINATOR beginning 6/12/2023 and ending 8/4/2023.

The following conditions of employment are hereby expressly made part of this contract:

1. Your salary for the summer position will be \$35.00 HOURLY, UP TO 8.0 HOURS PER DAY
2. Your work week will be from 9:00AM until 5:30PM with a 30 minute lunch break,  
Monday through Friday except for July 4<sup>th</sup> week.
3. This offer of employment is made subject to the laws of California and to the lawful  
rules of the State Board of Education and of the Plaza School District. Said laws and rules  
are hereby made a part of the terms and conditions of this offer of employment the  
same as though they had been expressly set forth herein.

DATE: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_  
EMPLOYEE

I HEREBY ACCEPT THE OFFER OF EMPLOYMENT AND THE TERMS AND CONDITIONS HEREIN.

DATE: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_  
SUPERINTENDENT/PRINCIPAL

**PLAZA ELEMENTARY SCHOOL DISTRICT**  
**2023 SUMMER OFFER OF EMPLOYMENT**

EE ID#: 1996

NAME: Mandy Edson

ADDRESS: 1 \_\_\_\_\_

PHONE \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_

You are hereby notified that you have been elected to serve as: SUMMER SCHOOL TEACHER  
beginning 6/12/2023 and ending 8/4/2023

The following conditions of employment are hereby expressly made part of this contract:

1. Your salary for the summer position will be \$50.00 HOURLY, 4.0 HOURS PER DAY
2. Your work week will be from 8:00AM until 12:00PM, Monday through Friday, except for July 4<sup>th</sup> week.
3. This offer of employment is made subject to the laws of California and to the lawful rules of the State Board of Education and of the Plaza School District. Said laws and rules are hereby made a part of the terms and conditions of this offer of employment the same as though they had been expressly set forth herein.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_  
EMPLOYEE

I HEREBY ACCEPT THE OFFER OF EMPLOYMENT AND THE TERMS AND CONDITIONS HEREIN.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_  
SUPERINTENDENT/PRINCIPAL

**PLAZA ELEMENTARY SCHOOL DISTRICT**

**2023 SUMMER OFFER OF EMPLOYMENT**

EE ID#: 1794

NAME: Patrick Conklin

ADDRESS:

PHONE: 5

DATE OF BIRTH: , ,

You are hereby notified that you have been elected to serve as: PRINCIPAL beginning 6/12/2023 and ending 8/4/2023

The following conditions of employment are hereby expressly made part of this contract:

1. Your salary for the summer position will be \$4,000.00, Pay ½ July 10th, ½ August 10<sup>th</sup>, 2023
2. You will work with Summer School Coordinator to plan and execute the summer school program, and act as principal.
3. This offer of employment is made subject to the laws of California and to the lawful rules of the State Board of Education and of the Plaza Elementary School District. Said laws and rules are hereby made a part of the terms and conditions of this offer of employment the same as though they had been expressly set forth herein.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_  
EMPLOYEE

I HEREBY ACCEPT THE OFFER OF EMPLOYMENT AND THE TERMS AND CONDITIONS HEREIN.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_  
PLAZA SCHOOL BOARD, CLERK