



TOMÁS J. ARAGÓN, MD, DrPH
Director and State Public Health Officer

State of California—Health and Human Services Agency California Department of Public Health



GAVIN NEWSOM
Governor

Naloxone Standing Order

Purpose

The purpose of this standing order is to help reduce morbidity and mortality associated with opioid overdose by facilitating the distribution and administration of Naloxone Hydrochloride (Naloxone). Naloxone is an opioid antagonist indicated for the complete or partial reversal of opioid overdose, including respiratory depression, induced by natural and synthetic opioids. It may be delivered intramuscularly with a needle or intranasally. Naloxone is indicated for emergency treatment of a known or suspected opioid overdose. It is not a substitute for emergency medical care.

This standing order authorizes:

Non-prescribing entities in California to distribute naloxone to individuals at risk of opioid overdose, their family members and friends, or other persons in a position to assist during an opioid-related overdose, who have completed an opioid overdose prevention and treatment training program.

The administration of naloxone received from the entity using this standing order to assist a person experiencing or reasonably suspected of experiencing an opioid overdose, by a family member, friend, or other person who has received opioid overdose prevention and treatment training from an opioid overdose prevention and treatment training program.

Authority

This standing order is issued pursuant to paragraphs (1) and (2) of subdivision (c) of Section 1714.22 of the California Civil Code, which allows a licensed health care provider authorized to prescribe an opioid antagonist to issue a standing order for the distribution and administration of naloxone.

Terms and Conditions

By submitting the online application form, the entity:

1. Certifies that the contact and location information provided on the online application form is correct.
2. Will ensure that any of its affiliates or subcontractors apply for their own standing order.
3. Agrees to allow the California Department of Public Health to contact the entity using the information provided on the application form.
4. Agrees to allow the California Department of Public Health to use the information provided on the application form to track the use of the standing order and conduct other public health and epidemiological surveillance activities.
5. Acknowledges that the standing order cannot be used to purchase or sell naloxone.
6. Agrees to ensure that entities and individuals receiving and administering naloxone receive opioid overdose prevention and treatment training as defined in this standing order.
7. Agrees to maintain and report information regarding the number of doses of naloxone distributed under this standing order at the time of renewal.
8. If known/available, agrees to maintain and report information upon renewal regarding the number of reversals which occurred using naloxone distributed under this standing order.
9. Agrees to re-apply for the standing order if there is a change in the information required on the online application form.
10. Agrees to maintain a copy of the standing order, which will include these terms and conditions.

Definitions

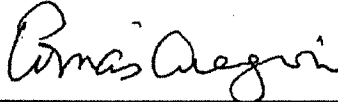
A. "Non-prescribing entities" means organizations that do not employ or contract with a medical provider that has a license to prescribe and can issue a standing order and provide oversight for the distribution and administration of naloxone.

B. "Opioid overdose prevention and treatment training program" means any program operated by a local health jurisdiction or that is registered by a local health jurisdiction to train individuals to prevent, recognize, and respond to an opiate overdose, and that provides, at a minimum, training in all of the following:

1. The causes of an opiate overdose.
2. Mouth to mouth resuscitation.
3. How to contact appropriate emergency medical services.
4. How to administer an opioid antagonist.

Additionally, the training program should include how to recognize an opioid overdose. An example of an "overdose prevention and treatment training program" that is registered with or operated by a local health jurisdiction includes, but is not limited to:

Administering Naloxone - CDPH training video



Director and State Public Health Officer Signature

G 68687

License Number

Tomás J. Aragón, MD, DrPH

Director and State Public Health Officer Name (printed)

7/8/21

Date

7/8/23

Expiration Date

Applying Entity Standing Order Information

This Standing Order is issued for: Plaza School District

Physical Address: 7322 County Road 24, Orland, CA 95963

Public Phone Number: (530) 865-1250

The entity agrees to all the terms and conditions specified in this Standing Order.

Expiration, Renewal and Review

This standing order will automatically expire two years from the date that it is signed. The standing order can be renewed by completing another online application form. This standing order should be reviewed carefully against the most current recommendations, and may be revised or updated if there is new information about naloxone administration.

Please review the attached prescription:

Effective Date: 10/25/20
Physician Signature: [Signature]
Physician Name (printed): Jared Garrison
Physician Contact Number: 530-934-1813
Physician Address: 1133 W. Sycamore Street Willows, CA 95988
Physician State of License: California
Physician State License Number: 20A8298

Strength	Quantity Requested*
0.3mg EPIPEN 2-PAK	1
0.15mg EPIPEN JR 2-PAK	1

**Please note there are two auto-injectors in each EPIPEN 2-PAK or EPIPEN JR 2-PAK. Example: If you wish to order 100 EPIPEN Auto-Injectors and 80 EPIPEN JR Auto-Injectors, put the number 50 in the quantity requested box next to the 0.3mg EPIPEN 2-PAK and 40 in the quantity requested box next to the 0.15mg EPIPEN JR 2-PAK. Please note that schools may receive the authorized generic versions of EPIPEN and EPIPEN JR.*

Indications (the following information applies to both EPIPEN and its Authorized Generic)

EPIPEN and EPIPEN JR Auto-Injectors are indicated in the emergency treatment of allergic reactions (Type I) including anaphylaxis to stinging insects (e.g., order Hymenoptera, which include bees, wasps, hornets, yellow jackets and fire ants) and biting insects (e.g., triatoma, mosquitoes), allergen immunotherapy, foods, drugs, diagnostic testing substances (e.g., radiocontrast media) and other allergens, as well as idiopathic anaphylaxis or exercise-induced anaphylaxis. EPIPEN and EPIPEN JR Auto-Injectors are intended for immediate administration in patients who are determined to be at increased risk for anaphylaxis, including individuals with a history of anaphylactic reactions.

Important Safety Information (the following information applies to both EPIPEN and its Authorized Generic)

EPIPEN (epinephrine injection, USP) 0.3 mg and EPIPEN JR (epinephrine injection, USP) 0.15 mg Auto-Injectors are intended for immediate administration as emergency supportive therapy only and are not intended as a substitute for immediate medical or hospital care. **In conjunction with the administration of epinephrine, the patient should seek immediate medical or hospital care.** More than two sequential doses of epinephrine should only be administered under direct medical supervision.

EPIPEN and EPIPEN JR should **only** be injected into the anterolateral aspect of the thigh. **Do not inject intravenously, into buttock, or into digits, hands, or feet.** Instruct caregivers to hold the leg of young children firmly in place and limit movement prior to and during injection to minimize risk of injection-related injury.

Rare cases of serious skin and soft tissue infections have been reported following epinephrine injection. Advise patients to seek medical care if they develop symptoms of infection such as persistent redness, warmth, swelling, or tenderness at the injection site.

Epinephrine should be used with caution in patients with heart disease, and in patients who are on drugs that may sensitize the heart to arrhythmias, because it may precipitate or aggravate angina pectoris and produce ventricular arrhythmias. Arrhythmias, including fatal ventricular fibrillation, have been reported, particularly in patients with underlying cardiac disease or taking cardiac glycosides, diuretics, or anti-arrhythmics.

Epinephrine Standing Order Protocol

I, the undersigned Physician, for the purpose of facilitating the use of epinephrine in the case of anaphylaxis, a life-threatening allergic reaction, in individuals and in compliance with all applicable state laws and regulations, issue this epinephrine standing order Protocol ("Protocol") on the following terms:

Physician License: I represent that I: (a) am licensed to prescribe legend drugs in this state as set forth below; (b) am qualified to practice medicine in this state; and (c) am in good standing with the appropriate professional licensing board.

Epinephrine: This Protocol constitutes my standing order for the treatment of anaphylaxis and the use of epinephrine in emergency situations as further described below in a school setting.

Delegation: I, the undersigned Physician, delegate authority to all appropriate medical and school personnel employed by or acting on behalf of the below described school system.

Issued to: Plaza School District
Name of School/District
7322 County Road 24
Street Address
Orland, CA 95963
City, Zip Code

Standing Order: All appropriate medical and school personnel (including, but not limited to, any Registered Nurse) employed by or acting on behalf of the school system may administer epinephrine via an undesignated epinephrine auto-injector to an individual using professional judgment if an individual is experiencing a potentially life-threatening allergic reaction (anaphylaxis).

Emergency Treatment Procedures: The following treatment Protocol will be utilized to manage anaphylactic reactions. Anaphylaxis is a life-threatening allergic reaction that is rapid in onset.

1. **Dosage:** If conditions of anaphylaxis are developing or present themselves, administer EPIPEN® (epinephrine injection, USP) or EPIPEN JR® (epinephrine injection, USP) Auto-Injector, or the authorized generic for EPIPEN or EPIPEN JR Auto-Injector, intramuscularly into the anterolateral aspect of the thigh (through clothing if necessary). Selection of the appropriate dosage strength (EPIPEN 0.3 mg or EPIPEN JR 0.15 mg, or the authorized generics of these strengths) is determined according to patient body weight, as discussed in the product labeling.
 - a. For individuals 33 to 66 pounds, use one EPIPEN JR (0.15 mL epinephrine injection, USP) Auto-Injector or the authorized generic for EPIPEN JR Auto-Injector to deliver 0.15 mg of epinephrine injection, USP.
 - b. For individuals approximately 66 pounds and greater, use one EPIPEN (0.3 mL epinephrine injection, USP) Auto-Injector or the authorized generic for EPIPEN Auto-Injector to deliver 0.3 mg of epinephrine injection, USP.
2. **Frequency:** Up to 20% of individuals who receive epinephrine will require more than one dose before symptoms are alleviated. More than two sequential doses of epinephrine for the same episode should be administered only under direct medical supervision.
3. **Referral:** The individual must be referred to a physician for medical evaluation, even if symptoms resolve completely. Symptoms may recur after the epinephrine wears off, as much as 24 hours later.
4. **Documentation and Notification:** Document the details of the incident and notify the individual's parent, guardian, or caretaker and primary care physician in accordance with school policy.

In every case, emergency services must be contacted as soon as possible by calling 911 or local emergency medical services.

Patients with certain medical conditions or who take certain medications for allergies, depression, thyroid disorders, diabetes, and hypertension, may be at greater risk for adverse reactions. Common adverse reactions to epinephrine include anxiety, apprehensiveness, restlessness, tremor, weakness, dizziness, sweating, palpitations, pallor, nausea and vomiting, headache, and/or respiratory difficulties.

