

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
January 18th, 2024
3:00PM
Agenda

- I. Call to Order
- II. Pledge of Allegiance
- III. Members Present
- IV. Comments: Non Agenda Items—The Board Clerk will allow three minutes for speakers to address the appropriate matters. Speakers will identify themselves when acknowledged by the Clerk.
- V. Comments: Agenda Items Only—Any person wishing to address the Board will identify themselves, the agenda item they are speaking about, and limit remarks to three minutes.
- VI. Correspondence
- VII. Board Trustee Reports
- VIII. Superintendent Report/Information
 - A. 2023-24 School Year Update
 - 1. Plaza Promise
 - i. Student Citizen of the Month
 - ii. Community Engagement Night Thursday, February 29th, 2024
 - iii. Open House Thursday, April 11th, 2024
 - B. January Pirates Post
 - C. Plaza Community Club
 - D. Facilities
 - 1. New Construction and Modernization
 - 2. Phase III
 - i. HVAC
 - ii. Painting
 - iii. Furniture
 - E. Personnel
 - F. Categorical Expenditures
 - 1. ELO-P
 - 2. Cafeteria
 - 3. Educator Effectiveness
 - G. Universal Pre-Kindergarten
 - H. 2023-24 Enrollment
 - I. Governor's 2024-25 Budget Proposal
 - J. County of Glenn Elections Department: Form 700 Filings
 - K. Classified Employee Summer Assistance Program
 - L. 2023-24 LCAP Mid-Year Update
- IX. Action
 - A. Old Business
 - B. New Business
 - 1. Consent Agenda: Routine matters that can be approved with one motion

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- a. Approve the Minutes of the December 7th, 2023 Regular Board Meeting
- b. Approve Warrant Registers December 5th, 2023 – January 11th, 2024
- c. Approve Budget Transfers— None
2. Approve 2023 School Accountability Report Card
3. Approve 2023-24 Safe School Plan
4. Approve 1st and 2nd Grade Field Trip to Turtle Bay in Redding, CA on April 18th, 2024
5. Approve Elizabeth Relf for ELO-P Coordinator as a Retired Annuitant
6. Approve Resolution 23-03 Release/Non-Reelection of Temporary Certificated Employee #2395
- X. Adjournment – Next Regularly Scheduled Meeting Thursday, March 14th, 2024 @ 3PM

January Pirates Post

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

Student Recognition

Congratulations to:

Hailey K. and Ethan B. for their selection as Imagine This Story Writing Contest winner for our region. Students write narratives to develop real or imagined experiences or events based on accurate information about California agriculture. On January 1st, one of the eight 3rd grade regional winners will be selected for publication and invited to the State Capitol in the spring.

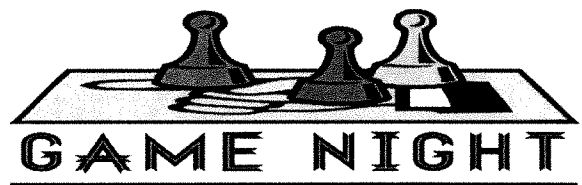
Also, congratulations to Josseline L. and Danny H. for their selection as all tournament winners at the Los Molinos Girls Basketball Tournament, and Avery D. for being invited to play in the North Section Junior High All Star game in January. Nice job girls!

The Plaza Promise -

Plaza School Community Engagement Hosted by Plaza Teachers!

The Plaza teachers would like to invite the school community to an evening of family fun on **Thursday, February 29th starting at 5:30pm**. Each classroom will have games and activities for families to enjoy while visiting classrooms throughout campus.

More information will be out after break.



Plaza School 2024-25 Universal Pre Kindergarten Class

Plaza is actively working to offer a UPK classroom for eligible children who were born between September 2nd, 2019 and June 2nd, 2020. Part of our new construction project includes a UPK classroom. The next hurdle is finding a qualified teacher. In order to serve in this position, a candidate must have:

- at least 24 units in early childhood education or child development, or both;
- or a Child Development Teacher Permit, or an early childhood education specialist credential, issued from the Commission on Teacher Credentialing (CTC)
 - Permit options: Child Development Teacher Permit, Child Development Master Teacher Permit, Child Development Site Supervisor Permit, or the Child Development Program Director

If you or someone you know is interested in working at Plaza School and has the qualifications, please contact Mr. Conklin for more information.

Canned Food Drive

The results are in...605 items collected for the Orland Pantry canned food drive! Awesome job Plaza students. Congratulations to Kindergarteners for collecting 104 products, beating out 5th grade for second place with 92 cans and 8th grade who collected 84 cans! Special thank you to Mrs. Henning and our Student Leadership/Club Live team for all their hard work promoting this amazing service project, as well as counting and collecting all the items. Thanks Plaza School community for your donations!

Orland Unified School District Interdistrict Transfer Students

Please remember that December 1st through February 15th OUSD will begin accepting inter district transfer requests for the 2024-25 school year. Failure to submit the transfer request during the period will result in the expectation that the child shall attend their school of residence until a determination is made. This means your child would be expected to attend OUSD. Please go to the OUSD office to initiate the transfer request before February.

Dates to Remember:

Dec. 25th-January 5th	NO SCHOOL: Winter Break
January 18th	Board Mtg. @ 3pm PCC Mtg. @ 6pm
January 19th	Father-Daughter Dance
January 25th-26th	Minimum Day Dismissal @ 12:45pm Parent-Teacher Conferences (Invite Only)
January 31st	Minimum Day Dismissal @ 12:45pm
February 15th	School Site Council Mtg. @ 3pm PCC Mtg. @ 6pm
February 19th-23rd	NO SCHOOL: February Break
February 28th	Minimum Day Dismissal @ 12:45pm Teacher Professional Development

K-12 EDUCATION

California provides academic instruction and support services to nearly six million students in grades kindergarten through twelve in more than 10,000 schools throughout the state. A system of 58 county offices of education, approximately 1,000 local school districts, and nearly 1,300 charter schools provide instruction in English, mathematics, history, science, and other core competencies to provide students with the skills they will need upon graduation to either enter the workforce or pursue higher education.

MAINTAINING PREDICTABLE SUPPORT FOR SCHOOLS

Despite a challenging fiscal environment this year, the Governor's Budget maintains investments that are critical to improving instruction and support for students, including funding for community schools, universal school meals, expanded learning opportunities, education workforce, and continued implementation of universal transitional kindergarten. Over the past five years, the Governor and the Legislature have worked together to augment special education funding by more than \$3.5 billion. The Governor protects those historic increases in the Budget to sustain recent gains for students with disabilities. The Budget uses resources from the Public School System Stabilization Account (PSSSA) to provide fiscal stability, by supporting baseline fiscal adjustments to maintain a level of predictability for students, families, and local educational agencies (LEAs). This approach is critical to the continued implementation of the California for All Kids plan—a whole child framework designed to close opportunity gaps by accelerating learning and holistically supporting student needs.

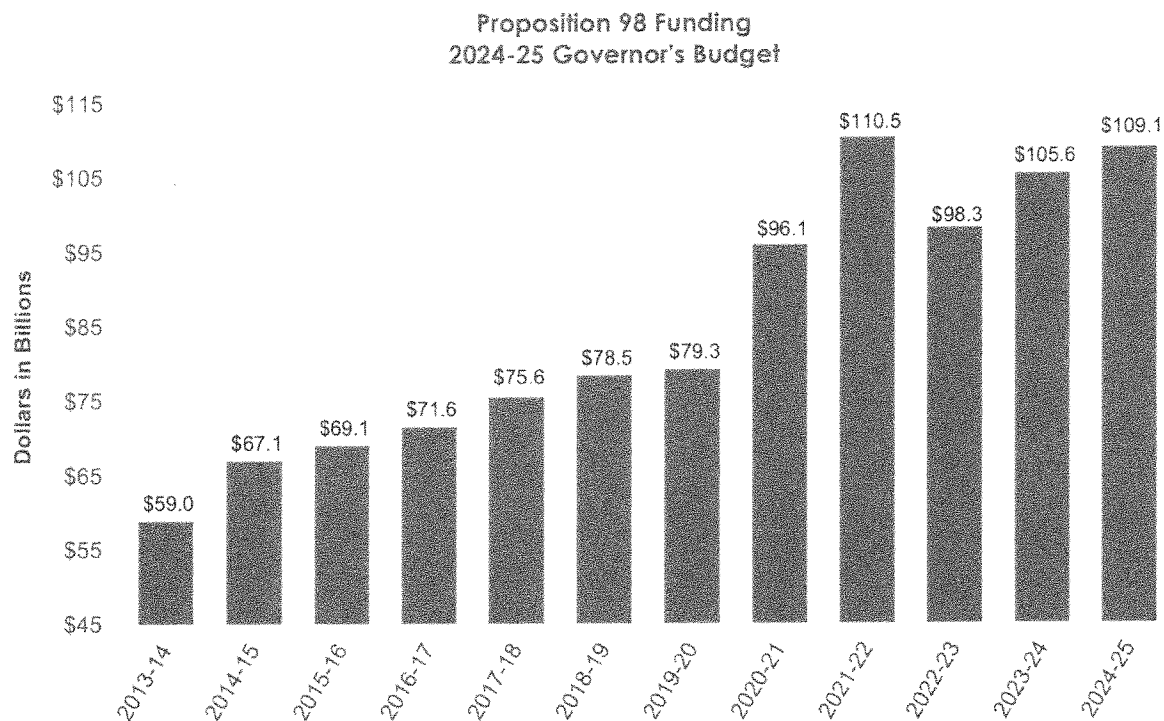
PROPOSITION 98

Proposition 98 is a voter-approved constitutional amendment that guarantees minimum funding levels for K-12 schools and community colleges (collectively referred to as K-14 schools). The Guarantee, which went into effect in the 1988-89 fiscal year, determines funding levels according to multiple factors including the level of funding in 1986-87, General Fund revenues, per capita personal income, and school attendance growth or decline. The Local Control Funding Formula (LCFF) is the primary mechanism for distributing these funds to support all students attending K-12 public schools in California.

