

Plaza School District  
7322 County Road 24  
Orland, CA 95963  
BOARD OF TRUSTEES  
Regular Board Meeting  
June 20<sup>th</sup>, 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 Local Indicators
- IX. Action
  - A. New Business
    - 1. Consent Agenda: Routine matters that can be approved with one motion
      - a. Approve the Minutes of the April 25<sup>th</sup>, 2024 Regular Board Meeting
      - b. Approve the Minutes of the May 28<sup>th</sup>, 2024 Special Board Meeting
      - c. Approve Warrant Registers April 19<sup>th</sup> – June 13<sup>th</sup>, 2024
      - d. Approve Budget Transfers— February 1<sup>st</sup>, 2024 – June 30<sup>th</sup>, 2024
      - e. Approve School Facilities Annual Evaluation 2023-24
      - f. Annual Approval of Homeless Education Policy ESEA Sect. 722 / AR 5111.13
      - g. Approve 2024-25 Authorized Signatures
      - h. Approve Dannis Woliver Kelley 2024-2026 Agreement for Professional Services
      - i. Approve Proposition 28: Arts and Music in Schools Funding Annual Report
    - 2. Approve the 2024-25 Local Control and Accountability Plan, Including Budget Overview for Parents
    - 3. Approve the 2024-25 Budget
    - 4. Approve 2024-25 Education Protection Account (EPA) Budget Spending Plan
    - 5. Approve Auctioning/Selling Kitchen Equipment, including
      - a. Traulsen 3-Door Refrigerator
      - b. Everest 2-Door Refrigerator/Freezer
      - c. Volcan Convection Oven
      - d. Wolf 6-Burner Stove with Hot Plate and Double Oven
      - e. CMA Dishwasher
      - f. True Milk Cooler
- X. Adjournment –

# 2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Plaza School District	Patrick Conklin Superintendent/Principal	pconklin@plazaschool.org 530-865-1250

## Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

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

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

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

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	10.8	10.8	0	0	0	0	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

## Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

## Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

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

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

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

### Introduction

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

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



- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

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

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

### **Instructions**

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

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

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

LEAs are to implement the following self-reflection process:

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

## Sections of the Self-Reflection Tool

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

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

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

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

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

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

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

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

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

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

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

## Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

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

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

One area of growth is educating students and parents on internet safety in order to be digitally responsible citizens.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

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

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

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

Plaza School District is a small, rural K-8 district with 197 kids enrolled. With only one small class per grade, ensuring all students have access to, and are enrolled in, a broad course of student is easily identified through informal observations and parent surveys, as well as utilizing Williams Uniform Complaint reports quarterly.

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

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

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

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

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

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

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

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

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest):

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

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					



<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

**Plaza School District  
7322 County Road 24  
Orland, CA 95963  
BOARD OF TRUSTEES  
Regular Board Meeting  
April 25<sup>th</sup>, 2024  
3:00PM  
Minutes**

- I. **Call to Order** – The meeting was called to order at 3:05PM
- II. **Pledge of Allegiance**
- III. **Members Present** – Board Trustees Jake Cecil, PJ Davis, and Connie King. Superintendent Conklin and Business Manager Alex Hinely
- 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** – Mr. Cecil presented a CDFA grant opportunity for a school garden.
- VIII. **Superintendent Report/Information**
  - A. **Plaza Promise**
    - i. **Student Citizen of the Month** – Mr. Conklin recognized Jace J.
    - ii. **Club Live** – Mr. Conklin explained how Club Live members did class presentations
  - B. **April Pirates Post** – Mr. Conklin presented the newsletter
  - C. **Plaza Community Club** – Mr. Conklin informed the board that PCC is working on the tri tip dinner, teacher appreciation week, and the mother-son softball game. The PCC financials were included in the board report.
  - D. **Facilities**
    - i. **New Construction and Modernization** – Mr. Conklin updated the board on both projects. The modular will likely be turned over by early May. The gym should be completed by mid-late August.
      - 1. **Gym Bathroom** – Mr. Conklin updated the board on the cost and timeline for an additional gym bathroom and asked for direction. None was given.
    - ii. **Phase III** – Mr. Conklin discussed each project, including the potential costs/timelines and bidding processes.
      - 1. **Painting**
      - 2. **Furniture**
      - 3. **Kitchen/Cafeteria**
      - 4. **Campus Beautification**
  - E. **Local Control and Accountability Plan**
    - i. **Goal 4: Plaza Promise / Social Emotional Learning** – Mr. Conklin and the board discussed the need to include a SEL goal.
  - F. **California Healthy Kids Survey** – Mr. Conklin presented the data from the staff, student, and parent surveys.

Plaza School District  
7322 County Road 24  
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BOARD OF TRUSTEES  
Regular Board Meeting  
April 25<sup>th</sup>, 2024  
3:00PM  
Minutes

- G. **2024 Health and Wellness Plan** – Mr. Conklin reviewed the plan’s preamble, specifically the nutrition and physical education. He discussed potentially creating a new position to address both.
- H. **Glenn County Educators Hall of Fame** – Mr. Conklin updated the board on the nominee
- I. **2022-23 Annual Audit as of June 30<sup>th</sup>, 2023** – Mr. Hinely presented the audit.
- J. **Board Member for 8<sup>th</sup> Grade Graduation on Wednesday, June 12<sup>th</sup> at 7:00pm** – Mr. Cecil and Mr. Davis agreed to share duties.
- K. **Categorical/Restricted Funds** – Mr. Conklin updated the board on the timelines to spend categorical money.

