

# 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
<b>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.</b>

## 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	<b>English Language Development</b> 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	<b>Expanded Learning Opportunities</b> 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	<b>Response to Intervention</b> 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	<b>Class Size Reduction</b> 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/Implementation 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, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Professional Development</b> 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	<b>Response to Intervention</b> 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	<b>Instructional Materials</b> 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	<b>Technology</b> 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	<b>Maintenance and Facilities</b> 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	<b>Broad Course of Study</b> 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, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>School Clinician</b> 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.						
<b>3.2</b>	<b>Community Partnerships</b> 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	\$
<b>3.3</b>	<b>Parent Engagement</b> 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	\$
<b>3.4</b>	<b>Surveys</b> 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	<b>Absenteeism</b> 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	\$