Please see the [Full Prescribing Information](#) for EPIPEN

Please see the [Full Prescribing Information](#) for the Authorized Generic for EPIPEN

EPIPEN, EPIPEN JR, EPIPEN 2-PAK, EPIPEN JR 2-PAK and *EPIPEN4SCHOOLS* are registered trademarks owned by Mylan Inc., a Viatris Company.

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STANDING ORDER CERTIFICATION FORM

Practitioner Name:	Dr. Jared Garrison
Practitioner Address:	1133 W. Sycamore Street Willows, CA 95988
Practitioner Phone:	530-934-1813
Date:	October 12, 2022

Shipment Information

Recipient Name:	Kylee Paulos
Recipient Title:	County School Nurse
Recipient Address:	676 East Walker Street Orland, CA 95963

By signing this Certification form, I certify that, under applicable state law, I may (1) purchase and possess quantities of EpiPen® (epinephrine injection, USP) or EpiPen Jr® (epinephrine injection, USP) Auto-Injectors (the "Product"), (2) prescribe, furnish and administer the Product to patients, (3) issue standing orders or otherwise delegate to appropriate persons the authority to prescribe, furnish or administer the Product to a student at a school or involved in a school-related activity, and (4) ship, or direct shipment of, quantities of the Product to a school for prescribing, furnishing or administering to a student at the school or involved in a school-related activity.

Practitioner Signature: _____

Date: 10/25/22

Indications

EpiPen® (epinephrine injection, USP) 0.3 mg and EpiPen Jr® (epinephrine injection, USP) 0.15 mg Auto-Injectors are indicated in the emergency treatment of type 1 allergic reactions, including anaphylaxis, to allergens, idiopathic and exercise-induced anaphylaxis, and in patients with a history or increased risk of anaphylactic reactions. Selection of the appropriate dosage strength is determined according to body weight.

Important Safety Information

EpiPen® and EpiPen Jr® Auto-Injectors are intended for immediate administration as emergency supportive therapy only and are not intended as a substitute for immediate medical or hospital care. **In conjunction with the administration of epinephrine, the patient should seek immediate medical or hospital care.** More than two sequential doses of epinephrine should only be administered under direct medical supervision.

EpiPen® and EpiPen Jr® should **only** be injected into the anterolateral aspect of the thigh. **Do not inject intravenously, into buttock, or into digits, hands, or feet.** Instruct caregivers to hold the leg of young children firmly in place and limit movement prior to and during injection to minimize risk of injection-related injury.

Rare cases of serious skin and soft tissue infections have been reported following epinephrine injection. Advise patients to seek medical care if they develop symptoms of infection such as persistent redness, warmth, swelling, or tenderness at the injection site.

Epinephrine should be used with caution in patients with heart disease, and in patients who are on drugs that may sensitize the heart to arrhythmias, because it may precipitate or aggravate angina pectoris and produce ventricular

arrhythmias. Arrhythmias, including fatal ventricular fibrillation, have been reported, particularly in patients with underlying cardiac disease or taking cardiac glycosides, diuretics, or anti-arrhythmics.

Patients with certain medical conditions or who take certain medications for allergies, depression, thyroid disorders, diabetes, and hypertension, may be at greater risk for adverse reactions. Common adverse reactions to epinephrine include anxiety, apprehensiveness, restlessness, tremor, weakness, dizziness, sweating, palpitations, pallor, nausea and vomiting, headache, and/or respiratory difficulties.

Please see the full [Prescribing Information](#) and [Patient Information](#).

You are encouraged to report negative side effects of prescription drugs to the FDA.

Visit www.fda.gov/medwatch or call 1-800-FDA-1088.

For additional information please contact us at 800-395-3376.

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**Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
December 8th, 2022
3:00PM
Minutes**

- I. Call to Order-** The meeting was called to order at 3:03PM
 - II. Pledge of Allegiance**
 - III. Members Present -** Board Trustees PJ Davis, Connie King, and Jake Cecil. Superintendent Conklin and Business Manager Dusty Thompson
 - 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. Administer Oath of Office to PJ Davis and Connie King: Plaza School Board Trustee Term Ends December 8th, 2026 -** Mr. Conklin administered the oath of office to Mr. Davis and Mrs. King
 - B. The Plaza Promise: 2022-23 School Year**
 - 1. Grants:**
 - i. Expanded Learning Opportunities Program (ELO-P): \$159,400 - Performing Arts: \$123,600**
 - ii. Learning Recovery Emergency Block Grant: \$239,300**
 - iii. ESSER III: \$55,200**
- Mr. Conklin explained the allowable expenditures and timeline to use each grant.
- 2. Long Term Strategic Planning and School Site Council -** Mr. Conklin updated the board on the LTSP work and asked for input from board members
 - C. November and December Pirates Post-** Mr. Conklin reviewed the newsletters
 - D. Plaza Community Club -** Mr. Conklin presented the October minutes and PCC's financial information
 - E. Facilities**
 - 1. New Construction and Modernization -** Mr. Conklin informed the board that it is very possible construction could begin as early as May, 2023. He asked for direction regarding bridge funding for modernization if state funding isn't released before June. The board directed Mr. Conklin to continue pursuing a Lease-Lease Back option for bids and utilize bridge funding if necessary in order to begin modernization
 - F. 2022-23 Enrollment -** Mr. Conklin stated that there are 199 students enrolled
 - G. Williams Quarterly Report October, 2022—NO Complaints Filed -** Mr. Conklin informed the board that no complaints were filed
 - H. Local Control and Accountability Plan -** Mr. Conklin explained that we are in the second year of the three year LCAP. He will complete the Annual Update and offer stakeholder engagement opportunities throughout the year

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- I. **Safe School Plan** - Mr. Conlin informed the board the Greg Felton is now employed by GCOE as the school safety coordinator and conducted a threat vulnerability assessment on our district
- J. **2023-24 Kindergarten Enrollment Lottery** - The board held a random, unbiased lottery for next year's Kindergarten class

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 October 17th, 2022 Special Board Meeting**
- b. **Approve Warrant Registers: October 14th, 2022 – December 1st, 2022**
- c. **Approve Budget Transfers— None**
- d. **Certification of 35160.5 Policies (Evaluation Competency, Probationary Teacher, and Complaint Procedures)**

PJ Davis moved to Approve the Consent Agenda and Jake Cecil seconded. All approved

2. Reorganization of Board of Trustees

Connie King nominated PJ Davis and Jake Cecil seconded. All approved

3. Approve 2023-24 School Calendar: Version 1 if Modernization Construction begins May, 2024

PJ Davis moved to Approve 2023-24 School Calendar: Version 1 if Modernization Construction begins May, 2024 and Jake Cecil seconded. All approved

4. Approve 2023-24 School Calendar: Version 2.1 if Modernization Construction Begins May, 2023

Connie King moved to Approve 2023-24 School Calendar: Version 2.1 if Modernization Construction Begins May, 2023 and Jake Cecil seconded. All approved

5. Approve Nonie Randles for .85 FTE Temporary Response to Intervention Certificated Position for Remainder of the 2022-23 School Year

PJ Davis moved to Approve Nonie Randles for .85 FTE Temporary Response to Intervention Certificated Position for Remainder of the 2022-23 School Year and Jake Cecil seconded. All approved

6. Approve Jacklyn Orsua for Cafeteria Manager/Cook Classified Position for Remainder of 2022-23 School Year

PJ Davis moved to Approve Jacklyn Orsua for Cafeteria Manager/Cook Classified Position for Remainder of 2022-23 School Year and Connie Seconded. All approved

7. Approve Alberto Linares-Castellanos for Custodian II Classified Position for Remainder of the 2022-23 School Year

Connie King moved to Approve Alberto Linares-Castellanos for Custodian II Classified Position for Remainder of the 2022-23 School Year and PJ Davis seconded. All approved

**Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
December 8th, 2022
3:00PM
Minutes**

- IX. Adjournment – Next Regularly Scheduled Meeting Thursday, January 19th, 2023 @ 3PM-**
The meeting was adjourned at 4:57PM