**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 March 14<sup>th</sup>, 2024 Regular Board Meeting**
- b. **Approve the Minutes of the March 28<sup>th</sup>, 2024 Special Board Meeting**
- c. **Approve Warrant Registers March 8<sup>th</sup>, 2024 – April 18<sup>th</sup>, 2024**
- d. **Approve Budget Transfers— None**
- e. **Approve Annual Evaluation of Parent Involvement Policy Ed Code 11503/PESD BP6020**
- f. **Certification that 8<sup>th</sup> Grade Students Meet Graduation Requirements/Sign Diplomas**
- g. **Approve 2024-25 Consolidated Application**
- h. **Approve 8<sup>th</sup> Grade Field Trip to White-Water Rafting on the American River in Coloma, CA May 29<sup>th</sup>-30<sup>th</sup>**

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

**2. Approve Disposal/Sale of Basketball Jackets**

PJ Davis moved to Approve Disposal/Sale of Basketball Jackets and Connie King seconded. All approved.

**3. Approve Donating Outdated/Unlicensed Chromebooks to Students Annually**

PJ Davis moved to Approve Donating Outdated/Unlicensed Chromebooks to Students Annually and Connie King seconded. All approved.

**4. Approve Agreement for Professional Services with Dannis Woliver Kelley**

PJ Davis moved to Approve Agreement for Professional Services with DWK and Connie King seconded. All approved.

Plaza School District  
7322 County Road 24  
Orland, CA 95963  
BOARD OF TRUSTEES  
Regular Board Meeting  
April 25<sup>th</sup>, 2024  
3:00PM  
Minutes

**5. Approve Culinary Depot Quote for Kitchen Equipment**

Connie King moved to Approve Culinary Depot Quote for Kitchen Equipment and PJ Davis seconded. All approved.

**6. Approve 2024-25 Workplace Violence Prevention Plan**

PJ Davis moved to Approve 2024-25 Workplace Violence Prevention Plan and Connie King seconded. All approved.

**X. Closed Session** – The board went into closed session at 4:05PM and returned to open at 4:45PM

**XI.**

**A. Negotiations**

**XII. Adjournment** – Next Public Hearing June 18<sup>th</sup>, 2024 and Regularly Scheduled Meeting June 20<sup>th</sup>, 2024 @ 3PM The meeting was adjourned at 4:45PM

## ReqPay12d

## Board Report

Checks Dated 04/19/2024 through 06/13/2024

Board Meeting Date June 18, 2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40353435	04/24/2024	AT&T	01-5910	MONTHLY STATEMENT 03/10/24 - 04/09/24		65.08
40353436	04/24/2024	CHRISTENSEN TELECOM, INC	01-5630	CAMERAS		4,688.82
40353437	04/24/2024	CORNELL DISTRIBUTING	13-4700	CAFETERIA FOOD		336.50
40353438	04/24/2024	FELIX, JOHN A	01-4300	SITE SUPPLY - CONTROL VALVE		37.32
40353439	04/24/2024	HMC ARCHITECTS C/O RGA	35-6200	PROFESSIONAL SER. RENDERED MARCH 2024		5,355.11
40353440	04/24/2024	JC NELSON SUPPLY CO	01-4300	CREDIT - BATTERY	73.15-	
40353441	04/24/2024	NORTH VALLEY VOICE STUDIOS	RED BUFF PAD, FACTORY FORMULA		85.23	12.08
40353442	04/24/2024	ORLAND ACE HARDWARE	01-5890	MUSIC - MARCH 6,13,20,27		900.00
			01-4300	BEADED DIAPHRAGM	25.19	
				SITE SUPPLIES	10.02	
				SITE SUPPLIES - FLY SWATTER,	20.13	55.34
				SOLENOID OPER KIT		
40353443	04/24/2024	PROPACIFIC FRESH	13-4700	CAFETERIA FOOD		557.72
40353444	04/24/2024	SAV MOR FOODS	13-4700	CAFETERIA FOOD		3.68
40353445	04/24/2024	THE DANIELSEN CO.	13-4300	CAFETERIA SUPPLIES	102.09	
			13-4700	CAFETERIA FOOD	1,751.04	1,853.13
40353753	05/01/2024	CORNELL DISTRIBUTING	13-4700	CAFETERIA FOOD		257.20
40353754	05/01/2024	HUNT PROPANE INC.	01-5540	191.10 GALLONS OF PROPANE		530.83
40353755	05/01/2024	MACQUARIE EQUIPMENT CAPITAL, I NC.	01-5890	LEASE PAYMENT		338.91
40353756	05/01/2024	MID PACIFIC ENGINEERING, INC.	35-6200	CONSTRUCTION WELDING INPECTION - MODERNIZATION		4,075.20
40353757	05/01/2024	ORLAND ACE HARDWARE	01-4300	SITE SUPPLIES		79.00
40353758	05/01/2024	PG&E	01-5545	MONTHLY CHARGE 03/16/24 - 04/16/24		12.10
40353759	05/01/2024	PREMIER CABINETS & WOODWORKING	01-4400	CABINETS, CUBBIES, SHELVING		33,774.00
40353760	05/01/2024	PROPACIFIC FRESH	13-4700	CAFETERIA FOOD	677.42	
				CAFETERIA FOOD - WALDEN	2,010.10	2,687.52
40353761	05/01/2024	THE DANIELSEN CO.	13-4300	CAFETERIA SUPPLIES	139.31	
				CAFETERIA SUPPLIES - WALDEN	148.63	
			13-4700	CAFETERIA FOOD	2,370.44	
				CAFETERIA FOOD - WALDEN	2,487.14	5,145.52
40353762	05/01/2024	TRI-COUNTY SCHOOLS INS GROUP (TCSIG)	01-9571	MAY 2024 DISTRICT PAID INS	19,929.84	
				MAY 2024 EMPLOYEE PAID INS	4,286.24	
40353763	05/01/2024	UNITED BUILDING CONTRACTORS	01-9573	MAY 2024 RETIREE PAID INS	936.00	25,152.08
40353764	05/01/2024	VERIZON WIRELESS	35-6200	PLAZA PHASE #2 - ADDITIONS		537,923.25
			01-5910	ELO-P/SPARK CELL PHONE		159.80

