

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
June 25th, 2026
4:00PM
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. 2025-2026 Local Indicators
 - B. OPEB Actuarial Study GASB 75
 - C. STEM and Ag Science
 - D. 2026-27 Enrollment
- IX. Action
 - A. Old Business
 - B. New Business
 1. Consent Agenda: Routine matters that can be approved with one motion
 - a. Approval of the April 30th, 2026 Special Board Meeting Minutes
 - b. Approve Warrant Registers April 30th, 2026 Through June 19th, 2026
 - c. Approve Budget Transfers— None
 - d. Approve School Facilities Inspection Tool Annual Evaluation 2025-26
 - e. Annual Approval of Homeless Education Policy ESEA Sect. 722 / AR 5111.13
 - f. Approve Williams Quarterly Report - April
 - g. Approve Agreement for Legal Services between PESD and Kingsley Bogard LLP
 - h. Approve Hiring Kate Simas as 2026-27 Classroom Aide
 2. Approve the 2026-27 Local Control and Accountability Plan, Including Budget Overview for Parents
 3. Approve the 2026-27 Budget
 4. Approve 2026-27 Education Protection Account (EPA) Budget Spending Plan
 5. Approve Resolution 25-07 Approving SELPA District Representative(s)
 6. Adoption of TK–8 Mathematics Instructional Materials
 7. Approve Art Enrichment Salary Support Schedule

Plaza School District
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BOARD OF TRUSTEES
Regular Board Meeting
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- X. Closed Session
 - A. Public Employee Appointment, Employment, Performance Evaluation, Discipline, Dismissal, or Release (Government Code § 54957(b))
- XI. Return to Open Session
 - A. Closed Session Report, Action, and Votes Taken
- XII. Adjournment – Next Meeting August 7th @ 4:00PM

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Plaza Elementary	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
2025-26	11.8	10.8	0	1	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					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
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

Academic Standards	1	2	3	4	5
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					5
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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
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				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
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: ¹

- 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.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
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.	5

Building Relationships 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 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.

2. 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.

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 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.	4
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.	3

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.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
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.	5
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.	5

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.

Based on current data, no changes are necessary.

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 TK-8 district with 223 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 TK-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.

4. 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 did hire a band/music teacher in February, 2026.

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. 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

Coordinating Services	1	2	3	4	5
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.					

Coordinating Services	1	2	3	4	5
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.					
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.					



Actuarial Retirement Consulting

May 15, 2026

Patrick Conklin
Superintendent/Principal
Plaza Elementary School District
7322 County Road 24
Orland, CA 95963


Re: June 30, 2026 GASB 75 Disclosure for the Plaza Elementary School District

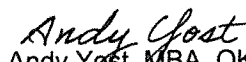
This report provides the note disclosures and required supplementary information for the Plaza Elementary School District (District)'s other postemployment benefits (OPEB) plan for the reporting period ending June 30, 2026.

Governmental Accounting Standards Board (GASB) Statement No. 75 allows for a roll forward of results from the prior actuarial valuation date to a reporting date no more than 30 months and 1 day following. If significant changes occur between the valuation date and the measurement date, consideration should be given to whether a new actuarial valuation is needed. The District provided changes since the July 1, 2024 actuarial valuation and it was determined that a new actuarial valuation was not needed for this measurement period. The results set forth in this report are established from the District's July 1, 2024 valuation and are based on the same census, benefit provisions, and assumptions. The District provided contributions, payroll, and any applicable asset information for the measurement period ending June 30, 2025.

We appreciate the opportunity to work on this report with the District and are available to answer any questions the District or its auditors may have regarding this report.

Sincerely,


Molly McGee, ASA, EA, FCA, MAAA
Consulting/Actuary


Andy Yost, MBA, QKC, QPA
Managing Director

**Plaza Elementary School District
GASB 75 Note Disclosures and Required Supplementary Information
for the Reporting Year Ended June 30, 2026**

General Information about the OPEB Plan

Plan Description

The District administers a single employer defined benefit healthcare plan. The District currently provides retiree health benefits to eligible Certificated, Classified, Management, and Confidential employees.

Benefits Provided

Employees may retire and receive District-paid contributions towards healthcare upon attainment of age 55 and completion of 15 years of continuous District service. The retiree is permitted to choose from any medical, dental, or vision plan which is available to an active employee.

District contributions are subject to a monthly cap, consistent with the current active employee cap, that varies by employee classification. Certificated and Management employees have a cap of \$1,485.33 per month. Classified and Confidential employees have a cap of \$1,520.83 per month.

The District's paid benefit is provided for a certain number of months determined by a formula. The number of days of accrued and unused sick leave on the date of retirement divided by four is multiplied by a percentage which is one hundred percent plus one percent for each full year of service. The result, rounded to the nearest whole number, is the number of months the retiree will receive District-paid benefits.