The revised estimates of General Fund revenues result in notable adjustments to the Proposition 98 Guarantee. Proposition 98 funding for K-12 schools and community colleges is estimated to be \$98.3 billion in 2022-23, \$105.6 billion in 2023-24, and \$109.1 billion in 2024-25. These revised Proposition 98 levels represent a decrease of approximately \$11.3 billion over the three-year period relative to the 2023 Budget Act. Recognizing that the delay in the tax filing deadline to November 16 impacted state revenue projections for 2022-23 available at the time the 2023 Budget Act was enacted, the Budget proposes statutory changes to address roughly \$8 billion of this decrease to avoid impacting existing LEA and community college district budgets.

The Guarantee continues to be in a Test 1 for all years 2022-23 through 2024-25. This means that the funding level of the Guarantee is equal to roughly 39 percent of General Fund revenues, plus local property tax revenues. Pursuant to the Proposition 98 formula, this percentage of General Fund revenues is not reduced to reflect enrollment adjustments, which further increases per pupil funding. The Proposition 98 minimum Guarantee is “rebenched” to reflect the continued implementation of Universal Transitional Kindergarten and the implementation of the Arts and Music in Schools—Funding Guarantee and Accountability Act. The resulting Test 1 percentage is then “rebenched” to increase the percentage of General Fund revenues due to the Guarantee, from 38.6 percent to 39.5 percent.

The Budget includes total funding of \$126.8 billion (\$76.4 billion General Fund and \$50.4 billion other funds) for all K-12 education programs. K-12 per-pupil funding totals \$17,653 Proposition 98 General Fund and \$23,519 per pupil when accounting for all funding sources.



PROPOSITION 98 RAINY DAY FUND

The 2023 Budget Act projected a total balance of \$10.8 billion in the PSSSA. The Budget reflects revised 2022-23 and 2023-24 payments, and a 2024-25 payment, of roughly \$339 million, \$288 million, and \$752 million, respectively, into the PSSSA, and withdrawals of roughly \$3 billion in 2023-24 and \$2.7 billion in 2024-25, for a total revised account balance of more than \$3.8 billion at the end of 2024-25. Under current law, there is a cap of 10 percent on school district reserves in fiscal years immediately succeeding those in which the balance in the PSSSA is equal to or greater than 3 percent of the total K-12 share of the Proposition 98 Guarantee. The balance of \$5.7 billion in 2023-24 continues to trigger school district reserve caps in 2024-25.

EDUCATIONAL REVENUE AUGMENTATION FUND

Beginning in 1992, the Educational Revenue Augmentation Fund (ERAF) shifted property tax revenues from cities, counties, and special districts to K-14 schools. This provides dollar-for-dollar General Fund savings equal to the amount shifted when Test 1 of Proposition 98 is not operative.

ERAF collected within each county is distributed on a per-average daily attendance (ADA) basis to all non-basic aid school districts, with the intent of directing proportionally more ERAF towards districts that have less property tax revenues on a per-ADA basis. Community Colleges and Special Education Local Plan Areas also receive an allocation. Any ERAF that cannot be absorbed by basic aid schools—which are statutorily ineligible to receive ERAF—is termed “Excess ERAF.” This Excess ERAF is returned to the local agencies from which it was generated.

Charter schools were established in the state in 1992, almost concurrently with the ERAF statutes. However, charter schools are not explicitly addressed within existing ERAF distribution statutes. To explicitly address charter schools and their interaction with existing ERAF distribution statutes, the Budget proposes statutory changes to clarify that charter schools are eligible to receive ERAF.

LOCAL CONTROL FUNDING FORMULA

The Budget includes an LCFF cost-of-living adjustment of 0.76 percent. When combined with population growth adjustments, this will result in a decrease of roughly \$1.4 billion in discretionary funds for LEAs. However, to fully fund the LCFF and to maintain the level of current year principal apportionments, the Budget proposes withdrawing approximately \$2.8 billion from the PSSSA to support ongoing LCFF costs in 2023-24, withdrawing approximately \$2.2 billion from the PSSSA to support ongoing LCFF costs in 2024-25, and using available reappropriation and reversion funding totaling \$38.6 million to support ongoing LCFF costs in 2024-25.

CAREER EDUCATION

The Administration intends to continue its cross-agency collaboration and explore teacher apprenticeship programs with partners and the Legislature. Additionally, the Budget directs the Commission on Teacher Credentialing to create a new Elementary Arts and Music Education authorization for career technical education (CTE) teachers, for additional pathways for experienced artists to provide arts instruction in elementary school classrooms, in addition to providing CTE instruction in grades 7 through 12. More information regarding career education can be found in the Higher Education Chapter.

INSTRUCTIONAL CONTINUITY

To provide students with needed instructional continuity including when facing challenges such as severe climate events, illness, or other barriers that impact attendance, the Budget proposes statutory changes to allow LEAs to provide attendance recovery opportunities to students to make up lost instructional time, thereby offsetting student absences, and mitigating learning loss and chronic absenteeism, as well as related fiscal impacts. Specifically, the proposed statutory changes would:

- Allow LEAs to add attendance recovery time to the attendance data submitted to the Department of Education, both for funding purposes (ADA reporting) and chronic absenteeism (individual student attendance reporting). Attendance recovery programs can take the form of Saturday school, intersessional school, or before/after school, and would be exempt from minimum day requirements.
- Require LEAs to provide students with access to remote instruction or support to enroll at a neighboring LEA for emergencies lasting 5 or more days.
- Encourage LEAs to provide hybrid or remote learning opportunities to students who are unable to attend school.

Additionally, the Budget includes \$6 million one-time Proposition 98 General Fund to do the following:

(1) Research existing, and develop new, models of hybrid and remote learning to support students' attendance, including developing and disseminating guidance and resources for LEAs to develop their own hybrid and remote learning programs to enable instructional continuity; and

(2) Investigate local student information systems to identify opportunities and make recommendations to allow LEAs to report individual student absence data to the state in a manner that allows for, at a minimum, local and statewide disaggregation of absences related to emergency events that prevent students from attending school.

CALIFORNIA STATE PRESCHOOL PROGRAM

The California State Preschool Program (CSPP) provides access to subsidized preschool for the state's income-eligible three- and four-year-olds. As part of the state's Universal Pre-Kindergarten initiative, families of four-year-old children may choose to access one year of high-quality, subsidized preschool through either the State Preschool Program, Head Start, or another state- or federally-subsidized program (if they are income-eligible), or through transitional kindergarten.

To support reimbursement rate increases previously supported by available one-time federal stimulus funding, the Budget includes \$53.7 million General Fund. These resources are in addition to approximately \$140.6 million General Fund and \$206.3 million Proposition 98 General Fund identified in the 2023 Budget Act to support the recently ratified collective bargaining agreement with childcare providers. These amounts reflect an identified one-time savings of \$172.1 million General Fund and \$446 million Proposition 98 General Fund, while maintaining the level of support necessary for the Department of Education to meet the collective bargaining agreement requirements and administer the CSPP.

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Preparing, training, and recruiting a diverse, expert workforce of administrative, credentialed, and classified staff to work in public K-12 schools continues to be critical to the success of the entire system. But staffing shortages persist and make it imperative that barriers to teaching are removed for qualified teacher candidates, and that existing teachers are provided with the training they need to be successful. To this end, the Budget includes several proposals intended to support teachers and improve access to the educator pipeline. This includes recognizing completion of a bachelor's degree as satisfying the basic skills requirement for a credential and improving transcript review to certify subject matter competency. Both proposals will streamline the process and reduce the cost for well-qualified teacher candidates to earn a credential.

The 2023 Budget required LEAs to begin screening students in kindergarten through second grade for risk of reading difficulties, including dyslexia, by the 2025-26 school year. To support training for educators to administer literacy screenings, the Budget proposes \$25 million ongoing Proposition 98 General Fund through the K-12 Mandate Block Grant.

The State Board of Education adopted a new Mathematics Framework in 2023, which is designed to help educators align classroom teaching with California's rigorous mathematics learning standards. Instructional materials aligned to the new mathematics framework are expected to be adopted in 2025. To further assist educators in teaching mathematics aligned to this new framework, the Budget proposes \$20 million one-time Proposition 98 General Fund for a county office of education to work with the University of California Subject Matter Projects, as well as other well-qualified governmental or non-profit providers, to develop and provide training for mathematics coaches and leaders who can in turn provide training and support to math teachers to deliver high-quality instruction. The Budget also proposes to make statutory changes to focus use of unexpended allocated Learning Recovery Emergency Block Grant funds on actions to address the needs of students most impacted by learning loss, based on an assessment of needs and incorporated into the existing Local Control and Accountability Plan development process, and to clarify that the allowable uses of the Learning Recovery Emergency Block Grant include professional development aligned to the new mathematics framework.

Additionally, the Budget proposes language to better enable school staff to be equipped with the tools needed to recognize and offer appropriate mental health supports to students in a way that is aligned with other state investments in this area, including professional development opportunities.

SCHOOL FACILITY PROGRAM

The Kindergarten through Community College Public Education Facilities Bond Act of 2016 (Proposition 51), approved by voters in November 2016, authorized \$9 billion in state General Obligation bonds to support K-12 and community college school facilities construction. These funds support new construction, modernization, retrofitting, CTE, and charter school facility projects.

With Proposition 51 bond authority funds nearly exhausted, the 2022 and 2023 Budget Acts provided roughly \$1.3 billion one-time General Fund and \$2 billion one-time General Fund, respectively, for the School Facility Program (SFP), for K-12 school facilities construction. To address the projected budget shortfall, the Budget adjusts a planned 2024-25 investment for the SFP from \$875 million to \$375 million one-time General Fund.

This spring, the Administration expects to enter into negotiations with the Legislature on their education facilities bond proposals to reach agreement on a bond proposal to be considered in the November 2024 election.

CALIFORNIA PRESCHOOL, TRANSITIONAL KINDERGARTEN AND FULL-DAY KINDERGARTEN FACILITIES GRANT PROGRAM

The California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program (FDK Program) supports the construction of new school facilities or retrofitting existing school facilities for the purpose of providing transitional kindergarten, full-day kindergarten, or preschool classrooms. The 2022 Budget Act included \$100 million one-time General Fund for the FDK Program, and the 2023 Budget Act reflected an additional \$550 million in 2024-25 to support the FDK Program. To address the projected budget shortfall, the Budget delays the 2024-25 planned \$550 million FDK Program investment to 2025-26.