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## ReqPay12d

## Board Report

Checks Dated 04/19/2024 through 06/13/2024

Board Meeting Date June 18, 2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40353999	05/08/2024	ADVANCED DOCUMENT	01-5890	USAGE CHARGE 04/01/24 - 04/30/24		299.52
40354000	05/08/2024	CORNELL DISTRIBUTING	13-4700	CAFETERIA FOOD		297.90
40354001	05/08/2024	DNA	01-5890	CMS WEBSITE HOSTING SERVICE FEE		50.00
40354002	05/08/2024	DWK ATTORNEYS AT LAW	01-5815	PROFESSIONAL SERVICES RENDERED		825.50
40354003	05/08/2024	GLENN CO. ENVIRONMENTAL HEALTH	13-5890	ANNUAL CAFETERIA PERMIT		257.54
40354004	05/08/2024	OFFICE DEPOT	01-4300	K - 8TH GRADE SUPPLIES	323.53	
				OFFICE SUPPLIES	272.00	
40354005	05/08/2024	ORLAND ACE HARDWARE	01-4300	SITE SUPPLIES		595.53
40354006	05/08/2024	PACE ANALYTICAL SERVICES LLC	01-5560	DRINKING WATER MONITORING		55.98
40354007	05/08/2024	PROPACIFIC FRESH	13-4700	CAFETERIA FOOD		185.40
40354008	05/08/2024	RAY DALTON CONSTR. CONSULTING	35-5815	PLAZA - ADDITIONS	10,400.00	
				PLAZA - MODERNIZATION	2,600.00	
40354009	05/08/2024	SAV MOR FOODS	13-4700	CAFETERIA FOOD		13,000.00
40354010	05/08/2024	SIERRA WATER UTILITY	01-5890	OPERATOR SERVICE CHARGE - DROUGHT REPORTING		41.84
40354011	05/08/2024	THE DANIELSEN CO.	13-4300	CAFETERIA SUPPLIES	169.41	
40354012	05/08/2024	US BANK	13-4700	CAFETERIA FOOD	2,125.53	2,294.94
			01-4300	ART - PENCIL SHARPENERS	37.90	
				PLANNER 2024	22.51	
				SPORTS BALL STORAGE CART	115.82	
				SQUARE ANCHOR FOR BASES	16.03	
			01-5890	SPOTIFY MONTHLY MEMBERSHIP	10.99	
			01-9330	RARE AIR DEPOSIT - 1ST. GRADE	150.00	
				RARE AIR DEPOSIT - 2ND GRADE	150.00	
				RARE AIR DEPOSIT - 3RD GRADE	150.00	
				RARE AIR DEPOSIT - KINDERGARTEN	150.00	
			13-4300	BLANK WHITE ID CARDS	26.79	
			13-4700	CAFETERIA FOOD	296.48	1,126.52
40354227	05/15/2024	CRANE, JENNIFER M	01-5200	CA MTSS 2024/ AIRFARE		828.96
40354228	05/15/2024	EDSON, MANDY N	01-5200	CA MTSS 2024/ AIRFARE		828.96
40354229	05/15/2024	FIFIELD, KIMBERLY A	01-5200	CA MTSS 2024/ AIRFARE		808.96
40354230	05/15/2024	MCDADE, MARY E	01-5200	CA MTSS 2024/ AIRFARE		838.96
40354231	05/15/2024	CHRISTY WHITE ACCT CORP	01-5810	22/23 DISTRICT AUDIT RETENTION RELEASED		1,235.00
40354232	05/15/2024	CORNELL DISTRIBUTING	13-4700	CAFETERIA FOOD		297.90
40354233	05/15/2024	FELIX, JOHN A	13-4700	CAFETERIA FOOD - QUAKER OAKS		10.99
40354234	05/15/2024	NORTH VALLEY VOICE STUDIOS	01-5890	MUSIC - APRIL 10,17,24		675.00
40354235	05/15/2024	ORKIN PEST CONTROL	01-5530	LARRY'S COMM. SERVICE MONTHLY		240.00