Employees Covered by Benefit Terms

Retirees or beneficiaries receiving benefit payments as of July 1, 2024	1
Active eligible employees as of July 1, 2024	21

Contributions

The District's required contribution is based on projected pay-as-you-go financing requirements. No assets are accumulated in an irrevocable OPEB trust.



**Plaza Elementary School District
GASB 75 Note Disclosures and Required Supplementary Information
for the Reporting Year Ended June 30, 2026**

Net OPEB Liability

The District's net OPEB liability was measured as of June 30, 2025 and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of July 1, 2024. Standard actuarial update procedures were used to project/discount from valuation to measurement dates.

Actuarial Assumptions

The total OPEB liability in the July 1, 2024 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Inflation rate	2.30 percent
Salary increases	2.80 percent
Discount rate	5.20 percent
Healthcare cost trend rate	5.50 percent for 2025 through 2034; 4.50 percent for 2035 through 2074; and 4.00 percent for 2075 and later years

Mortality rates, for Certificated employees, were based on the most recent experience study for CalSTRS members. Mortality rates, for non-Certificated employees, were based on the most recent experience study for CalPERS members.

The actuarial assumptions used in the July 1, 2024 valuation were based on the results of the most recent applicable experience study and a review of plan experience during the period July 1, 2022 to June 30, 2024.

Discount Rate

GASB 75 requires the use of a discount rate that considers the availability of the OPEB plan's fiduciary net position associated with the OPEB of current active and inactive employees and the investment horizon of those resources.

OPEB plans with irrevocable trust accounts can utilize a discount rate equal to the long-term expected rate of return to the extent that the OPEB plan's fiduciary net position is projected to be sufficient to make projected benefit payments and the OPEB plan assets are expected to be invested using a strategy to achieve that return.

To determine if the OPEB plan assets are sufficient, a calculation of the projected fiduciary net position and the amount of projected benefit payments is compared in each period. When OPEB plan assets are determined to not be sufficient, a blended rate is calculated.

For OPEB plans that do not have irrevocable trust accounts, GASB 75 requires a discount rate equal to the yield or index rate for 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

The District does not have an irrevocable trust account for prefunding OPEB liabilities. The discount rate used to measure the total OPEB liability was based on the Bond Buyer 20-Bond GO Index.



Plaza Elementary School District
 GASB 75 Note Disclosures and Required Supplementary Information
 for the Reporting Year Ended June 30, 2026

Changes in the Net OPEB Liability

	Increase (Decrease)		
	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (a) – (b)
Balances at June 30, 2024	\$710,271	\$0	\$710,271
Changes for the year:			
Service cost	75,344		75,344
Interest	31,184		31,184
Changes of benefit terms	0		0
Difference between expected and actual experience	0		0
Changes in assumptions or other inputs	(80,862)		(80,862)
Contributions – employer		229	(229)
Net investment income		0	0
Benefit payments	(229)	(229)	0
Administrative expenses		0	0
Net changes	25,437	0	25,437
Balances at June 30, 2025	\$735,708	\$0	\$735,708

Sensitivity of the net OPEB liability to changes in the discount rate

The following presents the net OPEB liability of the District, as well as what the District's net OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage-point higher than the current discount rate:

	1% Decrease (4.20%)	Discount Rate (5.20%)	1% Increase (6.20%)
Net OPEB liability (asset)	\$800,834	\$735,708	\$675,814

Sensitivity of the net OPEB liability to changes in the healthcare cost trend rates

The following presents the net OPEB liability of the District, as well as what the District's net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

	1% Decrease (4.50% current, 3.00% ultimate, 3.00% Medicare)	Trend Rate (5.50% current, 4.00% ultimate, 4.00% Medicare)	1% Increase (6.50% current, 5.00% ultimate, 5.00% Medicare)
Net OPEB liability (asset)	\$647,765	\$735,708	\$838,680



Plaza Elementary School District
 GASB 75 Note Disclosures and Required Supplementary Information
 for the Reporting Year Ended June 30, 2026

OPEB Plan Experience

Reporting period	July 1, 2025 to June 30, 2026
Measurement period	July 1, 2024 to June 30, 2025

Benefit Payments and Contributions

	<u>Benefit Payments</u>
Benefits paid from the trust	0
Benefits paid outside of trust	0
Implicit benefits paid	229
Total benefit payments	<u><u>\$229</u></u>
	<u>Contributions</u>
Contributions to the trust - employer	0
Contributions - benefits paid outside of trust	0
Contributions – implicit benefits paid	229
Total contributions	<u><u>\$229</u></u>



Plaza Elementary School District
 GASB 75 Note Disclosures and Required Supplementary Information
 for the Reporting Year Ended June 30, 2026

OPEB Expense and Deferred Outflows and Inflows of Resources Related to OPEB

Annual OPEB Expense

The annual OPEB expense is the sum of the change in Net OPEB Liability, the change in deferred outflows, and the change in deferred inflows, reduced by the employer contributions.