OTHER K-12 RELATED ISSUES

SIGNIFICANT BUDGET ADJUSTMENTS

- **Local Property Tax Adjustments**—A decrease of \$113 million Proposition 98 General Fund for school districts and county offices of education in 2023-24, and a decrease of \$996 million ongoing Proposition 98 General Fund for school districts and county offices of education in 2023-24, as a result of increased offsetting property taxes.
- **Cost-of-Living Adjustments**—An increase of \$65 million ongoing Proposition 98 General Fund to reflect a 0.76-percent cost-of-living adjustment for specified categorical programs and the LCFF Equity Multiplier. The specified categorical programs include Special Education, Child Nutrition, State Preschool, Youth in Foster Care, Mandates Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program.
- **County Offices of Education**—A decrease of \$5 million ongoing Proposition 98 General Fund to reflect ADA changes applicable to the county office of education LCFF, and a 0.76-percent cost-of-living adjustment.
- **Zero-Emission School Buses**—The Budget maintains \$500 million one-time Proposition 98 General Fund to support greening school bus fleets through programs operated by the California Air Resources Board and the California Energy Commission in 2024-25.
- **Curriculum-Embedded Performance Tasks for Science**—An increase of \$7 million one-time Proposition 98 General Fund to support inquiry-based science instruction

and assessment through the development of a bank of curriculum-embedded performance tasks. Once developed, these performance tasks will be used to develop and measure a student's science subject matter knowledge and critical thinking skills through real world investigations and simulations.

- **Cradle-to-Career Data System**—An increase of \$5 million ongoing Proposition 98 General Fund to support the California College Guidance Initiative.
- **Nutrition**—An increase of \$122.2 million ongoing Proposition 98 General Fund to fully fund the universal school meals program in 2024-25. Over 845 million meals are projected to be served through this program in 2024-25.
- **Broadband Infrastructure Grant**—An increase of \$5 million one-time non-Proposition 98 General Fund to extend the program through 2029. The initial funding for this program was one-time through June 30, 2024. In addition to providing fiber broadband connectivity to the most poorly connected school sites, this funding would also be available for joint projects connecting schools, local libraries and telehealth providers to high-speed fiber broadband.
- **K-12 High Speed Network**—An increase of \$3.2 million ongoing Proposition 98 General Fund to support the K-12 High Speed Network program.
- **Parks Access**—An increase of \$2.1 million ongoing Proposition 98 General Fund for a county office of education to enable fourth graders attending public schools to access California state parks.
- **Inclusive College Technical Assistance Center**—An increase of \$2 million ongoing Proposition 98 General Fund to establish a Technical Assistance Center to:
 - Assist LEAs with the development and submittal of federal comprehensive transition and postsecondary program applications, so that students can apply for the Free Application for Federal Student Aid.
 - Facilitate collaboration between LEAs and institutions of Higher Education to support students, including those with intellectual disabilities, and their parents to plan for postsecondary transition.
 - Assist LEAs with the identification of potential funding sources and student financial assistance opportunities.
- **Homeless Education Technical Assistance Centers**—An increase of \$1.5 million ongoing Proposition 98 General Fund to maintain support for Homeless Education Technical Assistance Centers that were first established through the American Rescue Plan Act's, Homeless Children and Youth Program. This funding would

K-12 EDUCATION

continue the momentum in increasing homeless youth identification, which is essential to providing the necessary support to improve outcomes.

- **State Special Schools Infrastructure Support**—An increase of \$3.4 million General Fund, of which \$380,000 is ongoing, to replace critical servers, maintain warranty coverage for network infrastructure, and refresh laptops, tablets, and workstations for students and staff at the State Special Schools and Diagnostic Centers.

HIGHER EDUCATION

The Governor's Budget reflects the third year of the multi-year compacts with the University of California (UC) and the California State University (CSU), and a multi-year roadmap with the California Community Colleges (CCCs), that focus on shared priorities benefitting students. Despite the state's current fiscal condition, the Administration remains committed to the shared goals of increasing access to the UC and CSU, improving student success while advancing equity, increasing the affordability of higher education, increasing intersegmental collaboration, and supporting workforce preparedness and high-demand career pipelines.

The Budget proposes total funding of \$44.8 billion (\$26.9 billion General Fund and local property tax and \$17.9 billion other funds) for the higher education segments and the California Student Aid Commission. The figure on Higher Education Expenditures displays additional detail about funding for higher education.

HIGHER EDUCATION

Higher Education Expenditures (Dollars in Millions)

	2022-23	2023-24	2024-25	Change from 2023-24	
				Dollars	Percent
University of California					
Ongoing General Fund	4,377.0	4,722.2	4,739.3	\$17.1	0.4%
One-Time General Fund	532.5	148.0	1.1	-	-
Total Funds ^{1/}	\$10,398.4	\$10,560.3	\$10,643.5	\$83.2	0.8%
California State University					
Ongoing General Fund	5,041.1	5,409.1	5,472.8	\$63.7	1.2%
One-Time General Fund	268.4	35.5	0.0	-	-
Total Funds ^{1/}	\$8,600.4	\$8,713.6	\$8,914.4	\$200.7	2.3%
California Community Colleges					
General Fund & Property Taxes	12,148.2	12,991.9	13,566.2	\$574.3	4.4%
Total Funds ^{2/}	\$21,091.1	\$21,255.3	\$21,611.3	\$355.9	1.7%
California Student Aid Commission					
General Fund ^{3/}	2,880.5	3,055.2	2,946.9	(\$108.3)	-3.5%
Total Funds	\$3,299.8	\$3,481.3	\$3,373.3	(\$108.1)	-3.1%
General Fund	\$25,247.8	\$26,361.9	\$26,726.3	\$364.3	1.4%
Total Funds	\$43,389.8	\$44,010.6	\$44,542.4	\$531.8	1.2%

^{1/} These totals include tuition and fee revenues and other funds the universities report as discretionary.

^{2/} Withdrawals from the Public School System Stabilization Account are reflected in this row.

^{3/} General Fund expenditures for the Cal Grant program are offset by reimbursements, including approximately \$400 million in federal Temporary Assistance for Needy Families (TANF) funds received through an agreement with the Department of Social Services.

CAREER EDUCATION

On August 31, 2023, Governor Newsom signed Executive Order N-11-23, initiating a comprehensive effort to rearchitect education and workforce systems to better reflect the lived reality of Californians.

Despite challenging budget circumstances, this multi-year effort will advance progress in California by both optimizing delivery of existing investments and developing policy proposals that will better align systems in the future. First, the Governor's Office is convening interagency teams both at the state level (under the Governor's Council for Career Education) and at the regional level (as part of the K-16 Regional Collaboratives) that will drive results on the tens of billions in new workforce investments made in the first four years of the Newsom Administration. Second, the Administration is engaging a 13-month planning process to investigate how existing policies,

investments, and structures can be improved, culminating in the Governor's Master Plan for Career Education scheduled for publication in the winter of 2024.

The goal is to ensure all Californians from cradle to career are:

1. On-ramped into well-paying, purposeful careers.
2. Empowered to build real-life skills.
3. Able to access and afford a quality education throughout life.

UNIVERSITY OF CALIFORNIA

The UC offers formal undergraduate and graduate education, is the public segment authorized to independently award doctoral degrees, and is designated as the state's primary academic agency for research. Its ten campuses enroll nearly 294,000 students and the UC extension centers register an additional 500,000 participants in continuing education programs. In 2022-23, the UC awarded more than 86,000 degrees, including over 62,000 undergraduate degrees.

To address the projected budget shortfall, the Budget defers the planned 2024-25 Compact investment of \$227.8 million and the planned investment of \$31 million to offset revenue reductions associated with the replacement of 902 nonresident undergraduate students in 2024-25. These deferrals would largely maintain ongoing UC General Fund at 2023-24 levels, while enabling the UC to use interim financing structures or other internal borrowing to support UC spending at the planned 2024-25 Compact level and at the level necessary to offset revenue reductions associated with the replacement of 902 nonresident undergraduate students enrolled in 2024-25.

This approach will enable the UC to continue its efforts to meet the Compact goals to expand student access, equity, and affordability, and to create pathways to high-demand career opportunities. The Administration will continue to monitor the UC's actions toward meeting the Compact goals.

SIGNIFICANT ONGOING BUDGET ADJUSTMENTS

- **Compact Deferral**—A one-time deferral of approximately \$227.8 million General Fund, which represents the 2024-25 five-percent General Fund resource adjustment pursuant to the Compact. In addition to the planned 2025-26 Compact investment, in 2025-26 UC should plan for both the repayment of this one-time deferral and the

approximately \$227.8 million ongoing General Fund to be included within its base budget.

- **Resident Undergraduate Enrollment Growth Deferral**—A one-time deferral of approximately \$31 million General Fund, to offset revenue reductions associated with the replacement of 902 nonresident undergraduate students enrolled at three campuses with an equivalent number of California resident undergraduate students at these campuses. In addition to the planned 2025-26 investment to offset revenue reductions associated with the replacement of nonresident undergraduate students at three UC campuses, in 2025-26 UC should plan for both the repayment of this one-time deferral and the \$31 million ongoing General Fund to be included within its base budget.
- **Graduate Medical Education Backfill**—An increase of approximately \$2.6 million ongoing General Fund and \$247,000 one-time General Fund to offset declining Proposition 56 revenue for a statewide grant program and maintain \$40 million in funds for graduate medical residency slots.
- **Medical School Project at UC Merced**—Consistent with the 2019 Budget, an increase of \$14.5 million ongoing General Fund to support a Medical School Project at UC Merced beginning in 2024-25.

SIGNIFICANT ONE-TIME BUDGET ADJUSTMENT

- **Adjustment in Capital Outlay Support**—The Budget proposes to forgo a planned investment of \$300 million one-time General Fund support for the construction of an Institute for Immunology and Immunotherapy at UC Los Angeles. This adjustment was made because the project shifted away from the construction of a new facility to the acquisition and updating of an existing facility.