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 ERP for California

## ReqPay12d

## Board Report

Checks Dated 04/19/2024 through 06/13/2024

Board Meeting Date June 18, 2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40354236	05/15/2024	PROPACIFIC FRESH	13-4700	CAFETERIA FOOD	671.33	
				CAFETERIA FOOD - WALDEN	720.74	1,392.07
40354237	05/15/2024	SCHOOLWISE TECHNOLOGIES	01-5890	24/25 STUDENT DATABASE SYSTEM	2,664.00	
			13-5890	24/25 STUDENT DATABASE - WALDEN	457.50	
40354238	05/15/2024	THE DANIELSEN CO.	24/25	STUDENT DATABASE - CAFETERIA	1,590.00	4,711.50
			13-4300	CAFETERIA SUPPLIES	128.05	
				CAFETERIA SUPPLIES - WALDEN	127.79	
			13-4700	CAFETERIA FOOD	2,483.62	
				CAFETERIA FOOD - WALDEN	772.61	3,512.07
40354239	05/15/2024	VERIZON WIRELESS	01-5910	SPARK CELL PHONE		159.80
40354240	05/15/2024	WASTE MANAGEMENT	01-5520	SERVICE CHARGE 04/01/24 - 04/30/24		421.68
40354611	05/22/2024	AT&T	01-5910	MONTHLY CHARGE 04/10/24 - 05/09/24		65.54
40354612	05/22/2024	CORNELL DISTRIBUTING	13-4700	CAFETERIA FOOD		344.30
40354613	05/22/2024	HMC ARCHITECTS C/O RGA	35-6200	PROFESSIONAL SERVICES REN. APRIL 2024		5,950.12
40354614	05/22/2024	MID PACIFIC ENGINEERING, INC.	35-6200	PLAZA ES - MODERNIZATION		11,738.05
40354615	05/22/2024	OFFICE DEPOT	01-4300	CLASSROOM SUPPLIES 5TH GRADE	43.94	
				K-8TH CLASSROOM SUPPLIES	66.31	
				K-8TH GRADE SUPPLIES	29.72	139.97
40354616	05/22/2024	PG&E	01-5545	MONTHLY SERVICE CHARGE 04/02/24 - 05/01/24		24.64
40354617	05/22/2024	PROPACIFIC FRESH	13-4700	CAFETERIA FOOD	751.85	
				CAFETERIA FOOD - WALDEN	920.62	1,672.47
40354618	05/22/2024	TCG ADMINISTRATORS/CALSTRS	01-5890	MONTHLY ADMINISTRATION FEES		8.00
40354619	05/22/2024	THE DANIELSEN CO.	13-4300	CAFETERIA SUPPLIES	248.62	
				CAFETERIA SUPPLIES - WALDEN	51.25	
			13-4700	CAFETERIA FOOD	2,746.12	
				CAFETERIA FOOD - WALDEN	1,178.58	4,224.57
40354852	05/29/2024	CORNELL DISTRIBUTING	13-4700	CAFETERIA FOOD		455.10
40354853	05/29/2024	GLENN COUNTY OFFICE OF ED	01-4300	BUSINESS CARDS		22.52
40354854	05/29/2024	GREG'S HEATING & A/C	01-5890	A/C SERVICE - SUMMER MAINTENANCE		1,875.00
40354855	05/29/2024	ORLAND ACE HARDWARE	01-4300	SITE SUPPLIES		57.51
40354856	05/29/2024	PG&E	01-5545	STREET LIGHT 04/17/24 - 05/15/24		12.12
40354857	05/29/2024	PROPACIFIC FRESH	13-4700	CAFETERIA FOOD	605.45	
				CAFETERIA FOOD - WALDEN	928.92	1,534.37
40354858	05/29/2024	THE DANIELSEN CO.	13-4300	CAFETERIA SUPPLIES	40.07	
				CAFETERIA SUPPLIES - WALDEN	656.29	
			13-4700	CAFETERIA FOOD	1,525.13	

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 ERP for California

## ReqPay12d

## Board Report

Checks Dated 04/19/2024 through 06/13/2024

Board Meeting Date June 18, 2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40354858	05/29/2024	THE DANIELSEN CO.	13-4700	CAFETERIA FOOD - WALDEN	1,083.93	3,305.42
40355123	06/05/2024	CORNELL DISTRIBUTING	13-4700	CAFETERIA FOOD		60.00
40355124	06/05/2024	FELIX, JOHN A	01-5200	MILEAGE REIMBURSEMENT - 66 MILES		44.22
40355125	06/05/2024	HILLYARD INC.	01-4300	SITE SUPPLIES - TISSUE		868.88
40355126	06/05/2024	HUNT PROPANE INC.	01-5540	213.8 GALLONS OF PROPANE		570.96
40355127	06/05/2024	MACQUARIE EQUIPMENT CAPITAL, I NC.	01-5890	LEASE PAYMENT		338.91
40355128	06/05/2024	MILLER GLASS	01-4300	MILLER GLASS CLEANER		89.86
40355129	06/05/2024	ORLAND ACE HARDWARE	01-4300	SITE SUPPLIES - FUSE CART	15.06	
				SITE SUPPLIES - RISER, ELBOW, FUNNYPIPE	25.42	40.48
40355130	06/05/2024	PACE ANALYTICAL SERVICES LLC	01-5560	DRINKING WATER MONITORING	145.96	
				DRINKING WATER MONITORING - REPORT	250.00	395.96
40355131	06/05/2024	PLAYTIME PLAYGROUND EQUIPMENT	01-4400	MERRY GO ROUND, SEE SAW, 6 SEAT SCHOOLBUS		7,429.36
40355132	06/05/2024	PROPACIFIC FRESH	13-4700	CAFETERIA FOOD	437.11	
40355133	06/05/2024	SAV MOR FOODS	13-4700	CAFETERIA FOOD - WALDEN	796.19	1,233.30
40355134	06/05/2024	SIERRA WATER UTILITY	13-4700	CAFETERIA FOOD		3.18
40355135	06/05/2024	THE DANIELSEN CO.	01-5890	OPERATOR SERVICES		165.77
			13-4300	CAFETERIA SUPPLIES	156.93	
				CAFETERIA SUPPLIES - WALDEN	89.52	
			13-4700	CAFETERIA FOOD	1,542.36	
				CAFETERIA FOOD - WALDEN	1,502.82	3,291.63
40355136	06/05/2024	TRI-COUNTY SCHOOLS INS GROUP (TCSIG)	01-9571	JUNE 2024 DISTRICT PAID INS	19,929.84	
				JUNE 2024 EMPLOYEE PAID INS	4,286.24	
			01-9573	JUNE 2024 RETIREE PAID INS	936.00	25,152.08
40355422	06/12/2024	ADVANCED DOCUMENT	01-5890	USAGE CHARGE 05/01/24 - 05/31/24		335.08
40355423	06/12/2024	CORNELL DISTRIBUTING	13-4700	CAFETERIA FOOD		302.55
40355424	06/12/2024	DNA	01-5890	CMS WEBSITE HOSTING SERVICE		50.00
40355425	06/12/2024	ELIAS VARGAS	01-5890	MILEAGE REIMBURSEMENT - 03/05/24 -06/13/24		243.21
40355426	06/12/2024	FAGEN FRIEDMAN FULFROST LLP	35-5815	SERVICES RENDERED APRIL 2024		803.00
40355427	06/12/2024	GLENN COUNTY	01-5890	45 DAY INSPECTION		225.00
40355428	06/12/2024	JONES SCHOOL SUPPLY CO INC	01-4300	TAG MEDAL MUSIC BRONZE - CHOIR		42.05
40355429	06/12/2024	PREMIER CABINETS & WOODWORKING	01-4400	KINDERGARTEN CUBBY DOORS & DRAWERS		422.48
40355430	06/12/2024	PROPACIFIC FRESH	13-4700	CAFETERIA FOOD	30.37	