Net OPEB liability at beginning of measurement period (a)	\$710,271
Net OPEB liability at end of measurement period (b)	\$735,708
Change in net OPEB liability (b)-(a)	25,437
Change in deferred outflows	23,862
Change in deferred inflows	23,484
Employer contributions	229
Net OPEB expense from June 30, 2024 to June 30, 2025	<u><u>\$73,012</u></u>

Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the reporting year ending June 30, 2026, the District recognized deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	0	273,749
Changes in assumptions or other inputs	88,502	214,912
Differences between projected and actual return investments	0	0
Total	<u><u>\$88,502</u></u>	<u><u>\$488,661</u></u>

The District has a lookback measurement date. For the reporting year ending June 30, 2026, the District uses a measurement year ending June 30, 2025. The deferred resources listed above do not include any District contributions made after the measurement period.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Reporting Fiscal Year Ending June 30:</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>	<u>Net Deferred Outflows (Inflows) of Resources</u>
2027	23,862	(57,378)	(33,516)
2028	23,862	(57,378)	(33,516)
2029	23,862	(57,378)	(33,516)
2030	14,473	(57,308)	(42,835)
2031	401	(57,261)	(56,860)
2032	401	(57,261)	(56,860)
2033	401	(57,261)	(56,860)
2034	401	(29,882)	(29,481)
2035	401	(25,441)	(25,040)
2036	401	(25,441)	(25,040)
2037	37	(6,672)	(6,635)
2038	0	0	0



Plaza Elementary School District
 GASB 75 Note Disclosures and Required Supplementary Information
 for the Reporting Year Ended June 30, 2026

Schedule of Deferred Outflows of Resources

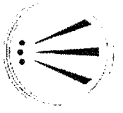
Year	Source	Initial Amount	Initial Amortization Period (Years)	Annual Recognition	Current Balance
2020	Difference between expected and actual experience	0	0.0	0	0
2020	Changes in assumptions or other inputs	0	0.0	0	0
2020	Net difference between projected and actual earnings on OPEB plan investments	0	0.0	0	0
2021	Difference between expected and actual experience	0	0.0	0	0
2021	Changes in assumptions or other inputs	132,378	9.4	14,083	47,880
2021	Net difference between projected and actual earnings on OPEB plan investments	0	0.0	0	0
2022	Difference between expected and actual experience	0	0.0	0	0
2022	Changes in assumptions or other inputs	83,465	8.9	9,378	36,575
2022	Net difference between projected and actual earnings on OPEB plan investments	0	0.0	0	0
2023	Difference between expected and actual experience	0	0.0	0	0
2023	Changes in assumptions or other inputs	0	0.0	0	0
2023	Net difference between projected and actual earnings on OPEB plan investments	0	0.0	0	0
2024	Difference between expected and actual experience	0	0.0	0	0
2024	Changes in assumptions or other inputs	0	0.0	0	0
2024	Net difference between projected and actual earnings on OPEB plan investments	0	0.0	0	0
2025	Difference between expected and actual experience	0	0.0	0	0
2025	Changes in assumptions or other inputs	4,849	12.1	401	4,047
2025	Net difference between projected and actual earnings on OPEB plan investments	0	0.0	0	0
2026	Difference between expected and actual experience	0	0.0	0	0
2026	Changes in assumptions or other inputs	0	0.0	0	0
2026	Net difference between projected and actual earnings on OPEB plan investments	0	0.0	0	0
	Total			\$88,502	



Plaza Elementary School District
 GASB 75 Note Disclosures and Required Supplementary Information
 for the Reporting Year Ended June 30, 2026

Schedule of Deferred Inflows of Resources

Year	Source	Initial Amount	Initial Amortization Period (Years)	Annual Recognition	Current Balance
2020	Difference between expected and actual experience	0	0.0	0	0
2020	Changes in assumptions or other inputs	0	0.0	0	0
2020	Net difference between projected and actual earnings on OPEB plan investments	0	0.0	0	0
2021	Difference between expected and actual experience	1,100	9.4	117	398
2021	Changes in assumptions or other inputs	0	0.0	0	0
2021	Net difference between projected and actual earnings on OPEB plan investments	0	0.0	0	0
2022	Difference between expected and actual experience	0	0.0	0	0
2022	Changes in assumptions or other inputs	0	0.0	0	0
2022	Net difference between projected and actual earnings on OPEB plan investments	0	0.0	0	0
2023	Difference between expected and actual experience	134,795	11.1	12,144	86,219
2023	Changes in assumptions or other inputs	194,773	11.1	17,548	124,581
2023	Net difference between projected and actual earnings on OPEB plan investments	0	0.0	0	0
2024	Difference between expected and actual experience	0	0.0	0	0
2024	Changes in assumptions or other inputs	22,765	10.7	2,128	16,381
2024	Net difference between projected and actual earnings on OPEB plan investments	0	0.0	0	0
2025	Difference between expected and actual experience	224,190	12.1	18,529	187,132
2025	Changes in assumptions or other inputs	0	0.0	0	0
2025	Net difference between projected and actual earnings on OPEB plan investments	0	0.0	0	0
2026	Difference between expected and actual experience	0	0.0	0	0
2026	Changes in assumptions or other inputs	80,862	11.7	6,912	73,950
2026	Net difference between projected and actual earnings on OPEB plan investments	0	0.0	0	0
	Total			\$488,661	