CALIFORNIA STATE UNIVERSITY

The CSU provides undergraduate and graduate instruction generally up to the master's degree. Its 23 campuses enroll more than 457,000 students and in 2022-23, the CSU awarded roughly 127,000 degrees. The CSU also provides opportunities for residents to enroll in professional and continuing education programs. The CSU strives to further fulfill its mission through Graduation Initiative 2025, which aims to increase four-year graduation rates, increase two-year transfer graduation rates, and eliminate equity gaps. The CSU is an important institution for providing four-year education in some of

the most underserved regions of the state, including the Far North, the Central Valley, and the Inland Empire.

To address the projected budget shortfall, the Budget defers the planned 2024-25 Compact investment of \$240.2 million to 2025-26. This deferral would largely maintain ongoing CSU General Fund at 2023-24 levels, while enabling the CSU to use interim financing structures or other internal borrowing to support CSU spending at the planned 2024-25 Compact level.

This approach will enable the CSU to continue its efforts to meet the Compact goals to expand student access, equity, and affordability, and to create pathways to high-demand career opportunities. The Administration will continue to monitor the CSU's actions toward meeting the Compact goals.

SIGNIFICANT BUDGET ADJUSTMENT

- **Compact Deferral**—A one-time deferral of approximately \$240.2 million General Fund, which represents the 2024-25 five-percent General Fund resource adjustment pursuant to the Compact. In addition to the planned 2025-26 Compact investment, in 2025-26 CSU should plan for both the repayment of this one-time deferral and the approximately \$240.2 million ongoing General Fund to be included within its base budget.

CALIFORNIA COMMUNITY COLLEGES

The CCCs are the largest system of higher education in the country, serving roughly one out of every four of the nation's community college students, or approximately 1.9 million students. The CCCs provide basic skills, vocational, and undergraduate transfer education with 73 districts, 116 campuses, and 78 educational centers. In 2022-23, the CCCs awarded over 109,000 certificates and 187,000 degrees and transferred over 97,000 students to four-year institutions.

The Budget reflects a continued focus on the CCC multi-year roadmap, which focuses on equity, student success, and enhancing the system's ability to prepare students for California's future.

SIGNIFICANT BUDGET ADJUSTMENTS

- **CCC Apportionments**—An increase of \$69.1 million ongoing Proposition 98 General Fund to provide a 0.76-percent cost-of-living adjustment (COLA) for Student Centered Funding Formula apportionments and \$29.6 million ongoing Proposition 98 General Fund for 0.5-percent enrollment growth.
- **CCC Categorical Program COLA**—An increase of \$9.3 million ongoing Proposition 98 General Fund to provide a 0.76-percent COLA for select categorical programs and the Adult Education Program.
- **K-14 Rainy Day Fund**—A withdrawal of roughly \$235.9 million in 2023-24, and \$486.2 million in 2024-25, to support Student Centered Funding Formula resource needs.
- **Nursing Program Support**—An increase of \$60 million one-time Proposition 98 General Fund to expand nursing programs and Bachelor of Science in Nursing partnerships to develop, educate, and maintain the next generation of registered nurses through the community college system, subject to future statutory changes.

STUDENT HOUSING

The Higher Education Student Housing Grant Program was established to provide grants for the CCCs, CSU, and UC to construct student housing or to acquire and renovate commercial properties into student housing for low-income students. The 2023 Budget Act shifted the Program's prior and planned General Fund support for UC and CSU affordable student housing grants to UC- and CSU-issued revenue bonds. It also reverted prior and planned General Fund support for CCC affordable student housing grants with the intent to develop a statewide lease revenue bond or other statewide financing approach by the 2024 Budget Act to support CCC affordable student housing projects approved pursuant to the Program. The Administration remains committed to a statewide lease revenue bond approach and is developing a proposal for consideration at the May Revision. In addition, for a limited number of projects that do not currently fit within a statewide lease revenue bond approach, the Administration proposes using resources included in the 2023 Budget to support those projects.

To address the projected budget shortfall, the Budget proposes suspending funding for the California Student Housing Revolving Loan Fund Program, which includes pulling back \$300 million one-time General Fund previously intended to be appropriated for the program for each year from 2024–25 to 2028–29, and reverting \$194 million of

\$200 million one-time General Fund that was appropriated in 2023–24, which is the amount estimated to be net of the Program's expected operational costs.

CALIFORNIA STUDENT AID COMMISSION

Administered by the California Student Aid Commission, the state's primary financial aid program is the Cal Grant Program. This entitlement program provides financial aid awards to students who meet specified eligibility criteria, and who attend one of the state's qualifying public institutions or independent and private institutions. Students who are ineligible for the Cal Grant entitlement program can compete for financial aid awards available through the Cal Grant competitive program.

The Budget assumes total financial aid expenditures of \$3.3 billion, of which \$2.5 billion supports the Cal Grant Program, and \$636.2 million supports the Middle Class Scholarship program. The Budget forgoes a planned one-time Middle Class Scholarship investment of \$289 million. In 2022–23, approximately 384,000 students received new or renewal Cal Grant awards. The Middle Class Scholarship Program and resources to support the construction of affordable student housing are intended to help facilitate students' access toward a debt-free college pathway.

The state's Cal Grant entitlement program is estimated to provide over 377,000 financial aid awards to students who meet specified eligibility criteria in 2023–24. Students who demonstrate financial need, but do not meet all of the criteria for entitlement awards, may qualify for one of 13,000 proposed competitive Cal Grant awards. The majority of these awards provide a stipend to cover some living expenses, such as housing, food, and transportation.

CAL GRANT REFORM

The 2022 Budget Act reflected provisions regarding the fiscal conditions upon which the Cal Grant Reform Act may be implemented. The Cal Grant Reform Act would make significant changes to the state's largest financial aid program, replacing the existing Cal Grant program with a new version of the program that provides a Cal Grant 2 for eligible CCC students with financial need, and provides a Cal Grant 4 for eligible four-year university students with financial need. The Administration remains attentive to the 2022 Budget Act's provisions regarding the fiscal conditions upon which the Cal Grant Reform Act may be implemented, and will continue to work closely with the Legislature, the Commission, and others.

COLLEGE OF THE LAW, SAN FRANCISCO

College of the Law, San Francisco is affiliated with the UC system, but is governed by its own Board of Directors. Located in San Francisco, it primarily serves students seeking a Juris Doctor degree, but also offers programs leading to Master of Laws; Master of Studies in Law; and Master of Science, Health Policy and Law degrees. In 2022-23, UC College of the Law, San Francisco enrolled 1,155 full-time equivalent students. Of these, 1,103 were Juris Doctor students.

SIGNIFICANT BUDGET ADJUSTMENT

- **Base Growth**—An increase of \$2.2 million ongoing General Fund to support operating costs. This represents a 3-percent increase base augmentation.

CALIFORNIA STATE LIBRARY

The California State Library serves as the central reference and research library for the Governor and the Legislature. The Library collects, preserves, generates, and disseminates information, and provides critical assistance to libraries across the state. The Library administers programs funded by state and federal funds to support local and public library programs.

SIGNIFICANT BUDGET ADJUSTMENTS

- **Support for Local Library Infrastructure**—The Budget proposes to pull back \$131.3 million one-time General Fund of the \$439 million in one-time General Fund support provided for the Local Library Infrastructure Grant Program in the 2021 Budget Act, and proposes to forgo planned one-time General Fund investments of \$33 million in 2024-25, \$33 million in 2025-26, and \$34 million in 2026-27.
- **Statewide Library Broadband Services**—To address the projected budget shortfall, the Budget proposes to pull-back \$34 million of the \$35 million provided to expand broadband access to isolated and under-served communities through a collaborative partnership of local education agencies, and regional libraries due to low participation in the program.

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 2: Local Indicator/Implementation of State Standards/ELD	4: Dashboard Priority 2 Self Reflection Tool	4: Dashboard Priority 2 Self Reflection Tool	4: Dashboard Priority 2 Self Reflection Tool	4: Dashboard Priority 2 Self Reflection Tool	4: Dashboard Priority 2 Self Reflection Tool
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	65% Met or exceeded standard	63.41% 3rd-4th Met or exceeded Math standard on SBA 80.24% 5th-8th Met or exceeded Math standard on ICA	59% Met or exceeded Math standards on SBA	64.71% Met or exceeded ELA standard on SBA	64% Met or exceeded standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	62% Met or exceeded standard	59.02% 3rd-5th Met or exceeded ELA standard on SBA 76.3% 6th-8th Met or exceeded ELA standards on ICA	65.3% Met or exceeded ELA standard on SBA	62.46% Met or exceeded ELA standard on SBA	70% Met or exceeded standard
Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates	50% EL proficiency	50% EL proficiency	58.3% of students were making progress	23.1% of students were making progress	50% EL proficiency
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	100% Unduplicated increasing proficiency	100% Unduplicated increasing proficiency	100% Unduplicated increasing proficiency	100% Unduplicated increasing proficiency	100% Unduplicated increasing proficiency
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	100% All students promoted	100% All students promoted	100% All students promoted	100% All students promoted	100% All students promoted
Priority 4: State Indicator/Academic Indicator/Reclassification rates	25% English Learners reclassified from previous year	45% reclassified	13.1% reclassification		25% English Learners reclassified each year.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	English Language Development Educate all stakeholders on English Language Development content and academic standards and how to best implement them into daily lessons for all students. An additional instructional aide will provide ELD support to English learners.	Yes	Planned	25% EL Reclassified		\$71,640.00	\$45,574.81
1.2	Expanded Learning Opportunities Monitor and ensure the after school program focuses on improving academic performance for English Learners and low income students through intervention, tutoring, and homework assistance. A rigorous summer program will be offered to identified students, including English learners and low income students who are not meeting academic proficiency in English Language Development and Mathematics.	Yes	Partially Implemented	ELA Dashboard Data: Low Income 3.1% below standard Hispanic 1.1% below standard Math Dashboard Data: Low Income 9.5% below standard Hispanic 9.6 below standard		\$201,468.00	\$55,356.79
1.3	Response to Intervention The district will contract 1.0 FTE for an Education Specialist with COE, and employ a .8 FTE intervention teacher, a 1.0 FTE and .6 FTE instructional aide to work with students with specific learning disabilities and low income students who are not meeting academic standards. These positions will analyze student data in order to	Yes	Partially Implemented	1.0FTE Education Specialist .8FTE Intervention teacher .6FTE instructional aide		\$66,889.00	\$39,420.40