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ERP for California



## ReqPay12d

## Board Report

Checks Dated 04/19/2024 through 06/13/2024

Board Meeting Date June 18, 2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40355430	06/12/2024	PROPACIFIC FRESH		CAFETERIA FOOD - WALDEN	792.02	
40355431	06/12/2024	PUSH PLAY PE		CAFETERIA FOOD - WALDEN - CREDIT	46.14-	776.25
40355432	06/12/2024	RAY DALTON CONSTR. CONSULTING	01-9330	3 YEAR PE CURRICULUM (24-27)		6,375.00
			35-5815	PLAZA - ADDITIONS	10,400.00	
				PLAZA - MODERNIZATION		
40355433	06/12/2024	THE DANIELSEN CO.	13-4300	CAFETERIA SUPPLIES	2,600.00	13,000.00
			13-4700	CAFETERIA FOOD	68.88	
					1,255.61	
				CAFETERIA FOOD - WALDEN	1,088.60	2,413.09
				Total Number of Checks	93	755,996.75

## Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	56	122,632.23
13	CAFETERIA	31	41,519.79
35	COUNTY SCHOOL FACILITIES:	8	591,844.73
	Total Number of Checks	93	755,996.75
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		755,996.75

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

005 - Plaza Elementary School District

Generated for Alex Hinely (ALEXHINELY), Jun 13 2024 11:47AM

Journal Entry # BR24-00017 through BR24-00021

Effective 2/1/2024 through 6/30/2024

Journal Entry # BR24-00017		Status Posted	Type BudRev	Fiscal Year 2024	Transaction Date 06/10/2024
Created	ALEXHINELY, 6/10/2024		Posted	ALEXHINELY, 6/10/2024	Department BUSINESS
Requisition #			Purchase Order #		Batch #
Comment	2022 KIT True-Up				
Account #	Comments	Line Seq	Debits	Credits	
(001387) 01-7032-0-0000-3700-5630-000-000000	2022 KIT True-Up	1		2,757.00	
(001257) 01-7032-0- - -9790- - -	2022 KIT True-Up	2	2,757.00		
(001254) 01-7032-0-0000-0000-8520-000-000000	2022 KIT True-Up	3	2,072.00		
(001257) 01-7032-0- - -9790- - -	2022 KIT True-Up	4		2,072.00	
		JE # BR24-00017 Totals	4,829.00		4,829.00

Journal Entry # BR24-00018		Status Posted	Type BudRev	Fiscal Year 2024	Transaction Date 06/10/2024
Created	ALEXHINELY, 6/10/2024		Posted	ALEXHINELY, 6/10/2024	Department BUSINESS
Requisition #			Purchase Order #		Batch #
Comment	SFP Modernization True-Up				
Account #	Comments	Line Seq	Debits	Credits	
(000666) 35-7720-0-0000-0000-8660-000-000000	SFP Modernization True-Up	1	159,500.00		
(000671) 35-7720-0-0000-8500-6200-000-000000	SFP Modernization True-Up	2	194,285.00		
(001151) 35-7720-0- - -9790- - -	SFP Modernization True-Up	3		353,785.00	
		JE # BR24-00018 Totals	353,785.00		353,785.00

Journal Entry # BR24-00019		Status Posted	Type BudRev	Fiscal Year 2024	Transaction Date 06/10/2024
Created	ALEXHINELY, 6/10/2024		Posted	ALEXHINELY, 6/10/2024	Department BUSINESS
Requisition #			Purchase Order #		Batch #
Comment	SFP Additions True-Up				
Account #	Comments	Line Seq	Debits	Credits	
(000663) 35-7714-0-0000-8500-6200-000-000000	SFP Additions True-Up	1	3,812,535.00		
(001150) 35-7714-0- - -9790- - -	SFP Additions True-Up	2		3,812,535.00	
		JE # BR24-00019 Totals	3,812,535.00		3,812,535.00

Journal Entry # BR24-00017 through BR24-00021

Effective 2/1/2024 through 6/30/2024

Journal Entry # BR24-00020		Status Posted	Type BudRev	Fiscal Year 2024	Transaction Date 06/10/2024
Created ALEXHINELY, 6/10/2024					
Requisition #			Posted ALEXHINELY, 6/10/2024	Department BUSINESS	Batch #
Comment ARPA Library True-Up			Purchase Order #		
Account #	Comments	Line Seq	Debits	Credits	
(001393) 01-9295-0-0000-0000-8290-000-000-000000	ARPA Library True-Up	1	1,000.00		1,000.00
(001612) 01-9295-0- - -9790- - -	ARPA Library True-Up	2			
JE # BR24-00020 Totals			1,000.00		1,000.00

Journal Entry # BR24-00021		Status Posted	Type BudRev	Fiscal Year 2024	Transaction Date 06/12/2024
Created ALEXHINELY, 6/12/2024					
Requisition #			Posted ALEXHINELY, 6/12/2024	Department BUSINESS	Batch #
Comment ESSER III Summer True-Up			Purchase Order #		
Account #	Comments	Line Seq	Debits	Credits	
(001265) 01-9125-0-0000-0000-8677-000-000-000000	ESSER III Summer True-Up	1	55,200.00		55,200.00
(001262) 01-9125-0- - -9790- - -	ESSER III Summer True-Up	2			
JE # BR24-00021 Totals			55,200.00		55,200.00
Plaza Elementary School District Totals			4,227,349.00		4,227,349.00

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION			COUNTY	Glen
SCHOOL SITE			SCHOOL TYPE (GRADE LEVELS)	K-8
Plaza Elementary School District/Glenn County Office of Education			NUMBER OF CLASSROOMS ON SITE	9
Plaza Elementary School District			INSPECTOR'S TITLE	Superintendent/Principal
Inspector: Patrick Conklin			NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	NA
TIME OF INSPECTION			WEATHER CONDITION AT TIME OF INSPECTION	Partly Cloudy
6/3/24 @ 12:25pm				

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

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

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

OVERALL RATING:

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

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

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

COMMENTS AND RATING EXPLANATION:

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

To : Glenn County Office of Education  
Business Department

From: Plaza School District

Date: June 20<sup>th</sup>, 2024

The following persons are authorized, as required by Education Code 42632 and 42633, to sign vendor warrant registers, payroll registers, budget transfers and purchase orders to be submitted to the Glenn County Schools Office for payment of vendors, employees and transfer of budget funds for Fiscal Year 2024-25.