Plaza Elementary School District
 GASB 75 Note Disclosures and Required Supplementary Information
 for the Reporting Year Ended June 30, 2026

Schedules of Required Supplementary Information

Schedule of Changes in the District's Net OPEB Liability and Related Ratios

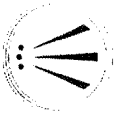
	2026	2025	2024	2023	2022
Reporting fiscal year ending					
Discount rate	5.20%	3.97%	3.86%	3.69%	1.92%
Total OPEB liability					
Service cost	75,344	74,343	89,844	109,140	89,478
Interest	31,184	43,100	38,224	24,509	27,041
Changes of benefit terms	0	(227,814)	0	0	0
Differences between expected and actual experience	0	(224,190)	0	(134,795)	0
Change of assumptions	(80,862)	4,849	(22,765)	(194,773)	83,465
Benefit payments	(229)	(4,474)	(13,635)	(37,115)	(56,418)
Net change in total OPEB liability	25,437	(334,186)	91,668	(233,034)	143,566
Total OPEB liability – beginning	710,271	1,044,457	952,789	1,185,823	1,042,257
Total OPEB liability – ending (a)	\$735,708	\$710,271	\$1,044,457	\$952,789	\$1,185,823
Plan fiduciary net position					
Contributions - employer	229	4,474	13,635	37,115	56,418
Net investment income	0	0	0	0	0
Benefit payments	(229)	(4,474)	(13,635)	(37,115)	(56,418)
Administrative expense	0	0	0	0	0
Net change in plan fiduciary net position	0	0	0	0	0
Plan fiduciary net position - beginning	0	0	0	0	0
Plan fiduciary net position – ending (b)	\$0	\$0	\$0	\$0	\$0
District's net OPEB liability – ending (a) – (b)	\$735,708	\$710,271	\$1,044,457	\$952,789	\$1,185,823
Plan fiduciary net position as a percentage of the total OPEB liability	0.00%	0.00%	0.00%	0.00%	0.00%
Covered-employee payroll	\$1,488,586	\$1,367,605	\$1,227,969	\$1,058,804	\$930,379
District's net OPEB liability as a percentage of covered-employee payroll	49.42%	51.94%	85.06%	89.99%	127.46%



Plaza Elementary School District
 GASB 75 Note Disclosures and Required Supplementary Information
 for the Reporting Year Ended June 30, 2026

Schedule of Changes in the District's Net OPEB Liability and Related Ratios (cont.)

	2021	2020	2019	2018
Reporting fiscal year ending				
Discount rate	2.45%	3.13%	3.62%	3.13%
Total OPEB liability				
Service cost	71,073	48,735	52,071	50,554
Interest	28,422	22,386	22,506	21,165
Changes of benefit terms	0	0	0	0
Differences between expected and actual experience	(1,100)	0	0	0
Change of assumptions	132,378	104,241	(35,814)	0
Benefit payments	(50,629)	(56,504)	(28,871)	(28,871)
Net change in total OPEB liability	180,144	118,858	9,892	42,848
Total OPEB liability – beginning	862,113	743,255	733,363	690,515
Total OPEB liability – ending (a)	\$1,042,257	\$862,113	\$743,255	\$733,363
Plan fiduciary net position				
Contributions - employer	50,629	56,504	28,871	28,871
Net investment income	0	0	0	0
Benefit payments	(50,629)	(56,504)	(28,871)	(28,871)
Administrative expense	0	0	0	0
Net change in plan fiduciary net position	0	0	0	0
Plan fiduciary net position - beginning	0	0	0	0
Plan fiduciary net position – ending (b)	\$0	\$0	\$0	\$0
District's net OPEB liability – ending (a) – (b)	\$1,042,257	\$862,113	\$743,255	\$733,363
Plan fiduciary net position as a percentage of the total OPEB liability	0.00%	0.00%	0.00%	0.00%
Covered-employee payroll	\$920,779	\$833,908	\$1,036,112	\$750,071
District's net OPEB liability as a percentage of covered-employee payroll	113.19%	103.38%	71.74%	97.77%



**Plaza Elementary School District
GASB 75 Note Disclosures and Required Supplementary Information
for the Reporting Year Ended June 30, 2026**

Actuarial Certification


The results presented in this disclosure are based on the District's July 1, 2024 valuation. The valuation was performed in accordance with generally accepted actuarial principles and practices. The actuarial assumptions and methodologies used in these calculations are believed to be reasonable under the requirements set forth in GASB 75 and the Actuarial Standards of Practice (ASOP).