Activity for Dates 12/03/2022 to 01/13/2023

Fiscal Year 2022/23

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
Fund 01 - GENERAL, Object 4000 - MATERIALS & SUP									
(000106)	01-0000-0-0000-8100-4300-000-000-00000 UNRESTRICTED GE, MATERIALS								
	HILLYARD INC.	EX23-00388	SITE SUPPLIES - PAPER TOWEL	12/07/22				876.19	876.19-
	ORLAND ACE HARDW/	EX23-00391	SITE SUPPLIES- LOCKNUT FAU/	12/07/22				6.16	882.35-
	ORLAND ACE HARDW/	EX23-00392	SITE SUPPLIES - TOILET REPAI	12/07/22				22.29	904.64-
	ORLAND ACE HARDW/	EX23-00393	SITE SUPPLIES- VALVE- BROOM	12/07/22				221.29	1,125.93-
	ORLAND ACE HARDW/	EX23-00394	SITE SUPPLIES	12/07/22				18.96	1,144.89-
	HILLYARD INC.	EX23-00425	SITE SUPPLIES - HOSE GRAY	12/13/22				38.26	1,183.15-
	J.W. WOOD COMPANY	EX23-00426	SITE SUPPLIES - BUBBLER, FLL	12/13/22				124.49	1,307.64-
	ORLAND ACE HARDW/	EX23-00428	SITE SUPPLIES - TRASH BAGS.	12/13/22				40.70	1,348.34-
	ORLAND ACE HARDW/	EX23-00429	SITE SUPPLIES - AMC KEY BLAI	12/13/22				7.54	1,355.88-
	ORLAND ACE HARDW/	EX23-00430	SITE SUPPLIES - BLUE & GREE	12/13/22				31.76	1,387.64-
	ORLAND ACE HARDW/	EX23-00431	SITE SUPPLIES - KEYKRAFTER,	12/13/22				62.85	1,450.49-
	ORLAND ACE HARDW/	EX23-00461	SITE SUPPLIES - SUPER GLUE,	12/16/22				227.48	1,677.97-
	ORLAND ACE HARDW/	EX23-00462	SITE SUPPLIES - VALVE KIT, PL	12/16/22				28.10	1,706.07-
	ORLAND ACE HARDW/	EX23-00463	SITE SUPPLIES - PLASTIC, PLUN	12/16/22				51.36	1,757.43-
	ORLAND ACE HARDW/	EX23-00483	SITE SUPPLIES - GLUE FLOOR,	01/11/23				31.57	1,789.00-
	ORLAND ACE HARDW/	EX23-00484	SITE SUPPLIES - VALVE, 2-5 GA	01/11/23				94.67	1,883.67-
	ORLAND ACE HARDW/	EX23-00485	SITE SUPPLIES - TUBING, ELBO	01/11/23				45.94	1,929.61-
	ORLAND ACE HARDW/	EX23-00486	SITE SUPPLIES - VALVE, 3/4 CO	01/11/23				21.29	1,950.90-
			Account Total	01/13/23	.00	.00	.00	1,950.90	
(000158)	01-0000-0-1110-1000-4300-000-000-00000 UNRESTRICTED GE, MATERIALS								
	OFFICE DEPOT	EX23-00427	K - 8 GRADE SUPPLIES	12/13/22				802.26	802.26-
	US BANK	EX23-00446	READING AWARDS - RECOGNIT	12/13/22				24.54	826.80-
	OFFICE DEPOT	EX23-00480	K-8TH GRADE SUPPLIES	01/11/23				299.47	1,126.27-
	OFFICE DEPOT	EX23-00481	K-8TH GRADE SUPPLIES	01/11/23				64.90	1,191.17-
			Account Total	01/13/23	.00	.00	.00	1,191.17	
(000165)	01-0000-0-1144-2420-4300-000-000-00000 UNRESTRICTED GE, MATERIALS								
	SCHOLASTIC BOOK F/	EX23-00401	FALL 22-23 BOOKFAIR SALES	12/07/22				2,770.56	2,770.56-
(000396)	01-6300-0-1110-1000-4100-000-000-00000 LOTTERY: INSTR, APRVD TEX								
	MCGRAW HILL LLC	EX23-00390	4TH GRADE SCIENCE CURRICU	12/07/22				2,360.52	2,360.52-
(000457)	01-7425-0-1110-1000-4300-000-000-00100 ELO, MATERIALS & SUP, REGUL								
	US BANK	EX23-00447	KINDER - MATH GAMES	12/13/22				53.57	53.57-
(000571)	01-9124-0-1110-1000-4300-000-000-00000 AFTER SCHOOL LO, MATERIALS								
	Blick Art Materials	EX23-00378	ACTIVITIES SUPPLIES SPARK -	12/07/22				28.14	28.14-
	Blick Art Materials	EX23-00379	ACTIVITIES SUPPLIES FOR SPA	12/07/22				50.44	78.58-
	THEONE KING	EX23-00468	SPARK SUPPLIES	12/16/22				9.00	87.58-
	John Felix	EX23-00478	REIMBURSEMENT - LOWE'S - SI	01/11/23				962.43	1,050.01-
Selection	Filtered by User Permissions, (Org = 5, Online/Offline = N, Fiscal Year = 2023, Start Date = 12/3/2022, End Date = 1/13/2023, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7, Obj Digits = 1, Page Break Lvl =)								ESCAPE ONLINE

Activity for Dates 12/03/2022 to 01/13/2023

Fiscal Year 2022/23

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
Fund 01 - GENERAL, Object 4000 - MATERIALS & SUP (continued)									
(000571) 01-9124-0-1110-1000-4300-000-000000	AFTER SCHOOL LO MATERIALS (continued)								
	ORLAND ACE HARDW	EX23-00482	SPARK SUPPLIES - BATTERY	01/11/23				88.34	1,138.35-
			Account Total	01/13/23	.00	.00	.00	1,138.35	
(000573) 01-9124-0-1110-1000-4400-000-001-000000	AFTER SCHOOL LO NON-CAPIT								
	John Felix	EX23-00477	REIMBURSEMENT- LOWE'S - SF	01/11/23				642.42	642.42-
			Total for Object 4000 and Expense accounts		.00	.00	.00	10,107.49	10,107.49-
Fund 01 - GENERAL, Object 5000 - REPAIRS (BUILD)									
(000065) 01-0000-0-0000-2700-5630-000-000-000000	UNRESTRICTED GE, REPAIRS (
	CORNING SAFE & LOC	EX23-00384	OFFICE DOOR - REPLACE LATC	12/07/22				120.00	120.00-
(000066) 01-0000-0-0000-2700-5890-000-000-000000	UNRESTRICTED GE, OTHER OPE								
	TCG ADMINISTRATOR	EX23-00403	MONTHLY ADMIN FEE OCT. 202	12/07/22				6.00	6.00-
	EMPLOYMENT DEV DE	EX23-00420	UI SCHOOL EMPLOYMENT FUN	12/13/22				167.90	173.90-
	TCG ADMINISTRATOR	EX23-00437	MONTHLY ADMIN FEE	12/13/22				6.00	179.90-
	US BANK	EX23-00444	QUICKEN HOME, BUSINESS & F	12/13/22				119.88	299.78-
	US BANK	EX23-00452	SPOTIFY MONTHLY FEE	12/13/22				9.99	309.77-
			Account Total	01/13/23	.00	.00	.00	309.77	
(000075) 01-0000-0-0000-3600-5630-000-000-000000	UNRESTRICTED GE, REPAIRS (
	GLENN COUNTY	EX23-00421	PARTS AND LABOR	12/13/22				578.65	578.65-
(000076) 01-0000-0-0000-3600-5890-000-000-000000	UNRESTRICTED GE, OTHER OPE								
	Paramex Screening Ser	EX23-00396	ANNUAL CONSORTIUM MEMBE	12/07/22				189.00	189.00-
	GLENN COUNTY	EX23-00422	45 DAY INSPECTION	12/13/22				112.50	301.50-
			Account Total	01/13/23	.00	.00	.00	301.50	
(000093) 01-0000-0-0000-7600-5450-000-000-000000	UNRESTRICTED GE, OTHER INS								
	GSRMA	EX23-00424	GENERAL LIABILITY	12/13/22				1,018.00	1,018.00-
(000108) 01-0000-0-0000-8100-5200-000-000-000000	UNRESTRICTED GE, TRAVEL &								
	John Felix	EX23-00479	JOHN'S MILEAGE REIMBURSEM	01/11/23				52.50	52.50-
(000109) 01-0000-0-0000-8100-5520-000-000-000000	UNRESTRICTED GE, GARBAGE, P								
	WASTE MANAGEMENT	EX23-00454	GARBAGE SERVICE 11/01/22 - 1	12/13/22				387.92	387.92-
(000111) 01-0000-0-0000-8100-5540-000-000-000000	UNRESTRICTED GE, NATURAL G								
	HUNT PROPANE INC.	EX23-00389	293.70 GALLONS OF PROPANE	12/07/22				1,004.83	1,004.83-
	HUNT PROPANE INC.	EX23-00460	PROPANE 228.50 GALLONS	12/16/22				806.27	1,811.10-
	HUNT PROPANE INC.	EX23-00475	358.80 GALLONS PROPANE	01/11/23				1,343.00	3,154.10-
			Account Total	01/13/23	.00	.00	.00	3,154.10	
(000112) 01-0000-0-0000-8100-5545-000-000-000000	UNRESTRICTED GE, P G & E, P								
	PG&E	EX23-00397	STREET LIGHT MONTHLY FEE 1	12/07/22				10.67	10.67-
	PG&E	EX23-00433	ELECTRIC CHARGES 11/01/22 -	12/13/22				25.46	36.13-
Filtered by User Permissions, (Org = 5, Online/Offline = N, Fiscal Year = 2023, Start Date = 12/3/2022, End Date = 1/13/2023, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7, Obj Digits = 1, Page Break Lvl =)									ESCAPE ONLINE

Account Transaction Detail-Activity Change

Activity for Dates 12/03/2022 to 01/13/2023										Fiscal Year 2022/23	
Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance		
Fund 01 - GENERAL, Object 5000 - P G & E (continued)											
(000112)	PG&E	EX23-00488	STREET LIGHT 11/16/22 - 12/14/23	01/11/23				10.67	46.80-		
			Account Total	01/13/23	.00	.00	.00	46.80			
Fund 01 - GENERAL, Object 5000 - P G & E (continued)											
(000113)	PACE ANALYTICAL SE	EX23-00395	DRINKING WATER SAMPLING F	12/07/22				96.00	96.00-		
	ORLAND UNIT WATER	EX23-00432	2023 IRRIGATION WATER DELIV	12/13/22				690.42	786.42-		
	PACE ANALYTICAL SE	EX23-00487	DRINKING WATER MONITORING	01/11/23				96.00	882.42-		
			Account Total	01/13/23	.00	.00	.00	882.42			
Fund 01 - GENERAL, Object 5000 - P G & E (continued)											
(000115)	SIERRA WATER UTILIT	EX23-00402	OPERATOR SERVICE CHARGE	12/07/22				150.70	150.70-		
	SIERRA WATER UTILIT	EX23-00491	OPERATOR SERVICE CHARGE	01/11/23				150.70	301.40-		
			Account Total	01/13/23	.00	.00	.00	301.40			
Fund 01 - GENERAL, Object 5000 - P G & E (continued)											
(000116)	AT&T	EX23-00377	MONTHLY PHONE SERVICE 10/	12/07/22				58.64	58.64-		
	AT&T	EX23-00455	MONTHLY CHARGE 11/10/22 - 1/13/23	12/16/22				65.49	124.13-		
			Account Total	01/13/23	.00	.00	.00	124.13			
Fund 01 - GENERAL, Object 5000 - P G & E (continued)											
(000708)	DNA	EX23-00387	WEBSITE HOSTING	12/07/22				50.00	50.00-		
	ADVANCED DOCUMENT	EX23-00415	USAGE CHARGE 11/01/22 - 11/3/22	12/13/22				248.21	298.21-		
	TIAA, FSB	EX23-00443	COPIER CHARGE	12/13/22				280.15	578.36-		
	ADVANCED DOCUMENT	EX23-00469	USAGE CHARGE 12/01/22 - 12/3/23	01/11/23				107.84	686.20-		
	DNA	EX23-00474	JANUARY 2023 WEB HOSTING	01/11/23				50.00	736.20-		
			Account Total	01/13/23	.00	.00	.00	736.20			
Fund 01 - GENERAL, Object 6000 - BUILDINGS & IMP											
(001160)	US BANK	EX23-00445	PAYPAL - BUTTE COUNTY OFFI	12/13/22				30.00	30.00-		
Fund 01 - GENERAL, Object 6000 - BUILDINGS & IMP											
(001127)	JOEY SOON	EX23-00476	CAFETERIA HELP SERVICE	01/11/23				2,250.00	2,250.00-		
			Total for Object 5000 and Expense accounts		.00	.00	.00	10,293.39	10,293.39-		
Fund 01 - GENERAL, Object 6000 - BUILDINGS & IMP											
(000122)	HMC ARCHITECTS C/C	EX23-00459	PROFESSIONAL SERVICES 11/C	12/16/22				54,000.00	54,000.00-		
			Total for Object 6000 and Expense accounts		.00	.00	.00	54,000.00	54,000.00-		
Fund 01 - GENERAL, Object 7000 - SDC TUITION											
(000126)	CT23-00337	22/23 PLAZA SDC TUITION DEC	01/04/23					608.00	608.00-		
Selection Filtered by User Permissions, (Org = 5, Online/Offline = N, Fiscal Year = 2023, Start Date = 1/13/2022, End Date = 1/13/2023, Unposted JEs? = N, Assets and Liabilities? = Y, Object = 4-7, Obj Digits = 1, Page Break Lvl = 1)											
									ESCAPE	ONLINE	
										Page 3 of 5	