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

Revised June 20<sup>th</sup>, 2024



DANNIS WOLIVER KELLEY

Attorneys at Law

**MATTHEW P. JUHL-DARLINGTON**

Attorney at Law

mdarlington@DWKesq.com

Chico

April 26, 2024

**VIA EMAIL**

Patrick Conklin  
Superintendent  
Plaza Elementary School District  
7322 County Road 24  
Orland, CA 95963-9777

Re: 2024-2026 Agreement for Professional Services

Dear Superintendent Conklin:

For almost five decades, DWK has provided quality legal advice and wise counsel to California school and community college districts. Our reward in this worthy endeavor is the opportunity to be your partner in achieving your core mission to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas.

Together, we have confronted and overcome a multitude of challenges from the local to the global and have stood by your side to help you change course repeatedly, pivot often and innovate in the moment. We remain your steadfast allies and will continue to support you with our full range of expertise to provide excellent education programs to millions of California students even in the face of a mercurial economy.

Attached is our Agreement for Professional Services for the 2024/2025 and 2025/2026 school years ("Agreement"). Our rate ranges have remained unchanged since 2022. With this Agreement, the top end of our attorney rate ranges is increasing by approximately five percent (5%) with one attorney's rate (Greg Dannis) increasing by eight percent (8%). Non-attorney rates (i.e., law clerks and paralegals) are also increasing by up to eight percent (8%). We agree to maintain these ranges for the two-year term of our Agreement. This means there will be no changes to the billing ranges during this time period; however, individual attorney hourly rates may be adjusted within the existing ranges during the term of the Agreement.

We look forward to serving the District in the coming school years and continuing our mutually rewarding partnership. Please sign the attached Agreement, insert the date of Board approval, and return to the undersigned via email.

Best regards,

Dannis Woliver Kelley

Matthew P. Juhl-Darlington  
MJD:nm

SAN FRANCISCO  
200 California Street  
Suite 400  
San Francisco, CA 94111  
TEL 415.543.4111  
FAX 415.543.4384

LONG BEACH  
444 W. Ocean Blvd.  
Suite 1750  
Long Beach, CA 90802  
TEL 562.366.8500  
FAX 562.366.8505

SAN DIEGO  
750 B Street  
Suite 2600  
San Diego, CA 92101  
TEL 619.595.0202  
FAX 619.702.6202

CHICO  
2485 Notre Dame Blvd.  
Suite 370-A  
Chico, CA 95928  
TEL 530.343.3334  
FAX 530.924.4784

SACRAMENTO  
555 Capitol Mall  
Suite 645  
Sacramento, CA 95814  
TEL 916.978.4040  
FAX 916.978.4039

EAST BAY  
2087 Addison Street  
2nd Floor  
Berkeley, CA 94704  
TEL 510.345.6000  
FAX 510.345.6100

FRESNO  
7170 N Financial Drive  
Suite 135  
Fresno, CA 93720  
TEL 559.388.5802  
FAX 559.388.5803

www.DWKesq.com

## **AGREEMENT FOR PROFESSIONAL SERVICES**

This Agreement is made and entered into on April 26, 2024, by and between the Plaza Elementary School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

**SCOPE OF SERVICES.** District appoints Attorney to represent, advise, and counsel it from July 1, 2024, through and including June 30, 2026, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of governing board action approving this Agreement are hereby ratified by said governing board approval.

Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice. Nothing in this Agreement and nothing in Attorney's statements to District should be construed as a promise or guarantee about the outcome of any matter.

**DISTRICT DUTIES.** District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the District's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

**FEES AND BILLING PRACTICES.** Except as hereinafter provided, District agrees to pay Attorney at the following hourly rates: three hundred ninety-five dollars (\$395) to four hundred seventy-five dollars (\$475) for Shareholder Emeritus; two hundred sixty-five dollars (\$265) to three hundred ninety-five dollars (\$395) for Shareholders and Of Counsel; two hundred forty-five dollars (\$245) to three hundred fifteen dollars (\$315) for Special Counsel; one hundred ninety-five dollars (\$195) to two hundred seventy-five dollars (\$275) for Associates; one hundred thirty dollars (\$130) to one hundred ninety-five dollars (\$195) for Law Clerks; and one hundred thirty dollars (\$130) to two hundred ten dollars (\$210) per hour for Paralegals. Rates for individual attorneys and paralegals may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services to be provided with the exception of Greg Dannis whose hourly rate shall be \$485.

Agreements for fees for legal services at other than the hourly rates set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney following written notice to District and shall apply to all services rendered after such notice is given.

Time is billed in minimum increments of one-tenth (.1) of an hour, except the first communication (e.g., by telephone, voice-mail, e-mail, text) of any day containing substantive advice which is charged a minimum of three-tenths (.3) of an hour. Actual travel time and time spent attending in-person or remote meetings is charged at the rates above. In the course of travel for a District matter, or while attending meetings with or for District, it may be necessary for Attorney to concurrently work for and bill other clients. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

**OTHER CHARGES.** District agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at \$0.10 per page), postage (only charged if in excess of \$1.00), and computerized legal research and electronic record review platforms (i.e.,

Westlaw, e-discovery). District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified. Any discount received on such services is passed along to District by Attorney.