Supporting documentation provided by the District was relied upon without audit. This information includes, but is not limited to, census data, premiums, OPEB plan provisions, contributions, payroll, and any applicable asset statements. The data was reviewed in accordance with ASOP 23. The valuation results, and subsequent disclosure information, depend on the integrity of the provided information.

The results in this report were calculated with the assistance of ProVal actuarial valuation software. The model was developed in 1994 and is maintained by Winklevoss Technologies (WinTech). Through ProVal, WinTech provides valuation and projection software for both pension and other postemployment benefit plans. We utilize ProVal in accordance with its intended purpose and have not identified any material inconsistencies in the ProVal assumptions or outputs that would affect this valuation.

The undersigned actuary is a member of the American Academy of Actuaries and meets the qualification standards to render the actuarial opinion contained in this report.

Certified by:


Molly McGee, ASA, EA, FCA, MAAA
Consulting Actuary



Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Special Board Meeting
April 30th, 2026
4:00PM
Minutes

- I. **Call to Order** - The meeting was called to order at 4:07PM
- II. **Pledge of Allegiance**
- III. **Members Present** – Board Trustees Jake Cecil, PJ Davis, and Connie King. Superintendent Patrick Conklin and CBO 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. **Board Trustee Reports** None
- VII. **Superintendent Report/Information**
 - A. **Plaza Community Club** – Mr. Conklin presented their agenda, minutes, and financial report, including the expenditure and revenue report from the drive thru fundraiser.
 - B. **Workers Compensation and Liability and Property Insurance** – Mr. Conklin discussed the GSRMA rates versus TCSIG rates
 - C. **2026-27 TCSIG Health and Welfare Rates** – Mr. Conklin informed the board on the rate increase for next year.
 - D. **2026-27 Local Control and Accountability Plan** – Mr. Conklin presented the LCAP to the board. There were no suggestions, recommendations, or feedback from the board or the community.
 - E. **Middle School FFA** – Mr. Conklin and the board discussed ideas for ag education for the district.
 - F. **Board Policy 2nd Read BP 5145.13 Response to Immigration Enforcement** – Mr. Conklin presented the BP.
 - G. **Board Policy 2nd Read BP 6158 Independent Study** – Mr. Conklin presented the BP.
 - H. **2026-2027 Board Meetings** – Mr. Conklin presented a board meeting calendar for next school year.
- VIII. **Action**
 - A. **Old Business**
 - B. **New Business**
 1. **Consent Agenda: Routine matters that can be approved with one motion**
 - a. **Approval of the Minutes of the April 2nd, 2026 Regular Board Meeting**
 - b. **Approve Warrant Registers March 27th, 2026 through April 30th, 2026**
 - c. **Approve Budget Transfers— None**
 - d. **Approve Annual Evaluation of Parent Involvement Policy Ed Code 11503/PESD BP6020**
 - e. **Certification that 8th Grade Students Meet Graduation Requirements/Sign Diplomas**
 - f. **Approve 2026-27 Consolidated Application**

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Special Board Meeting
April 30th, 2026
4:00PM
Minutes

- g. Approve Board Policy BP 5145.13 Response to Immigration Enforcement
- h. Approve Board Policy BP 6158 Independent Study
- i. Approve Letter of Resignation for Caitlyn Fogle as TK Instructional Aide Effective June 10th, 2026

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

2. Approve Tice and Bolinger Electrical Quote for \$19,773.30

Connie King moved to Approve Tice and Bolinger Electrical Quote for \$19,773.30 and PJ Davis seconded. All approved.

3. Approve 2026-2027 Declaration of Need for Fully Qualified Educators

PJ Davis moved to Approve 2026-2027 Declaration of Need for Fully Qualified Educators and Connie King seconded. All approved.

IX. Closed Session - The board went into Closed Session at 4:43PM

- A. Conference with Labor Negotiators (Gov. Code §54957.6)
- B. Public Employee Appointment/Employment (Gov. Code §54957)
Title: Teacher on Special Assignment

X. Reopen to Open Session – Action Taken – The board reopened at 5:10PM

- A. Approve 2026-27 Certificated Salary Schedule with 2026-27 State Approved COLA Added to Step 1 Column 1. The reminder of the salary schedule structure, including column/step formula, will remain the same

PJ Davis moved to Approve 2026-27 Certificated Salary Schedule with 2026-27 State Approved COLA Added to Step 1 Column 1. The reminder of the salary schedule structure, including column/step formula, will remain the same and Jake Cecil seconded. All approved.