Fiscal20a

Account Transaction Detail-Activity Change

Activity for Dates 12/03/2022 to 01/13/2023

Fiscal Year 2022/23

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
Total for Object 7000 and Expense accounts					.00	.00	.00	608.00	608.00-
Total for Fund 01-GENERAL					.00	.00	.00	75,008.88	75,008.88-
Fund 13 - CAFE, Object 4000 - MATERIALS & SUP									
(000618) 13-5310-0-0000-3700-4300-000-000-000000 CHILD NUTRITION,MATERIALS									
	THE DANIELSEN CO.	EX23-00438	CAFETERIA SUPPLIES	12/13/22				180.87	180.87-
	US BANK	EX23-00448	CAFETERIA SUPPLIES	12/13/22				133.47	314.34-
	THE DANIELSEN CO.	EX23-00492	CAFETERIA SUPPLIES	01/11/23				63.05	377.39-
	THE DANIELSEN CO.	EX23-00494	CAFETERIA SUPPLIES	01/11/23				165.18	542.57-
Account Total					.00	.00	.00	542.57	
(000619) 13-5310-0-0000-3700-4300-000-002-000000 CHILD NUTRITION,MATERIALS									
	THE DANIELSEN CO.	EX23-00407	CAFETERIA SUPPLIES- WALDEI	12/07/22				152.08	152.08-
	THE DANIELSEN CO.	EX23-00441	CAFETERIA SUPPLIES - WALDE	12/13/22				171.58	323.66-
	THE DANIELSEN CO.	EX23-00466	CAFETERIA SUPPLIES - WALDE	12/16/22				624.43	948.09-
	THE DANIELSEN CO.	EX23-00496	CAFETERIA SUPPLIES - WALDE	01/11/23				63.05	1,011.14-
Account Total					.00	.00	.00	1,011.14	
(000620) 13-5310-0-0000-3700-4400-000-000-000000 CHILD NUTRITION, NON-CAPIT									
	US BANK	EX23-00453	GE CHEST FREEZER - HAUL AV	12/13/22				1,174.71	1,174.71-
(000621) 13-5310-0-0000-3700-4700-000-000-000000 CHILD NUTRITION, CAFETERIA									
	CORNELL DISTRIBUTII	EX23-00380	CAFETERIA FOOD	12/07/22				190.19	190.19-
	CORNELL DISTRIBUTII	EX23-00381	CAFETERIA FOOD	12/07/22				263.15	453.34-
	CORNELL DISTRIBUTII	EX23-00382	CAFETERIA FOOD	12/07/22				56.55	509.89-
	CORNELL DISTRIBUTII	EX23-00383	CAFETERIA FOOD	12/07/22				169.28	679.17-
	DEBORAH ARIZA	EX23-00385	CAFETERIA FOOD	12/07/22				105.00	784.17-
	DEBORAH ARIZA	EX23-00386	CAFETERIA FOOD	12/07/22				110.00	894.17-
	PROPACIFIC FRESH	EX23-00399	CAFETERIA FOOD	12/07/22				248.49	1,142.66-
	THE DANIELSEN CO.	EX23-00405	CAFETERIA FOOD	12/07/22				133.36	1,276.02-
	THE DANIELSEN CO.	EX23-00406	CAFETERIA FOOD	12/07/22				2,087.65	3,363.67-
	CDE Cashier's Office	EX23-00416	CAFETERIA FOOD	12/13/22				161.85	3,525.52-
	CORNELL DISTRIBUTII	EX23-00417	CAFETERIA FOOD	12/13/22				228.12	3,753.64-
	CORNELL DISTRIBUTII	EX23-00418	CAFETERIA FOOD	12/13/22				114.06	3,867.70-
	DEBORAH ARIZA	EX23-00419	CAFETERIA FOOD	12/13/22				100.00	3,967.70-
	PROPACIFIC FRESH	EX23-00435	CAFETERIA FOOD	12/13/22				132.35	4,100.05-
	PROPACIFIC FRESH	EX23-00436	CAFETERIA FOOD	12/13/22				209.15	4,309.20-
	THE DANIELSEN CO.	EX23-00439	CAFETERIA FOOD	12/13/22				1,524.99	5,834.19-
	THE DANIELSEN CO.	EX23-00442	CAFETERIA FOOD	12/13/22				1,350.08	7,184.27-
	US BANK	EX23-00449	CAFETERIA FOOD - CRANBERR	12/13/22				44.90	7,229.17-
	US BANK	EX23-00450	CAFETERIA FOOD	12/13/22				72.66	7,301.83-
	US BANK	EX23-00451	CAFETERIA FOOD - PIES	12/13/22				250.00	7,551.83-

Selection

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

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Page 4 of 5

Fiscal20a

Account Transaction Detail-Activity Change

Activity for Dates 12/03/2022 to 01/13/2023

Fiscal Year 2022/23

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
Fund 13 - CAFE, Object 4000 - CAFETERIA FOOD (continued)									
(000621)	13-5310-0-0000-3700-4700-000-00000 CHILD NUTRITION,CAFETERIA (continued)								
	CORNELL DISTRIBUTII	EX23-00456	CAFETERIA FOOD	12/16/22				171.36	7,723.19-
	CORNELL DISTRIBUTII	EX23-00457	CAFETERIA FOOD	12/16/22				76.13	7,799.32-
	DEBORAH ARIZA	EX23-00458	CAFETERIA FOOD	12/16/22				115.00	7,914.32-
	PROPACIFIC FRESH	EX23-00465	CAFETERIA FOOD	12/16/22				276.81	8,191.13-
	CORNELL DISTRIBUTII	EX23-00470	CAFETERIA FOOD	01/11/23				75.59	8,266.72-
	CORNELL DISTRIBUTII	EX23-00471	CAFETERIA FOOD	01/11/23				265.78	8,532.50-
	CORNELL DISTRIBUTII	EX23-00472	CAFETERIA FOOD	01/11/23				38.20	8,570.70-
	DEBORAH ARIZA	EX23-00473	CAFETERIA FOOD	01/11/23				135.00	8,705.70-
	PROPACIFIC FRESH	EX23-00489	CAFETERIA FOOD	01/11/23				443.04	9,148.74-
	THE DANIELSEN CO.	EX23-00493	CAFETERIA FOOD	01/11/23				441.72	9,590.46-
	THE DANIELSEN CO.	EX23-00495	CAFETERIA FOOD	01/11/23				1,846.41	11,436.87-
			Account Total	01/13/23	.00	.00	.00	11,436.87	
(000623)	13-5310-0-0000-3700-4700-000-00000 CHILD NUTRITION,CAFETERIA								
	PROPACIFIC FRESH	EX23-00398	CAFETERIA FOOD - WALDEN	12/07/22				566.72	566.72-
	PROPACIFIC FRESH	EX23-00400	CAFETERIA FOOD - WALDEN	12/07/22				432.80	999.52-
	THE DANIELSEN CO.	EX23-00404	CAFETERIA FOOD - WALDEN	12/07/22				947.31	1,946.83-
	THE DANIELSEN CO.	EX23-00408	CAFETERIA FOOD - WALDEN	12/07/22				621.86	2,568.69-
	PROPACIFIC FRESH	EX23-00434	CAFETERIA FOOD - WALDEN	12/13/22				617.82	3,186.51-
	THE DANIELSEN CO.	EX23-00440	CAFETERIA FOOD - WALDEN	12/13/22				1,237.70	4,424.21-
	PROPACIFIC FRESH	EX23-00464	CAFETERIA FOOD - WALDEN	12/16/22				727.09	5,151.30-
	THE DANIELSEN CO.	EX23-00467	CAFETERIA FOOD - WALDEN	12/16/22				1,321.35	6,472.65-
	PROPACIFIC FRESH	EX23-00490	CAFETERIA FOOD - WALDEN	01/11/23				95.24	6,567.89-
	THE DANIELSEN CO.	EX23-00497	CAFETERIA FOOD - WALDEN	01/11/23				113.44	6,681.33-
			Account Total	01/13/23	.00	.00	.00	6,681.33	
	Total for Fund 13, Object 4000, and Expense accounts								20,846.62-
	Total for Org 005-Plaza Elementary School District								95,855.50-

Selection

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Page 5 of 5

Plaza Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Plaza Elementary
Street	7322 County Road 24
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1250
Principal	Patrick Conklin
Email Address	pconklin@plazaschool.org
School Website	www.plazaschool.org
County-District-School (CDS) Code	116263860000000

2022-23 District Contact Information

District Name	Plaza School District
Phone Number	(530) 865-1250
Superintendent	Patrick Conklin
Email Address	pconklin@plazaschool.org
District Website Address	www.plazaschool.org

2022-23 School Overview

Plaza Elementary is a small rural K-8 school in Glenn County near the city of Orland. It is a single school district with 203 students in grades K through eighth grade, all of which are single grade classes. Plaza is usually staffed by nine fulltime credentialed teachers and a full time superintendent/principal. Plaza hired a .8 FTE certificated teacher to provide intervention services to students in our Learning Center, as well as a part time classroom aide to help support classroom teachers. In addition to the credentialed staff there are five full time paraprofessionals who also serve as after school activity assistants, two office clerks, one cafeteria manager, cafeteria aide, two bus driver/custodians, and one part time after school activity assistant. Glenn County Office of Education (GCOE) provides direct support to the district in special education, speech, psychologist and health services. GCOE also maintains a severe services program in a separate facility on campus.