District further agrees to pay third parties, indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. District will reimburse Attorney for such costs or may, upon agreement of District and Attorney, advance payment to Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

**BILLING STATEMENT.** Attorney shall send District a statement for fees and costs every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date.

**ARBITRATION OF FEE DISPUTE.** In order to avoid litigation in the event of any dispute concerning billings, it is agreed that any such dispute shall be submitted exclusively to binding arbitration before the American Arbitration Association. The arbitrator shall determine the rights and obligations of the parties according to the substantive and procedural laws of California. You acknowledge that by agreeing to arbitration, you are giving up the right to a jury trial. Judgement on any arbitration award may be entered by any court of competent jurisdiction.

**INDEPENDENT CONTRACTOR.** It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District. Attorney does not anticipate that in the course and scope of performing legal services it will have any interaction with any pupil that is not under the immediate supervision and control of a District employee or a pupil's parent or guardian. If District requests legal services in which Attorney will have unsupervised interaction with pupils, Attorney will comply with any applicable fingerprinting, background check, vaccine, or testing requirements.

**CONSENT TO USE OF ELECTRONIC COMMUNICATION AND CLOUD SERVICES.** To provide District with efficient and convenient legal services, Attorney will communicate and transmit documents using electronic communication services. Because electronic communication continues to evolve, there may be risks communicating in this manner, including risks related to confidentiality and security. By entering into this Agreement, District is consenting to such use of electronic communication services with District and District's representatives and agents. In addition, Attorney uses cloud computing services with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including emails and documents, are stored in this manner. By entering into this Agreement, District understands and consents to having communications, documents and information pertinent to the District's matters stored through such cloud-based services.

**FILE RETENTION.** Attorney will retain files related to representation of District for a minimum period of seven (7) years after the conclusion of the Attorney's services for District. During this period, Attorney may retain such files exclusively in digital format and may destroy original paper documents provided by the District after they are digitized unless requested by the District to return the originals. At the expiration of the seven (7)-



year period, Attorney may destroy such files, including paper or digital copies, unless District notifies Attorney in writing that District wishes to take possession of them. Attorney agrees to provide a digital copy of all files related to representation of District upon District's request, excluding Attorney's internal files (e.g., administrative records and attorney work product, including drafts, notes, internal memoranda, and research prepared for Attorney's internal use) which are the Attorney's property.

**PRIVACY NOTICE OF COLLECTION OF PERSONAL INFORMATION.** Attorney respects the District's privacy and aims to be transparent with District. For this reason, Attorney has adopted a privacy policy that describes all the information Attorney collects from or about District employees in the course of providing the District with legal services, as well as how Attorney uses this information and how long Attorney will retain it. Attorney's privacy policy, which also describes the District's rights as a consumer under applicable law, is accessible on Attorney's website at <https://www.dwkesq.com/ccpa/>. The terms and disclosures of this privacy policy are incorporated herein, and the signature on the agreement below confirms that District has read or will read Attorney's privacy policy. If the District has any questions regarding Attorney's privacy policy or its rights, the District should email Attorney at [DataSecurity@dwkesq.com](mailto:DataSecurity@dwkesq.com).

**CONFLICT OF INTEREST.** In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct and Business & Professions Code may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving District, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

**TERMINATION OF CONTRACT.** District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

**COUNTERPARTS.** This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.

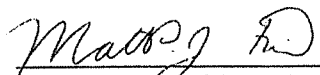
IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

PLAZA ELEMENTARY SCHOOL DISTRICT

\_\_\_\_\_  
Patrick Conklin  
Superintendent

\_\_\_\_\_  
Date

DANNIS WOLIVER KELLEY

  
\_\_\_\_\_  
Matthew P. Juhl-Darlington  
Attorney at Law

\_\_\_\_\_  
April 26, 2024  
Date

At its public meeting of \_\_\_\_\_, 2024, the District's governing board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.

# Proposition 28: Arts and Music in Schools Funding

## Annual Report

### Fiscal Year 2023-24

Name: Plaza Elementary  
CDS Code: 1162638-0000000  
Allocation Year: 2023-24

**1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).**

None

**2. Number of full-time equivalent teachers (certificated).** 0.0

**3. Number of full-time equivalent personnel (classified).** 0.0

**4. Number of full-time equivalent teaching aides.** 0.0

**5. Number of students served.** 0

**6. Number of school sites providing arts education.** 0

**Date of Approval by Governing Board/Body** 6/20/2024 12:00:00 AM

**Annual Report Data URL**  
<https://www.plazaschool.org/>

**Submission Date** 6/13/2024 2:09:11 PM

# **PLAZA ELEMENTARY SCHOOL DISTRICT 2024-25 BUDGET**

## **BACKGROUND**

- State revenues projected using latest version of LCFF Calculator
- Reviewed by the Governing Board, County Superintendent, Superintendent of Public Instruction, and State Controller
- Purpose is to ensure awareness regarding current and future financial obligations

## 2024-25 BUDGET

# BUDGET COMPARISONS

## 2023-24 REVISED BUDGET

## 2024-25 BUDGET

<b>Beginning Fund Balance</b>	<b>3,513,746.00</b>	<b>Beginning Fund Balance</b>	<b>3,523,526.00</b>
LCFF Revenue	2,258,804.00	LCFF Revenue	2,403,824.00
Federal Revenue	85,980.00	Federal Revenue	89,811.00
State Revenue	306,572.00	State Revenue	401,421.00
Local Revenue	253,031.00	Local Revenue	85,000.00
<b>Total Revenues</b>	<b>2,904,387.00</b>	<b>Total Revenues</b>	<b>2,980,056.00</b>
<b>Total Expenditures</b>	<b>(2,889,051.00)</b>	<b>Total Expenditures</b>	<b>(3,147,531.00)</b>
Transfer to Fund 40 (SpEd Building)	(5,556.00)	Transfer to Fund 40 (SpEd Building)	(5,556.00)
+/- Rev./Exp.	9,780.00	+/- Rev./Exp.	(173,031.00)
<b>Ending Fund Balance</b>	<b>3,523,526.00</b>	<b>Ending Fund Balance</b>	<b>3,350,495.00</b>