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	address standard specific gaps in learning. The district will monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in English Language Arts, Mathematics, and English Language Development.						
1.4	Class Size Reduction For many years Plaza School had combination classes due to few students enrolled. To reduce combination classes from 30+ students to no more than 24 per class, additional teachers were hired and retained. With a long waitlist of students who want to attend, we are able to keep classes small with additional teachers.	Yes	Fully Implemented	Grade Class Size K 23 1 21 2 23 3 22 4 23 5 21 6 21 7 21 8 17		\$195,562.00	\$95,443.81

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 1: Local Indicator/Teacher credential	100% of all instructional staff are highly qualified.	100% of all instructional staff are highly qualified.	100% of all instructional staff are highly qualified.	100% of all instructional staff are highly qualified.	100% of all instructional staff are highly qualified.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 1: Local Indicator/ Instructional materials	100% of all students have access to standards-aligned instructional materials	100% of all students have access to standards-aligned instructional materials	100% of all students have access to standards-aligned instructional materials	100% of all students have access to standards-aligned instructional materials	100% of all students have access to standards-aligned instructional materials.
Priority 1: Local Indicator/ Facilities in good repair	100% Good Rating	100% Good Rating	100% Good Rating		100% Good Rating
Priority 2: Local Indicator/Implementati on of State Standards/Local Evaluation Tool	50% Chromebooks replaced	0% replaced	0% replaced	50% replaced	75% replaced
Priority 7: Local Metric/A broad course of study	100% K-8 offered art and music	90% K-8 offered art and music	90% K-8 offered art and music	90% K-8 offered art and music	100% K-8 offered art and music

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Professional Development Offer professional development for all staff members in order to provide a rigorous learning environment in well maintained facilities. This includes monthly minimum days and two full days of teacher only professional development days.	No	Partially Implemented	9 minimum days for teacher professional development scheduled 6 1-hour after school professional development meetings		\$25,000.00	\$12,600
2.2	Response to Intervention The district will contract .4 FTE for an Education Specialist with COE, and employ a .8 FTE intervention teacher to work with students with specific learning disabilities and low performing learners. These positions will analyze student data in order to address standard	Yes	Partially Implemented	.4 FTE Educational Specialist .8 FTE Intervention Teacher 2 x .45 FTE After School Activity Assistant Tutors			\$

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	specific gaps in learning. Also, tutors, including credentialed teachers, will provide homework assistances after school, as well as work with students before and after school to teach number sense and writing strategies to identified students.						
2.3	Instructional Materials Purchase standards based instructional materials including state adopted science, math, and history curriculum for every student. Supplemental materials, including but not limited to Reflex Math and Mystery Science, will be utilized to support English Learners, low income, and low performing students.	Yes	Partially Implemented	Go Math (1 year) Reflex/Frax Math		\$15,000.00	\$18,765.27
2.4	Technology Ensure there is enough working Chromebooks for all students in order to incorporate internet based academic programs. Also, replace outdated or inefficient laptops, projectors, and document cameras	No	Partially Implemented	75 Chromebooks 3 laptops 2 printers		\$10,000.00	\$8,822.35
2.5	Maintenance and Facilities Create a maintenance plan to monitor and improve conditions of learning to ensure school facilities are clean, safe, and functional as determined by Facility Inspection	No	Partially Implemented	95.09%- FIT 0-Williams Complaints 1.0 FTE custodian		\$74,182.00	\$37,111.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Tool or other local measurements, including Williams Complaints. Also, hire a full time custodian to train alongside the current custodian in order to prepare for upcoming retirement.						
2.6	Broad Course of Study Offer classroom music for K-6th grades, band and chorus for 4th-8th grades, and classroom art for K-7th grades. Also, ensure standards based physical education is taught in all grades.	No	Partially Implemented	K-6 Classroom Music 4th-8th Chorus K-8 PE		\$35,211.00	\$4,380.61

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Beginning Development	Beginning Development	Initial Implementation	Initial Implementation	Full Implementation
Priority 5: Local Metric/Student Engagement/School attendance rates	97.08% attendance rate	97.17%	96.34%		97.5% attendance rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 5: Local Metric/Middle school dropout rate	0% dropout rate	0% dropout rate	0% dropout rate		0% dropout rate
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	1.9%	0%	4.5%		<2%
Priority 6: Local Indicator/Local tool for school climate	54.5% Spanish return rate 36.8% English return rate 38.5% Total return rate	27% Spanish return rate 36% English return rate 35.5% Total return rate	100% student surveys returned for 5th-8th grade students		100% Spanish return rate 100% English return rate 100% in total return rate
Priority 6: State Indicator/Student Suspension Indicator	0% suspension rate	0% suspension rate	.5%	0%	0% suspension rate
Priority 6: Local Metric/Expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate	0%	0% expulsion rate
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Beginning Development: unduplicated parent participation:	Beginning Development: unduplicated parent participation:	Beginning Development: unduplicated parent participation:	Beginning Development: unduplicated parent participation:	Full Implementation
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Beginning Development: students with exceptional needs parent participation	Beginning Development: students with exceptional needs parent participation	Beginning Development: students with exceptional needs parent participation	Beginning Development: students with exceptional needs parent participation	Full Implementation

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	School Clinician Provide access to a School Clinician to offer social emotional support for students who require school based counseling in order to	No	Not Implementing	GCOE Clinician resigned		\$15,000.00	\$

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	develop strategies and skills needed to remain resilient.						
3.2	Community Partnerships Collaborate and work with local agencies and organizations to provide social emotional curriculum to classrooms, educate staff in social emotional learning strategies, and create more opportunities for relationships and student/family supports.	Yes	Not Implementing	GCOE Clinician resigned		\$3,000.00	\$
3.3	Parent Engagement Create opportunities to connect with parents as partners in their children's education, including participating in school decision making processes. Information will be translated into Spanish to help increase involvement and participation.	No	Planned	Planned		\$2,000.00	\$
3.4	Surveys Continue to survey parents, students, and staff to determine the overall school climate to ensure it is a safe and welcoming environment that fosters a positive school experience for all stakeholders. Information will be translated into Spanish to help increase involvement and participation.	No	Planned	0 Sent		\$500.00	\$

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	Absenteeism Educate parents and students on the effects absenteeism has on student achievement, and create ways to motivate students to reduce absenteeism.	No	Partially Implemented	12 Excessive/Chronic Absent Letters sent		\$500.00	\$

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
December 7th, 2023
3:00PM
Minutes

- I. **Call to Order** The meeting was called to order at 3:01PM
- II. **Pledge of Allegiance**
- III. **Members Present** Board Trustees PJ Davis, Connie King, and Jake Cecil. Superintendent Conklin and Business Manager Dusty Thompson. Athletic Director John Lovell
- 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.** Mr. Lovell asked to consider stripping in the gym that would include a full 50' basketball court instead of a 46' court.
- VI. **Correspondence**
- VII. **Board Trustee Reports** - No reports made
- VIII. **Superintendent Report/Information**
 - A. **2023-24 School Year Update** Mr. Conklin shared that the year is going well with limited staff absences or major student disciplinary issues. There has been a slight increase in social emotional and social skills referrals for a variety of reasons. Mr. Conklin informed the board that the GCOE school clinician resigned abruptly. Mrs. King asked if there were ways to hire a replacement without relying on GCOE.
 - B. **November and December Pirates Post** Mr. Conklin presented the two newsletters
 - C. **Plaza Community Club** Mr. Conklin presented the minutes and agenda, as well as the most recent financial statements.
 - D. **Facilities**
 1. **Cafeteria Inspection** Mr. Conklin informed the board that we passed our surprise inspection.
 2. **New Construction and Modernization** Mr. Conklin updated the board on the projects, including the schedule and funding. Both projects are on schedule and there may be additional funding to allow more scope.
 3. **Phase III**
 - i. **Painting** Mr. Conklin discussed the campus wide painting process, including putting out a RFP in February and scheduling work for June.
 - E. **Williams Quarterly Report October, 2023—NO Complaints Filed**
 - F. **Personnel** Mr. Conklin explained why he didn't feel it was necessary to create a Teacher on Special Assignment position at this time.
 - G. **Categorical Expenditures** Mr. Lovell presented options for new sports jerseys. Mr. Conklin reviewed notes from the Special Board Meeting and identified what he felt were high priorities.

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
December 7th, 2023
3:00PM
Minutes

- H. **Universal Pre-Kindergarten** Mr. Conklin informed the board that he met with Phadie Irons at GCOE to discuss a UPK program and he will meet with a local preschool teacher to get information on curriculum, schedule, and other matters.
- I. **2023-24 Enrollment** Mr. Conklin informed the board that there are 192 students enrolled
- J. **Local Control and Accountability Plan** Mr. Conklin explained that the LCAP template for the next three year plan will be available soon.
- K. **2023-24 Safe School Plan** Mr. Conklin informed the board where to find the current plan and that there are no recommended changes for this year.
- L. **2024-25 Kindergarten Enrollment Lottery** A random unbiased lottery was not conducted due to fewer requests than seats available.

IX. 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 26th, 2023 Regular Board Meeting**
- b. **Approve the Minutes of the November 13th, 2023 Special Board Meeting**
- c. **Approve the Minutes of the November 27th, 2023 Special Board Meeting**
- d. **Approve Warrant Registers October 21st, 2023 – December 4th, 2023**
- e. **Approve Budget Transfers— None**
- f. **Certification of 35160.5 Policies (Evaluation Competency, Probationary Teacher, and Complaint Procedures)**

PJ Davis moved to Approve the Consent Agenda and Connie King seconded. Passed 2-0

2. Approve Greg's Heating & A/C Inc. Quote for 5 HVAC Units for \$62,500

PJ Davis moved to Approve Greg's Heating & A/C Inc. Quote for 5 HVAC Units for \$62,500 and Connie King seconded. Approved 3-0

3. Approve Hiring Caitlyn Nelson for 2023-24 Cafeteria Assistant Position

PJ Davis moved to Approve Hiring Caitlyn Nelson for 2023-24 Cafeteria Assistant Position and Connie King seconded. All approved

4. Approve 2024-25 School Calendar

Connie King moved to Approve 2024-25 School Calendar and PJ Davis seconded. All approved

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
December 7th, 2023
3:00PM
Minutes

5. Approve Superintendent/Principal Evaluation Tool

PJ Davis moved to Approve Superintendent/Principal Evaluation Tool and Connie King seconded. All approved.

