Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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 Elementary	Patrick Conklin Superintendent/Principal	pconklin@plazaschool.org 530-865-1250

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Priority 2: Local Indicator/Implementation of State Standards/ELD	Dashboard Priority 2 Self Reflection Tool	Dashboard Priority 2 Self Reflection Tool		4: Dashboard Priority 2 Self Reflection Tool	5: Dashboard Priority 2 Self Reflection Tool
1.2	Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	60.67% Met or exceeded standard	61.6% Met or Exceeded Math standard on SBA		61.83% Met or exceeded Math standard on SBA	63% Met or exceeded standard
1.3	Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	65% Met or exceeded standard	65.6% Met or Exceeded ELA standard on SBA		64.39% Met or exceeded ELA standard on SBA	68% Met or exceeded standard
1.4	Priority 4: State Indicator/Academic Indicator/ELPI proficiency rates	21.4% EL proficiency	21.4%		23.1% of students were making progress	40% EL proficiency
1.5	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
1.6	Priority 8: Local Metric/Other student outcomes (SBAC Interims, Benchmark, STAR Reading, Trimester screeners and Report Cards, etc.)	100% All students promoted	100% All students promoted		100% All students promoted	100% All students promoted
1.7	Priority 4: State Indicator/Academic Indicator/Reclassification rates	0% English Learners reclassified from previous year	12% reclassified from last year.		12.5% reclassified	33% English Learners reclassified
1.8	Priority 4: CAST	31% Met or Exceeded standard	23.68% Met or Exceeded standard on CAST		54.77% Met or Exceeded standard on CAST	40% Met or Exceeded standard

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**English Language Development**	Yes	Planned	12.5% EL Reclassified	ELPAC Data	$83,496.00	$30,299.61

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
	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 designated ELD support to English learners.						
1.2	**Expanded Learning Opportunities** Monitor and ensure the after school program focuses on improving academic performance for English Learners and low income students through intervention, tutoring, and homework assistance. A rigorous summer program will be offered to identified students, including English learners and low income students who are not meeting academic proficiency in English Language Development and Mathematics.	Yes	Partially Implemented	ELA Dashboard Data: Low income 6.8 points below standard Hispanic 4 points above standard Math Dashboard Data: Low income 9.5% below standard Hispanic 9.6 below standard	Dashboard	$236,110.00	$113,403.16
1.3	**Response to Intervention** The district will contract 1.0 FTE for an Education Specialist with COE, and employ a .8 FTE intervention teacher, a 1.0 FTE and .6 FTE instructional aide to work with students with specific learning disabilities and low income students who are not meeting academic standards. These positions will analyze student data in order to 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.	Yes	Partially Implemented	1.0FTE Education Specialist .8FTE Intervention teacher .6FTE instructional aide	SchoolWise	$71,336.00	$26,221.17

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
1.4	**Class Size Reduction** For many years Plaza School had combination classes due to few students enrolled. To reduce combination classes from 30+ students to no more than 24 per class, additional teachers were hired and retained. With a long waitlist of students who want to attend, we are able to keep classes small with additional teachers.	Yes	Fully Implemented	Grade Class Size TK 18 K 22 1 22 2 23 3 24 4 23 5 25 6 22 7 21 8 20	Enrollment List	$180,910.00	$65,788.53

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Priority 1: Local Indicator/Teacher credential	100% of all instructional staff are highly qualified.	92% of all instructional staff are highly qualified		91.6% of all instructional staff are highly qualified.	100% of all instructional staff are highly qualified.
2.2	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
2.3	Priority 1: Local Indicator/ Facilities in good repair	Good Rating	Good rating		TBD	Good Rating
2.4	Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	100% defective technology replaced	100% defective technology replaced		100% defective replaced	100% defective technology replaced
2.5	Priority 7: Local Metric/A broad course of study	100% K-8 offered art and music	100% 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	**Professional Development** Offer professional development for all staff members in order to provide a rigorous learning environment in well maintained facilities. This includes monthly minimum days and two full days of teacher only professional development days.	No	Partially Implemented	9 minimum days for teacher professional development scheduled 6 1-hour after school professional development meetings	School schedule	$20,112.00	$2,113.31
2.3	**Curriculum**	Yes	Partially Implemented	Go Math (1 year)		$73,057.00	$24,650.98