- B. Approve \$750 Increase to Certificated Health and Welfare Benefit Cap Effective July 1st, 2026

PJ Davis moved to Approve \$750 Increase to Certificated Health and Welfare Benefit Cap Effective July 1st, 2026 and Jake Cecil seconded. All approved.

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Special Board Meeting
April 30th, 2026
4:00PM
Minutes

C. Approve 2.64% Increase to 2025-26 Classified Salary Schedule to be Paid Retroactively to July 1st, 2025

PJ Davis moved to Approve 2.64% Increase to 2025-26 Classified Salary Schedule to be Paid Retroactively to July 1st, 2025 and Jake Cecil seconded. All approved.

D. Approve 2026-27 Classified Salary Schedule with 2026-27 State Approved COLA Added to Range 1 Column 1. The remainder of the salary schedule structure, including column/range formula, will remain the same.

PJ Davis moved to Approve 2026-27 Classified Salary Schedule with 2026-27 State Approved COLA Added to Range 1 Column 1. The remainder of the salary schedule structure, including column/range formula, will remain the same and Connie King seconded. All approved.

E. Approve \$750 Increase to Classified Health and Welfare Benefit Cap Effective July 1st, 2026

PJ Davis moved to Approve \$750 Increase to Classified Health and Welfare Benefit Cap Effective July 1st, 2026 and Jake Cecil seconded. All approved.

F. Approve 2026-27 Stipends

PJ Davis moved to Approve 2026-2027 Stipends and Jake Cecil seconded. All approved.

G. Approve Board Trustee Connie King's Letter of Resignation Effective April 30th, 2026

PJ Davis moved to Approve Board Trustee Connie King's Letter of Resignation Effective April 30th, 2026 and Jake Cecil seconded. All approved.

H. Appoint Provisional Appointment to Fill the Vacant Governing Board Trustee Position Ending December 8th, 2026

PJ Davis moved to Appoint Provisional Appointment to Fill the Vacant Governing Board Trustee Position Ending December 8th, 2026 and Jake Cecil seconded. Approved 2-0

Mr. Conklin administered to oath to Katie Pasini.

XI. Adjournment – Next Meeting June 23rd, 2026 @ 4PM and June 25th, 2026 @ 4PM
The meeting was adjourned at 5:17PM

ReqPay12d

Board Report

Checks Dated 04/24/2026 through 06/16/2026

Board Meeting Date June 25, 2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40382464	04/29/2026	Chico State Enterprises Accounts Receivable	01-5810	WILD THINGS - ELO FIELD TRIP		272.00
40382465	04/29/2026	Cornell Distributing	13-4700	CAFETERIA FOOD		402.30
40382466	04/29/2026	Gold Star Foods	13-4300	CAFETERIA SUPPLIES	173.07	
40382467	04/29/2026	PG&E	13-4700	CAFETERIA FOOD	737.84	910.91
40382468	04/29/2026	Pleasant Air Company	01-5510	STREET LIGHT 03/18/26 - 04/15/26		11.62
40382469	04/29/2026	ProPacific Fresh	01-4300	FILTERS		787.64
40382470	04/29/2026	SAV-MOR Foods	13-4700	CAFETERIA FOOD		277.54
40382471	04/29/2026	US Foods, Inc.	01-4300	SPARK SUPPLIES - TK	22.18	
40382472	04/29/2026	Verizon Wireless	13-4700	CAFETERIA FOOD	17.46	39.64
40382674	05/06/2026	Accualarm Security Systems	13-4300	CAFETERIA FOOD/SUPPLIES SERVICE CHARGE - WALDEN	241.35	
40382675	05/06/2026	Advanced Document Concepts	13-4700	CAFETERIA FOOD	11.04	
40382676	05/06/2026	Cornell Distributing	13-4700	CAFETERIA FOOD - WALDEN	743.92	
40382677	05/06/2026	FELIX, JOHN A	01-5910	SPARK CELL PHONE	710.82	
40382678	05/06/2026	Gold Star Foods	01-5560	ACCESS SYSTEM - PUSH BUTTON - C. CONKLINS OFFICE	739.37	2,446.50
40382679	05/06/2026	Mystery Science c/o Discovery Education, Inc.	01-4300	CAFETERIA FOOD/SUPPLIES		158.46
40382680	05/06/2026	Orland Ace Hardware	01-4300	STAPLES FOR THE COPY MACHINE		335.00
40382681	05/06/2026	ProPacific Fresh	13-4700	CAFETERIA FOOD		96.53
40382682	05/06/2026	Sierra Water Utility, LLC	13-4700	CAFETERIA FOOD	685.46	538.65
40382683	05/06/2026	Tri-County Schools Insurance Group	01-4300	BIRD BARRIER SPIKES	1,009.42	71.35
40382684	05/06/2026	US Foods, Inc.	13-4700	CAFETERIA FOOD - WALDEN		750.46
40382925	05/13/2026	Advanced Document Concepts	01-9330	MYSTERY SCIENCE 1 YEAR (2026-2027)		1,399.00
40382926	05/13/2026	Cabrera's Lawn Care Marcos Cabrera	01-4300	SITE SUPPLIES		154.88
40382927	05/13/2026	Cornell Distributing	13-4700	CAFETERIA FOOD	637.91	1,694.88
40382928	05/13/2026	FGL Environmental	01-5520	OPERATOR SERVICE		241.45
			01-9571	MAY 2026 EMPLOYEE PAID INS	7,640.19	
			01-9572	MAY 2026 EMPLOYEE PAID INS	26,151.05	
			01-9573	MAY 2026 EMPLOYEE PAID INS	1,188.00	34,979.24
			13-4300	CAFETERIA SUPPLIES	18.58	
			13-4700	CAFETERIA FOOD	1,822.72	
			13-4700	CAFETERIA FOOD - WALDEN	637.91	2,479.21
			01-5825	USAGE CHARGE 04/01/26 - 04/30/26		369.44
			01-5800	PROPERTY MAINTENANCE		700.00
			13-4700	CAFETERIA FOOD		183.65
			01-5520	WATER SAMPLING		114.00