6. Approve and Certification of 1st Interim Report as of October 31st, 2023

PJ Davis moved to Approve and Certification of 1st Interim Report as of October 31st, 2023 and Connie King seconded. All approved

7. Reorganization of Board of Trustees

PJ Davis nominated Jake Cecil to serve as Board Clerk and Connie King seconded. All approved

X. Closed Session The board went into Closed Session at 5:35pm

A. Negotiations

XI. New Business The board went into Open Session at 5:45pm

A. Approve Plaza Teachers Association's Initial Proposal for 2023-24 Through 2024-25 Agreement

PJ Davis moved to Approve Plaza Teachers Association's Initial Proposal for 2023-24 Through 2024-25 Agreement and Connie King seconded. All approved

XII. Adjournment – Next Regularly Scheduled Meeting Thursday, January 18th, 2024 @ 3PM
The meeting was adjourned at 5:46pm

Fiscal20a

Account Transaction Detail-Activity Change

Activity for Dates 12/05/2023 to 01/11/2024

Fiscal Year 2023/24

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
(000061)	01-0000-0-0000-4300-000-000-000000 UNRESTRICTED GE,MATERIALS								
	OFFICE DEPOT	EX24-00533	OFFICE SUPPLIES	12/06/23				7.76	7.76-
	US BANK	EX24-00590	BLIND FOR OFFICE DOOR	12/13/23				7.38	15.14-
	Account Total			01/11/24	.00	.00	.00	15.14	
(000066)	01-0000-0-0000-2700-5890-000-000-000000 UNRESTRICTED GE,OTHER OPE								
	TCG ADMINISTRATOR	EX24-00567	MONTHLY ADMINISTRATION FE	12/13/23				8.00	8.00-
	US BANK	EX24-00578	QUICKEN CLASSIC BUSINESS &	12/13/23				119.88	127.88-
	US BANK	EX24-00580	SPOTIFY MEMBERSHIP MONTH	12/13/23				10.99	138.87-
	Account Total			01/11/24	.00	.00	.00	138.87	
(000073)	01-0000-0-0000-3600-4300-000-000-000000 UNRESTRICTED GE,MATERIALS								
	NAPA AUTO PARTS	EX24-00560	BUS - 2 BATTERIES, 2 CORE DE	12/13/23				642.70	642.70-
(000075)	01-0000-0-0000-3600-5630-000-000-000000 UNRESTRICTED GE,REPAIRS (
	GLENN COUNTY	EX24-00558	LABOR / NONE STOCK PARK	12/13/23				93.15	93.15-
(000076)	01-0000-0-0000-3600-5890-000-000-000000 UNRESTRICTED GE,OTHER OPE								
	GLENN COUNTY	EX24-00557	45 DAY SAFETY INSPECTION	12/13/23				225.00	225.00-
	John Felix	EX24-00559	BUS DRIVING LICENSE FEE - J.	12/13/23				12.00	237.00-
	Account Total			01/11/24	.00	.00	.00	237.00	
(000093)	01-0000-0-0000-7600-5450-000-000-000000 UNRESTRICTED GE,OTHER INS								
	GSRMA	EX24-00526	GENERAL LIABILITY 22/23 ADJU	12/06/23				576.00	576.00-
(000094)	01-0000-0-0000-7600-5815-000-000-000000 UNRESTRICTED GE,LEGAL SER								
	DWK ATTORNEYS AT I	EX24-00525	GENERAL LEGAL - COMMUNICA	12/06/23				130.00	130.00-
(000096)	01-0000-0-0000-7600-5825-000-000-000000 UNRESTRICTED GE,FINGERPRI								
	GLENN COUNTY OFFIC	EX24-00623	LIVESCAN FINGERPRINT FEE -	01/10/24				69.00	69.00-
	GLENN COUNTY OFFIC	EX24-00624	LIVESCAN FINGERPRINT FEE -	01/10/24				69.00	138.00-
	Account Total			01/11/24	.00	.00	.00	138.00	
(000106)	01-0000-0-0000-8100-4300-000-000-000000 UNRESTRICTED GE,MATERIALS								
	NAPA AUTO PARTS	EX24-00530	SITE SUPPLIES	12/06/23				76.35	76.35-
	ORLAND ACE HARDW,	EX24-00534	SITE SUPPLIES	12/06/23				54.26	130.61-
	US BANK	EX24-00576	TILE SPACERS	12/13/23				7.50	138.11-
	US BANK	EX24-00581	2 BATTERIES FOR LAPTOPS - T	12/13/23				92.03	230.14-
	US BANK	EX24-00583	XMAS PERFORMANCE SUPPLIE	12/13/23				29.77	259.91-
	US BANK	EX24-00591	PROPANE FOR BBQ	12/13/23				10.86	270.77-
	HILLYARD INC.	EX24-00597	SITE SUPPLIES - ROLL TOWELS	12/20/23				2,816.69	3,087.46-
	ORLAND ACE HARDW,	EX24-00601	SITE SUPPLIES, OUTLET PLUG,	12/20/23				67.12	3,154.58-
	Account Total			01/11/24	.00	.00	.00	3,154.58	
(000109)	01-0000-0-0000-8100-5520-000-000-000000 UNRESTRICTED GE,GARBAGE,P								
	WASTE MANAGEMENT	EX24-00592	SERVICE CHARGE 11/01/23 - 11.	12/13/23				407.32	407.32-
(000111)	01-0000-0-0000-8100-5540-000-000-000000 UNRESTRICTED GE,NATURAL G								

Fiscal20a

Account Transaction Detail-Activity Change

Activity for Dates 12/05/2023 to 01/11/2024							Fiscal Year 2023/24		
Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
(000111)	01-0000-0-0000-8100-5540-000-000-00000 UNRESTRICTED GE,NATURAL G								
	HUNT PROPANE INC.	EX24-00528	144.5 GALLONS OF PROPANE	12/06/23				494.38	494.38-
	HUNT PROPANE INC.	EX24-00614	366.50 GALLONS PROPANE	12/20/23				1,253.90	1,748.28-
			Account Total	01/11/24	.00	.00	.00	1,748.28	
(000112)	01-0000-0-0000-8100-5545-000-000-00000 UNRESTRICTED GE,P G & E,P								
	PG&E	EX24-00538	STREET LIGHT 10/17/23 - 11/14/	12/06/23				11.24	11.24-
	PG&E	EX24-00602	MONTHLY SERVICE CHARGE 1	12/20/23				51.74	62.98-
	PG&E	EX24-00630	MONTHLY STREET LIGHT CHAF	01/10/24				11.24	74.22-
			Account Total	01/11/24	.00	.00	.00	74.22	
(000113)	01-0000-0-0000-8100-5560-000-000-00000 UNRESTRICTED GE,WATER,PLA								
	ORLAND UNIT WATER	EX24-00535	2024 IRRIGATION SEASON	12/06/23				279.90	279.90-
	ORLAND UNIT WATER	EX24-00536	OPERATION & MAINTENANCE	12/06/23				466.50	746.40-
	PACE ANALYTICAL SE	EX24-00537	DRINKING WATER MONITORINC	12/06/23				88.76	835.16-
	PACE ANALYTICAL SE	EX24-00562	DRINKING WATER MONITORINC	12/13/23				88.76	923.92-
	PACE ANALYTICAL SE	EX24-00629	DRINKING WATER MONITORINC	01/10/24				325.84	1,249.76-
			Account Total	01/11/24	.00	.00	.00	1,249.76	
(000114)	01-0000-0-0000-8100-5630-000-000-00000 UNRESTRICTED GE,REPAIRS (
	BRANDEN'S PLUMBING	EX24-00518	DRAIN LINE CLEANING	12/06/23				305.00	305.00-
	NORCAL PUMPING	EX24-00531	SEPTIC SERVICE LABOR, SEPT	12/06/23				1,375.00	1,680.00-
			Account Total	01/11/24	.00	.00	.00	1,680.00	
(000115)	01-0000-0-0000-8100-5890-000-000-00000 UNRESTRICTED GE,OTHER OPE								
	SIERRA WATER UTILIT	EX24-00542	OPERATOR SERVICE CHARGE	12/06/23				165.77	165.77-
(000116)	01-0000-0-0000-8100-5910-000-000-00000 UNRESTRICTED GE,TELEPHONE								
	AT&T	EX24-00610	MONTHLY SERVICE 11/10/2023	12/20/23				72.77	72.77-
(000117)	01-0000-0-0000-8100-5990-000-000-00000 UNRESTRICTED GE,OTHER COM								
	US BANK	EX24-00585	LETTER TO PARENT	12/13/23				7.90	7.90-
(000158)	01-0000-0-1110-1000-4300-000-000-00000 UNRESTRICTED GE,MATERIALS								
	OFFICE DEPOT	EX24-00532	K - 8TH SUPPLIES	12/06/23				298.17	298.17-
	Blick Art Materials	EX24-00593	COLORLED PENCILS FOR ART - I	12/20/23				305.31	603.48-
	OFFICE DEPOT	EX24-00599	SITE SUPPLIES	12/20/23				7.36	610.84-
	OFFICE DEPOT	EX24-00600	SITE SUPPLIES - WITEOUT, PAF	12/20/23				99.32	710.16-
	OFFICE DEPOT	EX24-00617	SUPPLIES - CONSTRUCTION PA	12/20/23				6.04	716.20-
	NORTH VALLEY VOICE	EX24-00627	MUSIC/CHOIR GRINCH CD AND	01/10/24				75.61	791.81-
			Account Total	01/11/24	.00	.00	.00	791.81	
(000708)	01-0000-0-1110-1000-5890-000-000-00000 UNRESTRICTED GE,OTHER OPE								
	DNA	EX24-00524	ANNUAL WEBSITE HOSTING	12/06/23				50.00	50.00-
	MACQUARIE EQUIPME	EX24-00529	LEASE PAYMENT	12/06/23				338.91	388.91-
	ADVANCED DOCUMEN	EX24-00552	USAGE CHARGE 11/01/23 - 11/31	12/13/23				321.51	710.42-
Selection Filtered by User Permissions, (Org = 5, Online/Offline = N, Fiscal Year = 2024, Start Date = 12/5/2023, End Date = 1/11/2024, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7999, Obj Digits = 0, Page Break Lvl =)									
005 - Plaza Elementary School District								ERP for California	
Generated for Dusty Thompson (DUSTYTHOMPSON), Jan 11 2024								Page 2 of 5	
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Account Transaction Detail-Activity Change