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
	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. This needed supplemental curriculum is less language dependent, which supports ELs and low income students.			Reflex/Frax Math			
2.4	**Technology** Ensure there is enough working technology for all students and staff 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		$15,000.00	$2,195.20
2.5	**Maintenance and Facilities** Create a maintenance plan to monitor and improve conditions of learning to ensure school facilities are clean, safe, and functional as determined by Facility Inspection Tool or other local measurements, including Williams Complaints. Also, employ two full time custodians.	No	Partially Implemented	95.09%- FIT 0-Williams Complaints 1.0 FTE custodian		$215,245.00	$69,421.28
2.6	**Broad Course of Study** Offer classroom music for K-6th grades, band and chorus for 4th-8th grades, and classroom art for K-7th grades. Also, ensure standards based physical education is taught in all grades.	No	Partially Implemented	K-6 Classroom Music 4th-8th Chorus K-8 PE	Class schedules	$50,951.00	$22,578.50

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

Goal 3

Goal Description
All students and staff will develop a range of skills to interact effectively with each other, parents, and peers in order to create a welcoming school environment that leads to increased levels of positive school connectedness, meaningful participation, improved school attendance rates, and maintain low suspension and expulsion rates as evidenced through state and local surveys of each stakeholder group.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Beginning Development	Initial Implementation		Initial Implementation	Full implementation
3.2	Priority 5: Local Metric/Student Engagement/School attendance rates	95.43% attendance rate	96.67%			96.5% attendance rate
3.3	Priority 5: Local Metric/Middle school dropout rate	0% dropout rate	0% dropout rate		0% dropout rate	0% dropout rate
3.4	Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	5.9% Chronic Absenteeism	3.2%			5% Chronic Absenteeism
3.5	Priority 6: Local Indicator/Local tool for school climate	62% 7th-8th students reported opportunities for student voice and leadership (CalHope)	66% 7th-8th students reported opportunities for student voice and leadership (CalHope)			75% 7th-8th students reported opportunities for student voice and leadership (CalHope)
3.6	Priority 6: State Indicator/Student Suspension Indicator	0% suspension rate	0% suspension rate		0% suspension rate	0% suspension rate
3.7	Priority 6: Local Metric/Expulsion rate	0% expulsion rate	0% expulsion rate		0% expulsion rate	0% expulsion rate
3.8	Priority 6: student school connectedness	65% 7th-8th students reported safety and connections (CalHope)	72% 7th-8th students reported safety and connections (CalHope)		Beginning Development: unduplicated parent participation:	75% 7th-8th students reported safety and connections (CalHope)
3.9					Beginning Development: students with exceptional needs parent participation	

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	**School Clinician** Provide access to a School Clinician to offer social emotional support for students who require school based counseling in order to develop strategies and skills needed to remain resilient.	No	Not Implementing	Clinician and Wellness Coach employed	GCOE Itinerate staff	$19,317.00	$0.00
3.2	**Community Partnerships/Engagement** 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.	No	Not Implementing	Clinician and Wellness Coach employed	GCOE Itinerate staff	$2,500.00	$264.63
3.3	**Parent Engagement** Create opportunities to connect with parents as partners in their children's education, including participating in school decision making processes. Information will be translated into Spanish to help increase involvement and participation.	No	Planned	Partially Implemented	Plaza School Camp Out and Fall Carnival	$500.00	$76.37
3.4	**Surveys** Continue to survey parents, students, and staff to determine the overall school climate to ensure it is a safe and welcoming environment that fosters a positive school experience for all stakeholders. Information will be translated into Spanish to help increase involvement and participation.	No	Planned	0 Sent		$500.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	**Absenteeism** Educate parents and students on the effects absenteeism has on student achievement, and create ways to motivate students to reduce absenteeism.	No	Partially Implemented	12 Excessive/Chronic Absent Letters sent	30 letters sent 12/16/25. Of which, 8 were chronic absent and 4 were Chronic tardy	$500.00	$0.00
3.6	**Extracurricular Activities** Sports, clubs, and student leadership opportunities.	No	Partially Implemented	Fully Implemented	ASES, ELO-P, and school schedule.	$12,792.00	$6,440.77

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$2,536,133	$2,612,620
LCFF Supplemental/Concentration Grants	$175,060	$177,860