Mission Statement- To provide a lifelong love of learning through a positive and supportive school climate that provides the opportunity for all students to achieve their full educational and social potential. School staff, parents, and community members provide support that encourages high expectations of all students.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		
Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp .		

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advanced 2019 7-8 Engage NY ELA 2019	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt GoMath 2015 6-8 CPM College Preparatory Math 2015	Yes	0
Science	K-5 McGraw Hill 2022 6-8 TCI 2022	Yes	0

Foreign Language

Health

Visual and Performing Arts

Science Laboratory Equipment
(grades 9-12)

School Facility Conditions and Planned Improvements

The inspection was completed using the OPSC facilities evaluation tool. This report shows the school received an overall rating of 100%, which means all areas are in good repair with no significant discrepancies noted. The overall school rating was exemplary. The campus is clean and well maintained. Over the last five years, Plaza has painted all buildings on campus, reroofed two modular buildings, upgraded the septic system, replaced 10 HVAC units, and installed solar panels that have generated more energy than used.

Plans have been designed to build a gymnasium on campus and install three new portable classrooms. Furthermore, plans to modernize existing buildings include replacing the roof on the main building, upgrading bathrooms for staff and students, and installing a fire suppression system. All plans have been approved by California Department of State Architects, California Department of Education, and California Department of General Services, and are awaiting funding from a grant through California Office of Public School Construction. We anticipate new construction to begin in 2023.

Year and month of the most recent FIT report

6/3/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			
Gas Leaks, Mechanical/HVAC, Sewer				
Interior:	X			
Interior Surfaces				
Cleanliness:	X			
Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X			
Restrooms/Fountains:	X			
Restrooms, Sinks/ Fountains				
Safety:	X			
Fire Safety, Hazardous Materials				
Structural:	X			
Structural Damage, Roofs				
External:	X			
Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Plaza prides itself on excellent parent support. The Plaza Community Club is a parent/teacher organization which is very active in providing funding and volunteer assistance for classrooms, campus improvement, field trips and other activities planned throughout the year. Parents interested in getting involved should contact the school office or their child's teacher for more information. The School Site Council consisting of staff and parents help create and review state mandated policies, and also evaluate academic programs. Usually, many students in grades 4-8th are involved in Student Government activities such as spirit weeks, rally's, dances, chess club, and yearbook. Many parents, grandparents, and retired staff regularly volunteer to work in K-6th grade classrooms.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
---------	-------------------	---------------------	------------------

Suspensions

Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
---------	-------------------	-------------------	---------------------	---------------------	------------------	------------------

Suspensions

Expulsions

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
---------------	------------------	-----------------

All Students

Female

Male

American Indian or Alaska Native

Asian

Black or African American

Filipino

Hispanic or Latino

Native Hawaiian or Pacific Islander

Two or More Races

White

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students Receiving Migrant Education Services

Students with Disabilities

2022-23 School Safety Plan

The School Safety Plan is reviewed each year by the School Site Council and changes or additions will be presented to the Board of Trustees for its review and approval. The Plaza teachers discussed the plan in monthly staff meetings. It was presented to the Board of Trustees on December 9th, 2021 and January 20th, 2022, and approved by them on January 20th, 2022. The plan contains all elements required by Education Code 35294.1 including child abuse reporting procedures, disaster response, suspension and expulsion policies, sexual harassment policy, dress and behavior policies. Within the last five years, Plaza has upgraded school security and safety by installing fences and gates, as well as cameras throughout campus. Additionally, after consultation with local law enforcement and fire personnel, improved policies for visitors on campus, and procedures for emergency situations has been implemented.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,215	1,085	\$7,130	58,036
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		-3.1
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-16.9	-22.0

2021-22 Types of Services Funded

Plaza Elementary provides instruction in all the core subjects for grades kindergarten through eighth grade. In addition to the regular curriculum an instrumental music teacher conducts classroom music for K-6th grades. We also contract time with a local artist who provides weekly art projects for each class.

State and Federal categorical funds are used to hire paraprofessionals to assist teachers with individual or small group instruction including those identified as being qualified for Title I services. A small amount of federal funds are available for English learners. Plaza has a "small but scattered" program and English learners are placed in the regular education classes. Special education services are provided by the Glenn County SELPA. A 1.0 Education Specialist and all of our aides work with "mild/moderate" special education students in most classrooms. Although the number of SPED students is low, the Education Specialist and a classroom aide assigned to the Learning Center are employed full time in order to provide a robust intervention program for students who are not at grade level. Plaza has a .8 FTE certificated teacher and a .75 FTE paraprofessional to provide intervention services to students who are not mastering grade level standards.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Plaza Elementary typically schedules one minimum day per month for staff development. Staff are encouraged to participate in other opportunities throughout the year, and many do. In 2021-22 we focused primarily on Multi Tiered Systems of Supports for all students, specifically academic and social emotional supports. We collaborated as a whole school, as well as within grade level spans to devise a program that was rigorous yet accommodating for all the barriers to learning students experience, some of which resulted from long term school closers and extended absences due to quarantine guidelines. Through professional development and collaboration, we were able to offer a robust program that met the needs of all students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	13	9	10

Comprehensive School Safety Plan SB 187 Compliance Document

**2022-23
School Year**

School: Plaza Elementary
CDS Code: 1162638600000000
District: Plaza School District
Address: 7322 County Road 24
Orland, CA 95963
Date of Adoption: January 19th, 2023

Approved by:

Name	Title	Signature	Date
PJ Davis	Board Clerk		
Connie King	Board Trustee		
Jake Cecil	Board Trustee		

Table of Contents

Senate Bill 187: Comprehensive School Safety Plan Purpose	3
Safety Plan Vision.....	3
Components of the Comprehensive School Safety Plan (EC 32281).....	4
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	5
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	7
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	10
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	11
(E) Sexual Harassment Policies (EC 212.6 [b])	12
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	12
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	13
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	13
(J) Hate Crime Reporting Procedures and Policies	15
Safety Plan Review, Evaluation and Amendment Procedures	16
Safety Plan Appendices.....	17
Emergency Contact Numbers	18
Safety Plan Review, Evaluation and Amendment Procedures	19
Plaza Elementary Incident Command System.....	20
Incident Command Team Responsibilities	21
Armed Assault on Campus	22
Bomb Threat/ Threat Of violence	23
Earthquake.....	24
Fire on School Grounds	25

Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at www.plazaschool.org.

Safety Plan Vision

1. Plaza Elementary will provide a safe, orderly, and secure environment conducive to learning.
2. Plaza Elementary will create a school in which pupils will attend regularly and be safe from both physical and social/psychological harm.
3. Plaza Elementary will work collaboratively with administrators and the school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Plaza Elementary will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrator's counselors and community agencies, including law enforcement to provide a safe and orderly school and neighborhood.
5. Plaza Elementary will develop an academic program that focuses on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Plaza Elementary will work collaboratively with other schools to assist in a smooth transition from one school level to another.
7. Plaza Elementary will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

Components of the Comprehensive School Safety Plan (EC 32281)

Plaza Elementary Safety Committee

Patrick Conklin, Superintendent/Principal

Greg Felton, GCOE School Safety Coordinator

John Felix, Custodian

Assessment of School Safety

An assessments of School Safety at Plaza School District is conducted annually and include consultation with local law enforcement and fire personnel. Also, input is received from board trustees, school staff, and School Site Council members.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Plaza School District recognizes the importance of a safe school environment that ensures safety for everyone on campus. The superintendent/principal enforces board policies to reduce the risk of harm to students. School facilities and equipment, including outdoor and playground equipment, are regularly inspected. Furthermore, practices and procedures are implemented with safety as the primary focus for all school related programs and activities.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All employees of Plaza Elementary School are committed to the health, safety and welfare of all students under our care. All employees are mandated to report all abuse and neglect cases to Child Protective Services. There is no choice. It is the law. This duty to report is also written on the back of the teacher and administrator credentials.

Mandated Reporters: Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child. People who must make a Suspected Child Abuse Report include any care custodian, health practitioner, employee of a child protective agency, child visitation monitor, firefighter, animal control officer, humane society officer, commercial film and photographic print processor, or clergy member, "who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse."

Mandated reporters at Plaza Elementary School District include:

1. Teacher
2. Instructional Aide
3. Teacher's aide or assistant
4. Classified employee
5. Administrator
6. Supervisor of child welfare and attendance
7. Any employee whose duties require direct contact and supervision of children

Reporting Responsibilities: Any mandated reporter who within the scope of his or her employment observes a child who he or she suspects has been the victim of child abuse or neglect shall report the suspected incident to Glenn County Child Protective Services by telephone immediately. A "Suspected Child Abuse Form" SS 8572, shall be prepared and forwarded to Child Protective Services within 36 hours. A copy of this report is available in the school office. A Mandated Reporter must complete and submit this form even if some of the requested information is not known. (PC Section 11167 (a)).

Mandated Reporters must:

- Notify a school administrator if there is reasonable suspicion of abuse or neglect resulting in a CPS report.
- Call CPS and make a report with the agency immediately or as soon as possible.
- Fax the CPS report and receive confirmation of transmission within 36 hours.
- Mail reporting form to the specified address if there is no confirmation of fax being received.

Child Abuse: is the willful infliction of cruel or inhumane corporal punishment or injury resulting in a traumatic physical condition, or: physical abuse inflicted by other than accidental means, or: sexual abuse or sexual exploitation of a child.

Sexual Abuse: including both sexual assault and sexual exploitation. Sexual assault includes sex acts with children, intentional masturbation in the presence of children, and child molestation.

Physical Abuse: inflicted by other than accidental means on a child (PC 11165.6)

Sexual Exploitation: including preparing, selling or distributing pornographic materials involving children, performances involving obscene sexual conduct and child prostitution (PC 1116.1).

Child Neglect-Is the negligent treatment or the maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health and welfare. The term includes both acts and omissions on the part of the responsible person.

Severe Neglect is defined as negligent failure to protect a child from severe malnutrition or medically diagnosed failure to thrive or intentional failure to provide adequate food, clothing, shelter, or medical care.

General Neglect is negligent failure to provide adequate food, clothing, shelter, medical care or supervision where no physical injury has occurred (PC 11165.2).