Checks Dated 04/24/2026 through 06/16/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40382929	05/13/2026	Glenn County Environmental Health Dept.	13-5890	ANNUAL CAFETERIA PERMIT		275.87
40382930	05/13/2026	Glenn County Heavy Fleet Road Shop	01-5800	45 DAY SAFETY INSPECTION		247.50
40382931	05/13/2026	Hillyard, Inc.	01-4300	SITE SUPPLIES		516.60
40382932	05/13/2026	NorCal Food Equipment, Inc.	01-5640	REFRIGERATOR & FREEZER - STAFF ROOM		327.01
40382933	05/13/2026	Northwest Pest Control	01-5540	COMMERCIAL PEST CONTROL		275.00
40382934	05/13/2026	Plaza Elementary School Dist. Revolving Account	01-4300	CAKE - CONNIE KING	70.00	
40382935	05/13/2026	ProPacific Fresh		PLAQUE - C. KING	33.76	103.76
40382936	05/13/2026	SAV-MOR Foods	13-4700	CAFETERIA FOOD		567.90
40382937	05/13/2026	Shawn Bowling	13-4700	CAFETERIA FOOD		29.90
40382938	05/13/2026	US Bank Corporate Payment Systems	01-5800	CDE TRAINING - J. FELIX		612.50
			01-4300	26/27 PLANNER - P. CONKLIN	19.55	
				CHECK PRINTING - STUDENT ACCT	76.92	
				CHROMEBOOK PARTS	39.42	
				ELO P LUNCH	63.47	
				ELO P SUPPLIES	31.13	
				GAS FOR VAN # 2 OVER PAID	4.62-	
				GAS FOR VAN # 3	75.34	
				GAS FOR VAN #1	177.76	
				GAS FOR VAN #2	53.14	
				PD TEACHER LUNCH	154.00	
				TK - 8TH GRADE SUPPLIES	159.75	
			01-5835	EDJOIN - FY 25/26	800.00	
				OPENAI CHATGPT SUBSCRIPTION	20.00	
				SPOTIFY MONTHLY MEMBERSHIP	12.99	
			01-5890	LATE CHARGE	2.95	
			13-4300	CAFETERIA SUPPLIES	8.40	
			13-4700	CAFETERIA FOOD	494.20	2,184.40
			13-4300	CAFETERIA FOOD/SUPPLIES - WALDEN	759.74	
			13-4700	CAFETERIA FOOD	1,395.54	
				CAFETERIA FOOD/SUPPLIES - WALDEN	645.37	2,800.65
			01-5800	GASB 75 DISCLOSURE REPORT FIS. YEAR 2026		570.00
			13-4700	CAFETERIA FOOD		622.90
			01-5520	WATER MONITORING		916.00
			01-9330	FOREFRONT BASIC ANNUAL SUBSCRIPTION 26/27		840.00

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.