Activity for Dates 12/05/2023 to 01/11/2024

Fiscal Year 2023/24

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
(000708) 01-0000-0-1110-1000-5890-000-00000 UNRESTRICTED GE,OTHER OPE (continued)									
	ELIAS VARGAS	EX24-00556	MILEAGE REIMBURSEMENT 08/	12/13/23				198.86	909.28-
	DNA	EX24-00613	WEBSITE HOSTING FEE	12/20/23				50.00	959.28-
	NORTH VALLEY VOICE	EX24-00628	MUSIC/CHOIR NOV. - DEC. 2023	01/10/24				1,975.00	2,934.28-
	Account Total			01/11/24	.00	.00	.00	2,934.28	
(001286) 01-2600-0-0000-2700-5910-000-00000 EXPANDED LEARN,TELEPHONE.									
	VERIZON WIRELESS	EX24-00551	MONTHLY SERVICE CHARGE -:	12/06/23				52.78	52.78-
(000932) 01-2600-0-1110-1000-4300-000-00000 EXPANDED LEARN,MATERIALS									
	US BANK	EX24-00575	STORAGES BOXES FOR HANDII	12/13/23				53.61	53.61-
	US BANK	EX24-00577	WALKIE TALKIE - SPARK, STAFF	12/13/23				171.59	225.20-
	US BANK	EX24-00579	GUITAR ADAPTER CABLE	12/13/23				15.00	240.20-
	US BANK	EX24-00589	WIRE FEED WELDER, HELMET,	12/13/23				452.44	692.64-
	NATALIE GUERRERO	EX24-00598	SPARK GAME - BLUE MASKING	12/20/23				6.38	699.02-
	Account Total			01/11/24	.00	.00	.00	699.02	
(000618) 13-5310-0-0000-3700-4300-000-00000 CHILD NUTRITION,MATERIALS									
	THE DANIELSEN CO.	EX24-00546	CAFETERIA SUPPLIES	12/06/23				342.29	342.29-
	THE DANIELSEN CO.	EX24-00571	CAFETERIA SUPPLIES	12/13/23				124.94	467.23-
	US BANK	EX24-00574	FRYING PAN, WASHCLOTHS, KI	12/13/23				92.15	559.38-
	US BANK	EX24-00584	CAFETERIA SUPPLIES	12/13/23				11.14	570.52-
	US BANK	EX24-00588	READER, FUNNEL SET, MEASUI	12/13/23				181.73	752.25-
	THE DANIELSEN CO.	EX24-00608	CAFETERIA SUPPLIES	12/20/23				38.44	790.69-
	THE DANIELSEN CO.	EX24-00619	CAFETERIA SUPPLIES	12/20/23				89.70	880.39-
	Account Total			01/11/24	.00	.00	.00	880.39	
(000619) 13-5310-0-0000-3700-4300-000-002-00000 CHILD NUTRITION,MATERIALS									
	THE DANIELSEN CO.	EX24-00544	CAFETERIA SUPPLIES - WALDE	12/06/23				273.58	273.58-
	THE DANIELSEN CO.	EX24-00568	CAFETERIA SUPPLIES - WALDE	12/13/23				180.90	454.48-
	THE DANIELSEN CO.	EX24-00606	CAFETERIA SUPPLIES - WALDE	12/20/23				126.19	580.67-
	THE DANIELSEN CO.	EX24-00632	CAFETERIA SUPPLIES - WALDE	01/10/24				38.44	619.11-
	Account Total			01/11/24	.00	.00	.00	619.11	
(000621) 13-5310-0-0000-3700-4700-000-00000 CHILD NUTRITION,CAFETERIA									
	CDE Cashier's Office	EX24-00519	CAFETERIA FOOD	12/06/23				48.75	48.75-
	CORNELL DISTRIBUTII	EX24-00520	CAFETERIA FOOD	12/06/23				156.80	205.55-
	CORNELL DISTRIBUTII	EX24-00521	CAFETERIA FOOD	12/06/23				270.50	476.05-
	CORNELL DISTRIBUTII	EX24-00522	CAFETERIA FOOD	12/06/23				117.60	593.65-
	DEBORAH ARIZA	EX24-00523	CAFETERIA FOOD	12/06/23				123.00	716.65-
	PROPACIFIC FRESH	EX24-00540	CAFETERIA FOOD (CREDIT)	12/06/23				8.04-	708.61-
	PROPACIFIC FRESH	EX24-00541	CAFETERIA FOOD	12/06/23				500.96	1,209.57-
	THE DANIELSEN CO.	EX24-00543	CAFETERIA FOOD	12/06/23				130.75	1,340.32-

Selection

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Account Transaction Detail-Activity Change

Activity for Dates 12/05/2023 to 01/11/2024

Fiscal Year 2023/24

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
(000621)	13-5310-0-0000-3700-4700-000-00000 CHILD NUTRITION,CAFETERIA (continued)								
	THE DANIELSEN CO.	EX24-00547	CAFETERIA FOOD	12/06/23				1,747.59	3,087.91-
	CORNELL DISTRIBUTII	EX24-00553	CAFETERIA FOOD	12/13/23				197.10	3,285.01-
	CORNELL DISTRIBUTII	EX24-00554	CAFETERIA FOOD	12/13/23				119.10	3,404.11-
	DEBORAH ARIZA	EX24-00555	CAFETERIA FOOD	12/13/23				123.00	3,527.11-
	PROPACIFIC FRESH	EX24-00564	CAFETERIA FOOD	12/13/23				241.21	3,768.32-
	THE DANIELSEN CO.	EX24-00570	CAFETERIA FOOD	12/13/23				1,930.01	5,698.33-
	THE DANIELSEN CO.	EX24-00572	CAFETERIA FOOD	12/13/23				89.74	5,788.07-
	US BANK	EX24-00582	CAFETERIA FOOD - THANKSGI	12/13/23				35.97	5,824.04-
	US BANK	EX24-00586	CAFETERIA FOOD	12/13/23				46.90	5,870.94-
	US BANK	EX24-00587	CAFETERIA FOOD	12/13/23				59.98	5,930.92-
	CORNELL DISTRIBUTII	EX24-00594	CAFETERIA FOOD	12/20/23				197.10	6,128.02-
	CORNELL DISTRIBUTII	EX24-00595	CAFETERIA FOOD	12/20/23				78.00	6,206.02-
	DEBORAH ARIZA	EX24-00596	CAFETERIA FOOD	12/20/23				123.00	6,329.02-
	PROPACIFIC FRESH	EX24-00605	CAFETERIA FOOD	12/20/23				328.01	6,657.03-
	THE DANIELSEN CO.	EX24-00609	CAFETERIA FOOD	12/20/23				1,638.71	8,295.74-
	CORNELL DISTRIBUTII	EX24-00611	CAFETERIA FOOD	12/20/23				99.25	8,394.99-
	PROPACIFIC FRESH	EX24-00618	CAFETERIA FOOD	12/20/23				145.88	8,540.87-
	THE DANIELSEN CO.	EX24-00620	CAFETERIA FOOD	12/20/23				1,933.28	10,474.15-
	CORNELL DISTRIBUTII	EX24-00621	CAFETERIA FOOD	01/10/24				39.70	10,513.85-
	DEBORAH ARIZA	EX24-00622	CAFETERIA FOOD	01/10/24				126.00	10,639.85-
			Account Total	01/11/24	.00	.00	.00	10,639.85	
(000623)	13-5310-0-0000-3700-4700-000-002-00000 CHILD NUTRITION,CAFETERIA								
	PROPACIFIC FRESH	EX24-00539	CAFETERIA FOOD - WALDEN	12/06/23				908.62	908.62-
	THE DANIELSEN CO.	EX24-00545	CAFETERIA FOOD - WALDEN	12/06/23				904.72	1,813.34-
	PROPACIFIC FRESH	EX24-00563	CAFETERIA FOOD - WALDEN	12/13/23				903.31	2,716.65-
	THE DANIELSEN CO.	EX24-00569	CAFETERIA FOOD - WALDEN	12/13/23				641.99	3,358.64-
	PROPACIFIC FRESH	EX24-00603	CAFETERIA FOOD - WALDEN CI	12/20/23				76.21-	3,282.43-
	PROPACIFIC FRESH	EX24-00604	CAFETERIA FOOD - WALDEN	12/20/23				777.64	4,060.07-
	THE DANIELSEN CO.	EX24-00607	CAFETERIA FOOD - WALDEN	12/20/23				982.55	5,042.62-
	PROPACIFIC FRESH	EX24-00631	CAFETERIA FOOD - WALDEN	01/10/24				744.40	5,787.02-
	THE DANIELSEN CO.	EX24-00633	CAFETERIA FOOD - WALDEN	01/10/24				576.63	6,363.65-
			Account Total	01/11/24	.00	.00	.00	6,363.65	
(000625)	13-5310-0-0000-3700-5630-000-000-00000 CHILD NUTRITION,REPAIRS (
	NORCAL FOOD EQUIP	EX24-00561	DISHWASHER SERVICE, LABOR	12/13/23				293.75	293.75-
(000626)	13-5310-0-0000-3700-5890-000-000-00000 CHILD NUTRITION,OTHER OPE								
	JOEY SOON	EX24-00615	CONSULTING SERVICES FOR C	12/20/23				2,375.00	2,375.00-
(000935)	35-7714-0-0000-8500-5815-000-000-00000 SFP-PLAZA ELEM,LEGAL SERV								
Selection	Filtered by User Permissions, (Org = 5, Online/Offline = N, Fiscal Year = 2024, Start Date = 12/5/2023, End Date = 1/11/2024, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7999, Obj Digits = 0, Page Break Lvl =)								

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Account Transaction Detail-Activity Change