Willful Cruelty or Unjustifiable Punishment: Any person willfully causes or permits any child to suffer or inflicts unjustifiable pain or mental suffering, or any person having care or custody of child willfully causing or permitting the health of a child to be placed in a

position where the health of a child is endangered. (PC 11165.3) Unlawful corporal punishment or injury is willfully inflicted or cruel or inhumane corporal punishment or injury resulting in a traumatic physical condition (PC 11165.4)

Penal Code Section 11164-11174.3: This law shall be known as the Child Abuse and Neglect Reporting Act. The intent and purpose of this law is to protect children from abuse and neglect. In any investigation of suspected child abuse or neglect, all persons involved in the investigation shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child. A "child" means any person under the age of eighteen years of age.

Where and How to Report: Glenn County Child Welfare Services-(530) 934-1429 (24 hour number). FAX: (530) 934-6688. MAIL: PO Box 611 Willows, California 95988.

If there is immediate risk, contact the Glenn County Sheriff's Department (530) 865-1616 or 911.

Visit this website <http://www.safestate.org/> for more information.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

In the case that any event occurs that necessitates the implementation of any of the following emergency procedures, the following persons, in the order shown, shall initiate and maintain contact with emergency personnel.

- Superintendent/Principal
- District Business Manager
- Office Clerk
- Lead Teacher

Fire Safety & Emergency Evacuation Plan

Upon discovery of fire or smoke:

1. Sound the building's fire alarm by pulling the nearest fire alarm station. If no fire alarm pull station is close, call the office.
2. Evacuate students and staff according to posted routes.
3. Close all classroom and office doors.
4. Teachers shall take roll books with them to the staging areas and account for all students. Immediately report any missing student to the administrator or lead teacher.
5. Office staff will call the fire department by dialing 911.
6. Building reentry can occur when authorized by fire official in charge or it has been determined that no emergency exists.
7. Do not panic. Advise students that the fire plan is in operation and remain calm. Your confidence and judgment is extremely important and will prevent panic.

Fire Drills

1. Always take school fire drills seriously and evacuate the school when the alarm sounds.
2. Hold fire drills on a regular basis. Have the initial fire drill for the school year early in September
3. Ensure that school employees know how to evacuate their work areas and perform their fire drill duties in an emergency.
4. Always sound the alarm at the first sign of smoke or fire.
5. Be familiar with the location of the nearest fire alarm and extinguisher.
6. Learn how to operate fire extinguishers, fire blankets and fire hoses. Your fire department is available to provide instructions and demonstrations.

Laboratory/Storage

1. Store flammable liquids properly and dispense them from an approved safety container.
2. Avoid storing incompatible chemicals next to each other as interaction may occur and cause a fire or explosion.
3. Survey chemicals annually and discard any that are obsolete or show signs of decomposition.
4. Order and store the minimum supply necessary.
5. Clean up spills immediately.
6. Repair all electrical hazards and avoid overloading outlets.
7. Dispose of rubbish regularly and in a proper manner.
8. Keep material safety data sheets up-to-date and readily available.

Classrooms

1. Keep combustible materials away from heaters.
2. Avoid portable heaters.
3. Clearly mark the evacuation route on the school floor plan and place it adjacent to the classroom door.
4. Check electrical appliances and cords regularly and disconnect appliances where practical.
5. Keep all doorways clear.
6. Dispose of rubbish daily.
7. Discard excess paper, cardboard, old textbooks and magazines periodically.
8. Keep fire extinguishers clear from any and all obstructions.

Kitchen/Cafeteria

1. Keep all cooking equipment, hoods, filters and ducts free of grease accumulation
2. Clean up spills immediately.
3. Do not allow garbage to accumulate.
4. Regularly clean lint traps on dryers and filters on vents, fans, and air conditioners.

Maintenance and Storage

1. Electrical outlets and frayed cords can cause burns and shock. Avoid overloading outlets and use approved extension cords only on a temporary basis.
2. Secure compressed gas cylinders in an upright position. Avoid dropping, rolling or knocking them together.
3. Never weld in areas where combustible material is stored.
4. Keep work area clean and check daily for fire hazards.
5. Provide suitable waste cans for disposal of oil soaked and paint rags.

6. Use safety cans for storing and dispensing small amounts of flammable liquids.
7. Ensure good ventilation for painting operations and a regular routine for cleaning up overspray residues.
8. Supply suitable and easily accessible fire extinguishers.
9. Do not store combustibles in boiler rooms or furnace rooms.
10. Service heating equipment annually and check units regularly to make sure they are in proper working condition.
11. Do not store combustible materials in electrical rooms.

Office and Supplies Storage

1. Avoid overloading electrical outlets and keep wiring away from doorways, windows, or under carpeting.
2. Carefully store and handle cleaning compounds and polishes, for they often give off flammable vapors.
3. Maintain general order and cleanliness in storage rooms.

Halls and Doorways

1. Identify exits with lighted exit signs and keep them unobstructed.
2. Avoid wedging open hallway doors.
3. Check emergency lighting every month to ensure it is in proper working order.
4. Test fire doors regularly to make certain that the doors do not jam and that the hardware is not detached.
5. Restrict paper to bulletin boards and fasten at all corners. Do not exceed 5% of wall area.

Evacuation

1. Upon activation of the fire alarm or discovery of smoke or fire, all persons shall evacuate in accordance with the fire evacuation plan.
2. The office staff should stay in the building to perform the functions listed as long as it is safe to do so.

Evacuation of Disabled

1. Upon activation of the fire alarm system, disabled persons are to be moved outside. If possible they will remain with the class they were with when the alarm sounded. If not they will be moved to designated locations and placed under the supervision of administrative support team members.
2. The cafeteria, room 4 and room 5 are designated as staging areas for any disabled students needing assistance.

Relocation of Students

1. Should the fire or any other emergency cause the building to be uninhabitable, transportation for students and staff is accomplished by calling the Hamilton Unified School District, transportation center 826-3261.
2. The primary relocation center is the Glenn County Fairgrounds
3. The secondary relocation center is Memorial Hall in Orland, CA.
4. The primary person responsible for media notification and contact is the school administrator. Alternates include the School's Lead Teacher, Business Manager and the head of the Plaza Board of Trustees.

Personnel Responsibilities

1. Teachers

- Go over the evacuation plan at the beginning of the school year with students.
- Signal the students to evacuate upon hearing the fire alarm or seeing smoke or fire.
- Bring the class roster with you for student accountability.
- Close and lock the doors to classrooms or offices upon evacuation.
- Ensure that all students are evacuated (you may need to check restrooms and other contiguous rooms).
- Assemble at designated point outside the buildings.
- Account for all students.
- Report any missing students to administration.

2. Administrative Support Team

- Report to the administrator in charge for assignment.
- Perform other duties as specifically outlined in this plan or as directed by administration.

3. Administrator/Lead Teacher

- Ensure activation of alarm
- Ensure evacuation of students and staff.
- Ensure the staff is following the fire safety and evacuation plans properly.

4. Office Personnel

- Ensure notification of the Fire Department.
- Advise the administrator/lead teacher of the situation
- Remain in the office (if possible) to coordinate communications with essential personnel.

5. Custodian

- Determine location of incident
- Meet fire department at Road S to direct them to the fire
- Act as liaison with the fire department
- Sweep campus to ensure all students are evacuated safely
- Provide access to all areas for firefighters.

Public Agency Use of School Buildings for Emergency Shelters

Through a coordinated effort with local emergency service providers, the district will provide temporary shelter through the use of all school facilities during a community disaster or emergency. District staff will work in a coordinated effort with emergency response providers to promote a safe shelter for community members in need.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Discipline of Students-The Governing Board believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district will foster a learning environment that reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult directed to becoming self directed individuals.

The Board recognizes that not all students will adhere to district rules for appropriate behavior. Support services are available, but students and parents must understand that for continued violation of school rules, or for certain major offences (usually related to violence), inadequate attendance or failure to progress academically, the student may be transferred involuntarily to an alternate education program such as an opportunity class, Community Day School or Independent Study. Corporal punishment shall not be used, but the use of reasonable and necessary force by an employee to protect themselves or other students or to prevent damage to district property shall not be considered corporal punishment.

Suspension and Expulsion-Education Code #48900 lists the following acts for which a student may be subject to suspension and/or expulsion.

1. Cause, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stolen or attempted to steal school property or private property.
9. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica or a firearm that is so substantially similar in physical properties to an existing firearm.

15. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in section 243.4 of the Penal Code.
16. Harassed, threatened or intimidated a pupil who is a complaining witness or a witness for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
17. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in, hazing as defined in Section 32050.
19. A pupil who aids or abets the infliction or attempted infliction of physical injury to another person.
20. Committed sexual harassment as defined in Section 212.5
21. Caused, attempted to cause, threatened to cause, or participated in the act of hate violence as defined in subdivision (e) of Section 233.
22. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils that disrupts class work, creates substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
23. Has made terrorist threats against school officials or school property, or both.

A student may be suspended or expelled (and face arrest) for any of the acts listed above (as well as other board policy and/or administrative regulations) if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances (Ed. Code 48900)

1. While on school grounds
2. While going to or coming from school
3. During lunch period, whether on or off school campus
4. During, going to, or coming from a school activity

Harassment, Discrimination, Bullying

Our school is determined to provide all students an environment free from harassment, discrimination, bullying and hazing. This includes but is not limited to: harassment of any grade level or age of students, ethnic group, religion, gender, color, race, sexual orientation, national origin and physical or mental disability. The Governing Board and education code 48900 prohibits the intimidation, harassment, hazing or retaliatory behavior against any group or individual student. Students who harass, bully, or haze other students shall be subject to appropriate school discipline, up to and including suspension/expulsion, and may be liable for damages in private legal action. Students who intimidate or threaten a witness (a potential felony) face suspension and possible arrest. Any student who feels that he/she is being intimidated, sexually harassed, bullied, hazed or discriminated against in any way must immediately tell a teachers, administrator or any school personnel.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

- The administration shall inform all applicable staff and faculty that a student has committed a crime or is a suspect of committing a misdemeanor or an offense where there is a reason to believe that the safety of other school community members is a concern.
- The notification will be made in writing as soon as a school official is made aware of the crime committed by the student.
- When available-an officer from the Glenn County Sheriff's Department may assist the administration with the communication to staff members and to develop a plan if the criminal behavior is repeated on campus or to establish safeguards to prevent harm to others if applicable.

Education Code 49079

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Sections 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000) or both.