# 2024-25 BUDGET

# MULTIYEAR PROJECTIONS

	2024-25	2025-26	2026-27
<b>Beginning Fund Balance</b>	<b>3,523,526.00</b>	<b>3,350,495.00</b>	<b>3,153,348.00</b>
LCFF Revenue	2,403,824.00	2,488,417.00	2,577,409.00
Federal Revenue	89,811.00	89,811.00	89,811.00
State Revenue	401,421.00	367,621.00	367,621.00
Local Revenue	85,000.00	85,000.00	85,000.00
<b>Total Revenues</b>	<b>2,980,056.00</b>	<b>3,030,849.00</b>	<b>3,119,841.00</b>
<b>Total Expenditures</b>	<b>(3,147,531.00)</b>	<b>(3,222,440.00)</b>	<b>(3,335,270.00)</b>
Transfer to Fund 40 (SpEd Building)	(5,556.00)	(5,556.00)	(5,556.00)
<b>+/- Rev./Exp.</b>	<b>(173,031.00)</b>	<b>(197,147.00)</b>	<b>(220,985.00)</b>
<b>Ending Fund Balance</b>	<b>3,350,495.00</b>	<b>3,153,348.00</b>	<b>2,932,363.00</b>

2024-25 BUDGET

# OTHER ENDING FUND BALANCES

Fund 13	Cafeteria Fund	408,572.00
Fund 20	Postemployment Benefits Fund	344,124.00
Fund 25	Capital Facilities Fund (Developer Fees)	69,236.00
Fund 35	County School Facilities Fund (New Construction/Modern.)	2,525.00
Fund 40	Capital Outlay Projects Fund (Special Education Building)	1,658.00
Fund 51	Bond Interest and Redemption Fund	10,589.00
Fund 73	Foundation Private-Purpose Trust Fund (Mr. K. Scholarship)	2,841.00

## 2024-25 Budget Adoption Reserves

### Substantiation of need for reserves greater than the state required minimum reserve for economic uncertainty

District: Plaza Elementary

CDS #: 11-62638

The governing board of a school district that proposes to adopt a budget that includes a combined assigned and unassigned ending fund balance in excess of the minimum recommended reserve for economic uncertainties, shall, at the Budget Adoption public hearing, provide:

The minimum recommended reserve for economic uncertainties;

The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget; and

A statement of reasons to substantiate the need for reserves that are higher than the minimum recommended reserve.

	2024-25
Total General Fund Expenditures & Other Uses	\$ 3,153,087
Minimum Reserve requirement 5%	\$ 157,654
General Fund Combined Ending Fund Balance	\$ 3,350,495
Special Reserve Fund Ending Fund Balance	\$ -
Components of ending balance:	
Nonspendable (revolving, prepaid, etc.)	\$ -
Restricted	\$ 457,384
Committed	\$ -
Assigned	\$ 2,735,456
Reserve for economic uncertainties 5%	\$ 157,655
Unassigned and Unappropriated	\$ -
Subtotal Assigned, Unassigned & Unappropriated	\$ 2,893,111
Total Components of ending balance	\$ 3,350,495
Assigned & Unassigned balances above the minimum reserve requirement	\$ 2,735,457

Statement of Reasons
<b>The District's Fund Balance includes assigned, unassigned and unappropriated components, that in total are greater than the Minimum Recommended Reserve for Economic Uncertainties because:</b>
<i>Plaza Elementary School District maintains a Fund Balance greater than the Minimum Recommended Reserve for Economic Uncertainties to ensure financial stability amidst rising costs. As a small rural district, PESD faces unique challenges such as limited revenue sources and increasing operational expenses. By exceeding the minimum reserve requirement, the district safeguards against potential funding shortfalls and unexpected financial pressures, thereby ensuring continuous and quality educational services for its students.</i>

## Plaza Elementary School District 2024-25 Education Protection Account (EPA) Budget and Spending Plan

### Background:

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increases the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

### Implementation:

- These state revenues will be deposited into a state account called the *Education Protection Account* (EPA).
- School districts will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. Then, a **corresponding reduction is made to the school district's revenue limit equal to the amount of their EPA revenues.**
- Beginning 2013-14 the entitlement will be made quarterly.

### Further Reporting Requirements:

- Each year, a spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for salaries or benefits of administrators or any other administrative costs.
- Each year, the district must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.
- There will be a requirement for the annual financial audit to include verification that the EPA funds were used as specified by Proposition 30.
- The EPA entitlement and expenditures will be recorded in Resource Code 1400.

### District Spending Plan:

As specified by Proposition 30, it is the district's intent to spend the EPA funds on "instructional activities" as detailed below.

#### 2024-25 PESD EPA Entitlement

Revenue	01-1400-0-0000-0000-8012-000-000-000000	\$690,973.00
	<b>Total Revenues</b>	<b>\$690,973.00</b>

Teacher Salaries	01-1400-0-1110-1000-1100-000-000-000000	\$517,871.00
Teacher STRS	01-1400-0-1110-1000-3101-000-000-000000	\$53,709.00
Teacher MC	01-1400-0-1110-1000-3301-000-000-000000	\$7,177.00
Teacher H&W	01-1400-0-1110-1000-3401-000-000-000000	\$97,768.00
Teacher UI	01-1400-0-1110-1000-3501-000-000-000000	\$209.00
Teacher WC	01-1400-0-1110-1000-3601-000-000-000000	\$11,912.00
Instructional Materials	01-1400-0-1110-1000-4300-000-000-02003	\$2,327.00
	<b>Total Expenses</b>	<b>\$690,973.00</b>