Activity for Dates 12/05/2023 to 01/11/2024

Fiscal Year 2023/24

Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Net Change to Balance
(000935)	35-7714-0-0000-8500-5815-000-000-00000 SFP-PLAZA ELEM,LEGAL SERV								
	RAY DALTON CONSTR	GJ24-00003	CORRECT OBJ	12/06/23				37,669.44	37,669.44
		EX24-00565	PLAZA - ADDITIONS	12/13/23				10,400.00	27,269.44
			Account Total	01/11/24	.00	.00	.00	27,269.44	
(000663)	35-7714-0-0000-8500-6200-000-000-00000 SFP-PLAZA ELEM,BUILDINGS								
		GJ24-00003	HMC	12/06/23				33,161.79	33,161.79
		GJ24-00003	MID PAC	12/06/23				4,507.65	37,669.44
	UNITED BUILDING COI	EX24-00573	PLAZA ELEMENTARY PHASE #2	12/13/23				550,837.55	588,506.99
	HMC ARCHITECTS C/C	EX24-00625	PROFESSIONAL SERVICES NO\	01/10/24				8,750.25	597,257.24
			Account Total	01/11/24	.00	.00	.00	597,257.24	
(001277)	35-7720-0-0000-8500-5815-000-000-00000 SFP-PLAZA ELEM,LEGAL SERV								
	RAY DALTON CONSTR	GJ24-00003	CORRECT OBJ	12/06/23				6,360.66	6,360.66
		EX24-00566	PLAZA - MODERNIZATION	12/13/23				2,800.00	3,760.66
			Account Total	01/11/24	.00	.00	.00	3,760.66	
(000671)	35-7720-0-0000-8500-6200-000-000-00000 SFP-PLAZA ELEM,BUILDINGS								
		GJ24-00003	CORRECT OBJ	12/06/23				6,360.66	6,360.66
	MID PACIFIC ENGINEE	EX24-00616	GEOTECHNICAL REPORT REVII	12/20/23				11,519.75	17,880.41
	HMC ARCHITECTS C/C	EX24-00626	PROFESSIONAL SERVICES NO\	01/10/24				2,889.14	20,769.55
			Account Total	01/11/24	.00	.00	.00	20,769.55	
			Total for Expense Accounts		.00	.00	.00	623,177.79	623,177.79
			Total for Org 005 and Expense accounts		.00	.00	.00	623,177.79	623,177.79

Selection

Filtered by User Permissions. (Org = 5, Online/Offline = N, Fiscal Year = 2024, Start Date = 12/5/2023, End Date = 1/11/2024, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7999, Obj Digits = 0, Page Break Lvl =)

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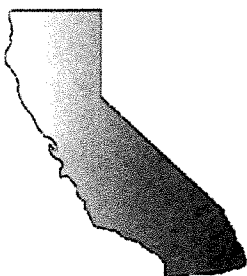
Plaza Elementary

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/fq/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.

2023-24 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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Plaza Elementary is a small rural K-8 school in Glenn County near the city of Orland. It is a single school district with 199 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. A .8 FTE certificated teacher provides 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	22
Grade 2	22
Grade 3	24
Grade 4	23
Grade 5	21
Grade 6	23
Grade 7	19
Grade 8	23
Total Enrollment	199

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8%
Male	48.2%
American Indian or Alaska Native	0.5%
Hispanic or Latino	39.7%
Two or More Races	4.5%
White	54.3%
English Learners	8.5%
Homeless	2%
Migrant	0.5%
Socioeconomically Disadvantaged	47.7%
Students with Disabilities	8%

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)	9.00	100.00	9.00	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	9.00	100.00	9.00	100.00	274759.10	100.00

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)	9.00	100.00	9.00	100.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	9.00	100.00	9.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 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
History-Social Science	K-8 Studies Weekly 2018	Yes	0
Health			

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 95.09%, 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. In the last year, Plaza began a campus wide modernization and new additions project that included remodeling every room, upgrading bathrooms, creating additional bathrooms, updating fire and communications systems, and constructing a gym and three new classrooms.

All plans were 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.

Year and month of the most recent FIT report

5/29/2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	65	62	65	62	47	46
Mathematics (grades 3-8 and 11)	59	65	59	65	33	34

2022-23 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	136	136	100.00	0.00	61.76
Female	67	67	100.00	0.00	68.66
Male	69	69	100.00	0.00	55.07
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	60	60	100.00	0.00	53.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	66	66	100.00	0.00	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	65	100.00	0.00	53.85
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	15	100.00	0.00	6.67

2022-23 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	136	136	100.00	0.00	65.44
Female	67	67	100.00	0.00	65.67
Male	69	69	100.00	0.00	65.22
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	60	60	100.00	0.00	46.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	66	66	100.00	0.00	78.79
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	65	100.00	0.00	52.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	15	100.00	0.00	26.67

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	39.02	31.11	39.02	31.11	29.47	30.29

2022-23 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	45	45	100.00	0.00	31.11
Female	24	24	100.00	0.00	33.33
Male	21	21	100.00	0.00	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	23	100.00	0.00	17.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	42.11
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	NA	NA	NA	NA	NA

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.

2023-24 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	203	203	11	5.4
Female	104	104	10	9.6
Male	99	99	1	1.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	83	83	6	7.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	0	0.0
White	108	108	5	4.6
English Learners	21	21	2	9.5
Foster Youth	0	0	0	0.0
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	105	105	10	9.5
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	18	18	0	0.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.49	0.99	0.00	0.49	0.99	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.99	0
Female	0	0
Male	2.02	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.85	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.95	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 8th, 2022 and approved by them on January 19th, 2023. 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.

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	16	1		
1	21		1	
2	20	1		
4	22		1	
5	20	1		
6	24		1	
Other	20	1		

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	22		1	
1	21		1	
2	23		1	
3	21		1	
4	21		1	
5	21		1	
6	19	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 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	0

2022-23 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)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.2
Psychologist	0
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	.8
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$11,449.15	\$2,541.71	\$8,907.44	\$64,942.56
District	N/A	N/A	\$8,907.44	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	15.7	-15.4

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$46,109	\$48,481
Mid-Range Teacher Salary	\$56,708	\$73,129
Highest Teacher Salary	\$89,747	\$99,406
Average Principal Salary (Elementary)	\$118,476	\$117,381
Average Principal Salary (Middle)	\$118,476	\$128,158
Average Principal Salary (High)		
Superintendent Salary	\$118,476	\$138,991
Percent of Budget for Teacher Salaries	28.75%	29.34%
Percent of Budget for Administrative Salaries	5.35%	5.99%

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 2022-23 we focused primarily on response to intervention tier I strategies in writing for all students. 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	9	10	10

FIELD TRIP REQUEST FORM

☒ Major Field Trip (over 20 miles)

☐ Minor Field Trip (Local /20 miles or less)

Teacher Mrs. McDade, Mrs. Fifield + Mrs. Edson

Destination (Place) /Activity Turtle Bay

City Redding, CA

Distance in miles, one way 62 miles

Purpose Students will learn about plants and animals. They will get a hands on experience.

Date of proposed trip April 18, 2024 @ 9:45am

Method of Transportation Bus and Parent Drivers

Minor Field Trip Approval

Signature _____ Date _____
Superintendent

Major Field Trip Approval

Signature _____ Date _____
Clerk, Board of Trustees

Plaza Elementary School District

Board of Trustees:
Connie King
Jake Cecil
P. J. Davis

7322 County Road 24
Orland, CA 95963
Phone (530) 865-1250 Fax (530) 865-1252

Patrick Conklin
Superintendent/Principal

January 18th, 2024

On January 18th 2024, the Plaza Elementary School District Board Trustees approved the appointment of Elizabeth Relf as the Extended Learning Opportunity Program (ELO-P) Lead Coordinator for Plaza Elementary School District. This appointment is strongly supported by the critical necessity for our school to have an experienced ELO-P Lead Coordinator. The position is vital to the state mandated ELO-P we are required to have.

On March 22nd, 2023, Plaza School posted this position on edjoin.org to fill a vacancy following Mrs. Relf submitting a letter of intent to retire. In the 11 weeks the position was open, only one unqualified candidate with no experience working for a school applied. Due to the urgency of need for this state mandated program, Plaza School District must move forward in filling this position.

Mrs. Relf is a retired instructional aide, after school program lead, and ELO-P coordinator who served Plaza School for 23 years. Mrs. Relf acted as the ELO-P for two year and after school program lead for eight years. The position will be for no more than 500 hours per school year and compensated at an hourly rate based on the Plaza School District Classified Salary Schedule Range 12 (ELO-P Coordinator). Mrs. Relf will not receive any benefits such as sick leave, holiday, or vacation. Her hours will be reported to CALPERS per Government Code 21220.

Patrick Conklin
Superintendent/Principal

PLAZA ELEMENTARY SCHOOL DISTRICT

Resolution No. 23-03

**Release/Non-Reelection of Temporary (including "Probationary 0")
Certificated Employees**

WHEREAS, Education Code section 44954(b) requires that the Plaza Elementary School District shall notify a temporary employee, in a position requiring certification qualifications, of the decision to release/non-reelect the employee from such a position with for the next succeeding school year; and

WHEREAS, certain employees hired in a temporary capacity by the Plaza Elementary School District *may* retain certain employment protections even though these employees are unable to accrue permanent status in the manner of probationary employees (such employees are otherwise referred to as having "Probationary 0" status).

NOW, THEREFORE, BE IT RESOLVED by the Plaza Elementary School District that:

1. The employees listed by employee number in Exhibit A are temporary employees of the Plaza Elementary School District employed in a position requiring certificated qualifications (including "Probationary 0" employees who are providing a service which has been eliminated or reduced for the 2024/2025 school year (also referred to as categorical service) and each such employee shall be released/non-reelected at the end of the 2023/2024 school year for the 2024/2025 school year.
2. The Plaza Elementary School District, or designee, is authorized and directed to give notice to each affected employee of this decision. Notice shall be given:
 - a. in the manner required by law; and
 - b. in conformity with the mandated timeline.

THIS RESOLUTION was adopted on the 18th day of January, 2024.

Signed and approved by me after its passage.

Ayes _____

Noes _____

Absent _____

1/18/2024

Date

Jake Cecil, Board of Trustees

EXHIBIT A

TO RESOLUTION NO. 23-03

**TEMPORARY (including "Probationary 0")
CERTIFICATED EMPLOYEES (LISTED BY EMPLOYEE #)
TO BE RELEASED/NON-REELECTED**

Employee #2395