The school administrator shall notify the Plaza Elementary staff on a beginning of the school year in-service by presenting them with written notification, which contains the student's name, violation and a description of the violation. Updates will be given to staff throughout the year pursuant to the aforementioned statute.

(E) Sexual Harassment Policies (EC 212.6 [b])

Anyone (students, staff or school visitors) should report sexual harassment to the Plaza School administrator immediately. The report will remain confidential. There should be no fear in reporting an incident. The school administrator will explain the Plaza Elementary School District Sexual Harassment Policy and go to work for you.

State of California Education Code Definition

212.5. "Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status or progress. (b) Submission to, or rejection of, the conduct by the individual is used as the basis for employment or academic decisions affecting the individual. (c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment. (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual Harassment Complaints should be addressed in accordance with AR 4031(a). The complainant may file a written complaint to his/her supervisor or school administrator or may first attempt to resolve the situation informally with the school administrator.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Students are expected to come to school in appropriate school clothes, which do not in any way distract other students from the educational process. All students shall be required to show proper attention to personal cleanliness, hygiene, and modesty while at school. The student's general appearance while at school should not attract undue attention nor cause embarrassment to either the wearer or others. If a pupil's appearance or dress causes any type of disruption or distraction they may be asked to remedy the problem. California courts support reasonable, clear school regulations governing the appearance of students. Additionally the district recognizes the importance of appropriate dress and grooming as a career skill since most jobs require appropriate dress.

If available, a student may change into appropriate clothing provided by the school. If clothing is not available, the student may call home for assistance, but may not leave school during class time to change. If the clothing violation cannot be resolved, the student will remain in the office for the remainder of the day and must do all assigned class work. Time away from class due to a student's decision to violate the dress code can be recorded as an unexcused absence for the time missed.

Students violating the dress code will face appropriate disciplinary measures. Notes will be made on the student's discipline record to track warnings and/or violations. Repeat offenders will be considered in defiance of school policy and appropriate disciplinary action shall be imposed, up to and including suspension.

Dress Related to Gang Attire/Clothing Etc.- No gang-related colors, symbols, or paraphernalia may be worn. Such items include, but are not limited to, long belts, bandanas and beanie hats. Wallet chains are not permitted to show while on campus. Clothing with specific numbers, symbols, pictures deemed inappropriate by administration are not permitted on campus. Bandana's of any color may not be worn or displayed at any time.

Gang Affiliation and Activity-The Governing Board finds that street gangs, which initiate or advocate activities, which threaten the safety and well being of persons or property are harmful to the educational process. Students participating in any type of gang display or activity are directly creating an unsafe environment to other students who must come to school according to California State Law. Throwing signs, using hand signals, gang style clothes, displayed numbers, jewelry, accessories, books, shoestrings, buttons, belts/buckles or manner of grooming which implies a membership in a gang creates a danger to other students and is prohibited on campus. Any incidents involving initiations, hazing, intimidations or gang related activities of such group affiliations would be investigated and appropriate disciplinary action (including arrest) will be taken. Any student wearing, carrying, writing or displaying gang paraphernalia, numbers, bandanas, etc., or making gestures which symbolize gang membership or causing an incident which affects another student's attendance or school work shall be referred to police for gang documentation. Repeat or first time offenders are subject to disciplinary action up to and including suspension, expulsion, and/or involuntary transfer to an alternative campus.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

VISITORS-In accordance with California Penal Code 627.2 all visitors must check into the office upon arrival. All students must be signed out. Only persons registered through their enrollment packet or approved personally by a parent will be allowed to sign out parents.

Important Anyone found on campus who has not properly checked in must return to the office and do so. Any person who refuses to comply with this procedure may be subject to loss of visitation privileges or prosecution under subsections 626 and 627 of the California Penal Code.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Plaza Elementary Student Conduct Code

Students at Plaza are expected to learn the rules for appropriate behavior in the classroom, bus, cafeteria and playground. Behavior expectations are clearly posted in each classroom and reviewed regularly with the students.

Violations of behavioral expectations will result in disciplinary measures. Ed Code 48900 Disciplinary Action will be taken for:

- Bullying/Harassment/Threats
- Cheating
- Damage to Property/Vandalism
- Dangerous Weapon: Possession of firearm, knife, explosive, real or imitation
- Disruption/Defiance
- Drug/Alcohol, Possession/Use/Providing
- Fighting/Physical Injury
- Obscene Language or Gestures
- Theft
- Tobacco Possession/Use

Teachers and/or the Principal/Superintendent, with respect to student rights, will administer the appropriate consequences based on student history and the nature and severity of the misconduct. Ed Code 48900 (t)

Consequences for misconduct may include one or more of the following:

- Warning – Teacher Intervention
- Parent Conference
- Loss of playground privileges
- Before school detention – 7:30 am
- Loss of classroom/school activities—field trips, sports, etc.
- Suspension -In School/Out of School—up to 5 days

- Expulsion

The following behavior, according to Ed Code 48915, warrants a recommendation for expulsion unless the principal or superintendent finds that expulsion is inappropriate due to the particular circumstance.

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance.
4. Robbery or extortion
5. Assault or battery upon any school employee.

Additionally, Ed Code 48915 (c) states the principal and or superintendent shall immediately suspend and shall recommend expulsion for any student who commits any of the following acts:

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or sexual battery.
5. Possession of an explosive.

Conduct Code Procedures

PREFACE

Faculty

In order to assure a climate which is conducive to a good education program, policies relating to various types of misconduct have been developed. If these policies are going to work smoothly, they must be enforced fairly. It must, also, be noted that those discipline policies which relate to students must, also, be applied to staff, as students look upon staff as a model.

The Board of Trustees expects that each staff member will administer the discipline policies with fairness to all students. Staff will report violations of these policies by students to the administration and serious complaints or administrative observation of staff misconduct (demeaning students, use of vulgar language, making off-color, abusive insinuations or jokes, etc.) will be documented and the staff member disciplined.

Students

Whether referred to the administration by staff member or via administration sources, violations of conduct and their consequences are listed below (not listed in order of importance or severity.) Staff members who refer students must indicate the misconduct as minor or major degree. These rules also apply to students at school activities, on or off campus events, home and/or away, and on buses.

The following behavior, according to Education code 48915, warrants a mandatory expulsion from school or a letter to the Board stating the conditions of behavior, consequences, and reasons for not expelling the student:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any firearms, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.
3. Unlawful sale of any controlled substance listed in Chapter 11(commencing with section 11053) of Division 10 of the Health and Safety Code.
4. Robbery or extortion.

Mandatory Recommendation and Mandatory Expulsion

The principal, superintendent or designee shall recommend that the Board expel for one year any student found at school or at a school activity to be: (Education Code 48915c)

1. Possessing as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certified school employee, with the principal or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.

4. Committing or attempting to commit a sexual assault or committing a sexual battery.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education code 48925)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons of firearms in violation of Penal Code 626.9 and 626.10. (Education code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Enforcement/Discipline

The Administration will take appropriate action to eliminate the possession and use of tobacco and related paraphernalia (such as roach clips, roll-your-own "cigarette" (joint papers) on campus.R

(J) Hate Crime Reporting Procedures and Policies

As stated in Board Policy 5145.9, district programs and activities shall be free from discrimination, including harassment, with respect to the actual or perceived ethnic group, religion, gender, color, race ancestry, national origin, and physical or mental disability, age or sexual orientation. In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices. The superintendent/principal or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The District shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively. The superintendent/principal or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Superintendent. Upon receiving such a complaint, the Coordinator/Superintendent shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Superintendent and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Safety Plan Review, Evaluation and Amendment Procedures

The Plaza School District's Comprehensive School Safety Plan will be reviewed, evaluated, and amended (as necessary) in October, December, and January of each school year after consultation with local law enforcement and fire personnel, as well as board trustee and staff input and recommendations from School Site Council. Pursuant to Education Code 35294.6(a), Plaza School District adopted this annual comprehensive school safety plan at a regular meeting of the Board of Trustees as noted on the cover page. An opportunity for public comment was provided during this meeting, prior to the plan's adoption. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan and recorded in Appendix A: Documented Safety Planning Process. An updated file containing all appropriate or required safety related plans and materials are available for public inspection at www.plazaschool.org or in our school office.

Safety Plan Appendices

Emergency Contact Numbers

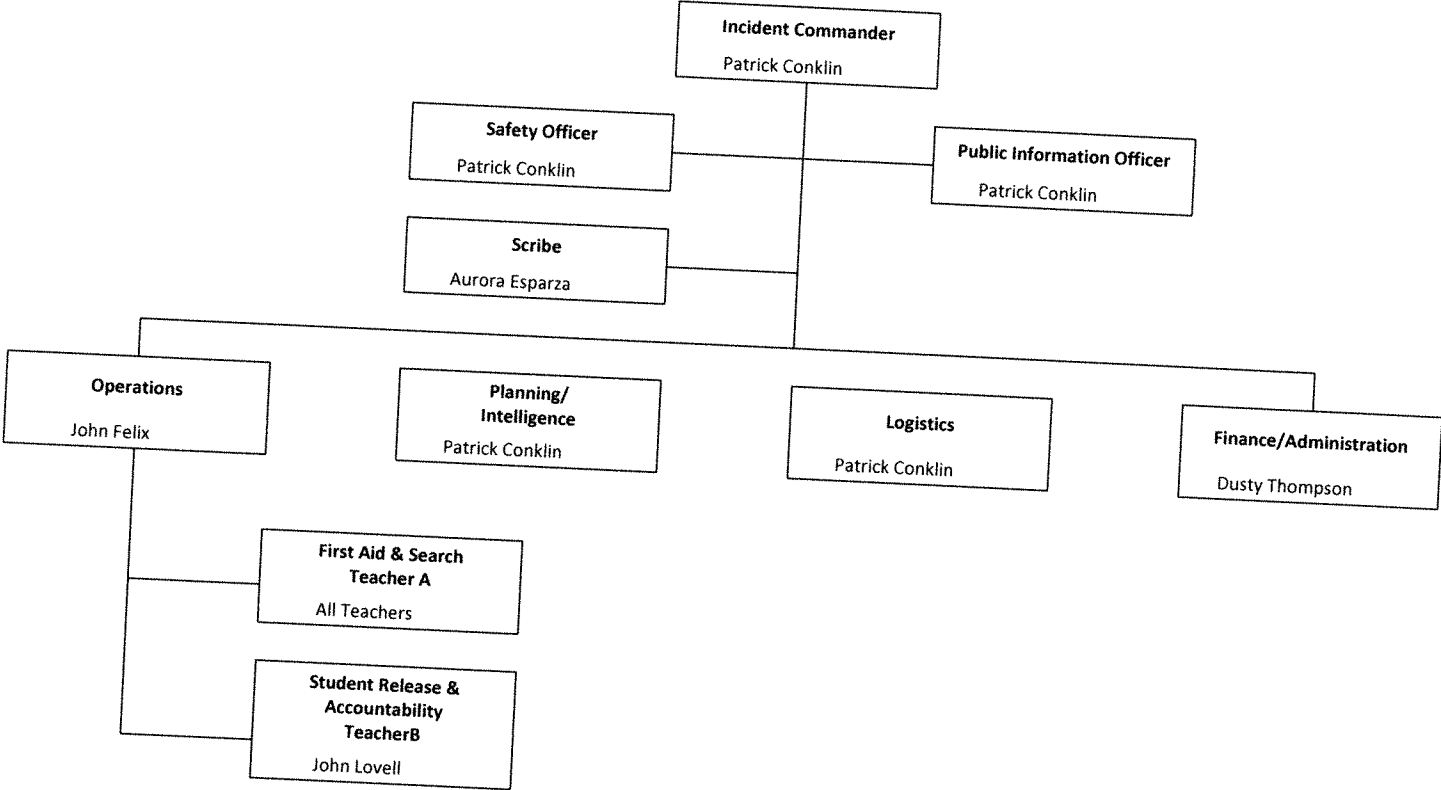
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Fire/Rescue/ Medical Emergency	911	
Law Enforcement/Fire/Paramed ic	Glenn County Sheriff's Department	530-934-6523	In case of emergency, dial 911
Public Utilities	PGE	1-800-743-5000	In case of emergency, dial 911
Emergency Services	County Office of Emergency Services	530-934-6441	Willows, CA
American National Red Cross	American Red Cross	530-891-0885	Chico, CA

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Staff meeting	December 13th, 2022	Staff were given opportunities to discuss the current plan
Plaza School Board Meeting	December 8th and January 19th, 2022	The board trustees were given opportunities to discuss the current plan
School Site Council	October 13th, 2022 and January 18th, 2022	SSC members were given opportunities to discuss the current plan
Glenn County Office of Education School Safety Coordinator	November 10th, 2022	Consulted with Mr. Felton, retired GCSO Det.

Plaza Elementary Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Armed Assault on Campus

The office will announce "this is a hard lockdown drill, initiate all lockdown procedures" over the intercom. In the event that there is an actual intruder on campus the person who observes this will immediately notify the main office to initiate lockdown procedures.

Lockdown Procedure

1. Students and teachers in hallways move into the closest occupied classroom.
2. Teachers lock the door from the inside. (See Fire Drill Evacuation Plan)
3. Teachers close blinds and drapes (if applicable).
4. Students and teachers move away from doors and windows, into interior rooms if available.
5. Remain quiet, turn off ventilation systems to reduce noise.
6. If gunfire, etc. is heard, all students lay on the floor, away from doors and windows.
7. Students and adults remain in the classroom until otherwise notified.
8. Teachers generate list of missing students from the class roster and be ready to give that information to administration when asked.
9. All adult visitors to the building will automatically become part of the lockdown procedures and will not be able to leave the building.
10. Teachers on prep period will follow above procedures and/or assist teachers who do have a class.
11. Office and clerical staff should proceed to the nearest enclosed office or conference room and out of visible sight of any intruder or person from the outside.
12. Be prepared to resist, evade, or evacuate if necessary.
13. Wait for the "all clear" message over the intercom.
14. Students are not permitted to use the classroom phone or cell phones during a lockdown. These are reserved for emergency communication.

Additional Duties

After lock down has been initiated administrative team meet in safe interior and confer to ensure that the following has been done [IF PRACTABLE].

Cafeteria Manager

- Lock back door and gate
- Lock cafeteria door

Custodian

- Lock bathroom exterior doors to main building
- Lock gates ONLY if intruder is not on or near campus

Business Manager

1. Announce intruder alert on intercom. Announce all clear at the end.
2. Lock office.
3. CALL 911.
4. Communicate with emergency personnel.
5. Report names of missing students to authorities upon arrival.
6. Call for location of students from teachers.
7. Prepare Review Log.

Soft Lockdown Procedures

1. Listen to instructions from the school administrator announcing the soft lockdown.
2. Move any students outside or in bathroom into your classroom and close your classroom door.
3. If you are outside of the building with students, or nearest a door where students are outside, bring the students inside and into the nearest classroom.
4. Account for all students by taking attendance. If possible, report any missing students to the administrator or business manager either by phone or text message. Do not leave the classroom or send a student to report this information. Also report any students that you have taken into your classroom who belong in a different classroom. School administrators will notify the appropriate teacher of their location.
5. Remain in the classroom for further instructions, but continue normal classroom activity.
6. Listen for the "All Clear" to be announced and follow any instructions given on how to resume normal operations.

Bomb Threat/ Threat Of violence

Response to a bomb threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of explosion.

Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911". Tell the operator your name and the school name and "we are receiving a bomb threat on another line. The number of that line is ____."
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the school administrator.
 - When is the bomb going to explode?
 - Where is it?
 - What will cause it to explode?
 - What kind of bomb is it?
 - Who are you?
 - Why are you doing this?
 - What can we do for you to avoid the bomb from exploding?
 - How can you be contacted?

3. The school administrator will direct the Search and Rescue Team to search for suspicious packages, boxes, or foreign objects. While conducting the search all cell phones, beepers and hand held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
4. If a suspicious object is identified, one member of the Search and Rescue team will report the discovery to the school administrator while the remaining team members attempt to secure the immediate area.
5. No attempt should be made to investigate or examine the object.
6. After the search the school administrator will determine the appropriate immediate response actions to announce which may include "duck and cover, lock down, evacuate building or off-site evacuation" as described in section 4.
7. When a suspicious object or bomb is found, the school administrator shall issue the "evacuate building" action. Staff and students will evacuate the building using prescribed routes or other safe routes to the assembly area.
8. In the event of an evacuation, teachers will bring their student roster and take attendance at the assembly area to account for students. Teachers will notify the assembly area of missing students.
9. The school administrator will notify "911", if not previously notified, and will provide the exact location of the potential bomb, if known.
10. The person receiving the call will notify the administrator of the situation.
11. The Psychological first aid team will convene onsite and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The school administrator will give the "all clear" signal as described in section 4.
13. The school administrator will initiate an "off-site evacuation", as described in section 4 if warranted by changes in conditions.
14. After the incident is over will complete the Bomb Threat Report (Form C, Appendix A).

Earthquake

When prompted-Inform students that after a serious, large earthquake an evacuation "fire drill" tone may be sounded to evacuate the school according to normal fire drill routes. Read through and discuss the sections that follow.

Duck and Cover:

- Take cover under or next to a sturdy object
- Teacher-help special needs students take cover
- Talk calmly to students
- Stay covered at least 30 seconds, or until shaking stops

When No Cover is Available

- Move to an inside wall
- Kneel next to wall facing away from windows
- Cover head and neck with hands and elbows; if coats are available, cover heads with them to protect from glass

When Outside

- Stay outside
- Take cover in an open area away from falling hazards
- Talk calmly and give instructions

If On School Bus or Car

- Driver should stop as quickly as possible
- Park away from buildings, highway overpasses, power poles, trees
- Passengers should stay in the vehicle and duck and cover as well as possible

Safety Considerations- Explain to the class that if there is a strong earthquake, each student's first responsibility is for his or her own personal safety. Every student should learn, however, how to help someone else who is injured. Present some "what if" questions to provoke discussion.

- What if the teacher is injured?
- What if a student is cut by shattered glass and is bleeding?
- What if someone is hit by a falling light fixture or heavy object and knocked out?
- What if a student is very upset by the earthquake?

Emotional Considerations

Lead a discussion with the students about the reactions they may have to an earthquake. Mention that it is normal to feel very frightened, worried, or even physically sick. Some people respond to fear by crying and some by laughing. Have the students talk about what they can do after an earthquake to help themselves and their classmates feel less scared and worried. It may take a long time for parents or caregivers to get to the school, so everyone should be prepared to wait patiently. Students may be very worried about their parents or siblings; in fact they may be "worried sick". Have students discuss what they can do to help each other pass the time and not worry so much. Point out that if their family has made an earthquake plan, they will have a better idea of what to expect from each family member.

Possible Hazards of Evacuation to Discuss

- Power failure (is there emergency lighting?)
- Halls or stairways cluttered with debris-ceiling tiles or plaster from walls
- Halls blocked by fallen lockers or trophy cabinets
- Smoke in the hallway
- Exit doors and windows that jam and will not open
- Aftershocks could hit while they're evacuating (in which case, students drop and cover where they are).
- Bricks, glass and debris piled up, outside electrical wires on the ground

Discuss with the students how the hazards could be reduced, and/or how they could cope with them if they happened.

Fire on School Grounds

Teachers will evacuate their students by these routes if possible. In case of a fire obstructing their designated route, teachers would simply reverse their routes. For example, if a fire were to break out in room 9, teachers in rooms 7 and 8 would evacuate their students through interclass hallways through room 6, then south to the front of the building, turn east to the parking lot then escort them via the east field to their designated staging area.

When exiting the main building, all exterior doors must be locked. The teacher in room 6 would lock the exterior door by that classroom, room 8 teacher would lock the exterior door by that classroom, and the teacher in room 9 would lock the exterior door on the side of the building. Furthermore, office personnel would lock the exterior door to room 10, as well as the exterior doors at the front of the school, including the cafeteria. Cafeteria manager will lock exterior doors on the back side of the main building, while the teachers in rooms 1 and 2 will lock their exterior doors. Staff using room 4 must lock their door upon evacuation.

The staging areas are contingent upon there being no factors that would dictate a change. For example, if during an actual fire if a south wind was blowing and pushed smoke into the north field staging area, teachers there would relocate their students to the east field by the fences out of the area of smoke and account for their students. Any missing student would be reported immediately to administration.

January 9, 2023

Patrick Conklin
Plaza Elementary School
7322 County Road 24
Orland, CA 95963

Dear Mr. Conklin:

Please accept this letter as my formal resignation, I plan to retire as of September 1, 2023, after I complete working through the summer program.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth Relf". The signature is written in dark ink and is positioned above the printed name.

Elizabeth Relf