ReqPay12d

Board Report

Checks Dated 04/24/2026 through 06/16/2026 Board Meeting Date June 25, 2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40383356	05/20/2026	Glenn County Office of Ed.	01-5830	2025/26 TECHNOLOGY SERVICES	18,742.50	
			01-5850	LIVESCAN FINGERPRINT APRIL 2026 - K. SIMAS	69.00	18,811.50
40383357	05/20/2026	Glenn Groundwater Authority	01-5520	FISCAL YEAR 2025/26		61.88
40383358	05/20/2026	Gold Star Foods	13-4300	CAFETERIA FOOD/SUPPLIES - WALDEN	193.79	
			13-4700	CAFETERIA FOOD - WALDEN	708.68	
				CAFETERIA FOOD - WALDEN - CREDIT	41.40-	
				CAFETERIA FOOD/SUPPLIES - WALDEN	285.42	1,146.49
40383359	05/20/2026	ODP Business Solutions, LLC	01-4300	TK - 8TH GRADE SUPPLIES		375.16
40383360	05/20/2026	Orland Ace Hardware	01-4300	SITE SUPPLIES		36.18
40383361	05/20/2026	PG&E	01-5510	MONTHLY SERVICE CHARGE 04/02/26 -04/30/26		23.82
40383362	05/20/2026	ProPacific Fresh	13-4700	CAFETERIA FOOD	595.73	
				CAFETERIA FOOD - WALDEN	2,182.93	
				CAFETERIA FOOD - WALDEN - CREDIT	25.59-	2,753.07
40383363	05/20/2026	Stewart Signs	01-6400	SINGLE SIDED FULL COLOR MARQUEE		19,848.35
40383364	05/20/2026	US Foods, Inc.	13-4300	CAFETERIA FOOD/SUPPLIES	342.86	
			13-4700	CAFETERIA FOOD	60.89	
				CAFETERIA FOOD - WALDEN	819.67	
				CAFETERIA FOOD/SUPPLIES	1,564.02	2,787.44
40383365	05/20/2026	WM Corporate Services, Inc. As Payment Agent	01-5530	MONTHLY CHARGE 04/01/26 - 04/30/26		656.05
40383646	05/27/2026	AT&T	01-5910	MONTHLY CHARGE 04/10/26 - 05/09/26		66.81
40383647	05/27/2026	Chico State Enterprises Accounts Receivable	01-5810	SPONGEBOB MUSICAL 4TH & 5TH GRADE		496.00
40383648	05/27/2026	Cornell Distributing	13-4700	CAFETERIA FOOD		161.60
40383649	05/27/2026	FELIX, JOHN A	01-4300	GAS FOR VAN #3		81.83
40383650	05/27/2026	Glenn County Office of Ed.	01-7144	25/26 PLAZA EXCESS COST - 2ND HALF		5,560.02
40383651	05/27/2026	Gold Star Foods	13-4300	CAFETERIA FOOD/SUPPLIES	74.40	
				CAFETERIA SUPPLIES	208.30	
				CAFETERIA FOOD	2,453.41	
				CAFETERIA FOOD - CREDIT	67.55-	
				CAFETERIA FOOD - WALDEN	455.56	
				CAFETERIA FOOD/SUPPLIES	1,150.67	4,274.79
40383652	05/27/2026	Hillyard, Inc.	01-4400	HYPERPOWER BATTERY		1,299.15
40383653	05/27/2026	PG&E	01-5510	STREET LIGHT 04/16/26 - 05/14/26		11.62
40383654	05/27/2026	Plaza Elementary School Dist. Revolving Account	01-4300	STAFF APPRECIATION DRINKS		193.00

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ReqPay12d

Board Report

Checks Dated 04/24/2026 through 06/16/2026

Board Meeting Date June 25, 2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40383655	05/27/2026	ProPacific Fresh	13-4300	CAFETERIA FOOD - CREDIT	9.32-	
			13-4700	CAFETERIA FOOD	474.01	464.69
40383656	05/27/2026	SAV-MOR Foods	13-4700	CAFETERIA FOOD		5.98
40383657	05/27/2026	US Foods, Inc.	13-4300	CAFETERIA SUPPLIES	280.85	
			13-4700	CAFETERIA FOOD	933.32	
				CAFETERIA FOOD - WALDEN	1,473.17	2,687.34
40383853	06/03/2026	Chico State Enterprises	13-4700	CAFETERIA FOOD - FRESH PRODUCE		540.00
40383854	06/03/2026	Cornell Distributing	13-4700	CAFETERIA FOOD		477.35
40383855	06/03/2026	FGL Environmental	01-5520	WATER SAMPLING		114.00
40383856	06/03/2026	Gold Star Foods	13-4300	CAFETERIA FOOD/SUPPLIES	124.98	
			13-4700	CAFETERIA FOOD	258.23	
				CAFETERIA FOOD - WALDEN	508.32	
				CAFETERIA FOOD/SUPPLIES	243.71	1,135.24
40383857	06/03/2026	Hunt Propane, Inc.	01-5510	215.60 GALLONS PROPANE		668.25
40383858	06/03/2026	Kingsley Bogard, LLP	01-5880	CURRENT SERVICES RENDERED		122.40
40383859	06/03/2026	ODP Business Solutions, LLC	01-4300	TK - 8TH GRADE SUPPLIES		153.14
40383860	06/03/2026	ProPacific Fresh	13-4700	CAFETERIA FOOD	591.07	
				CAFETERIA FOOD - WALDEN	989.31	1,560.38
40383861	06/03/2026	SGONTZ, CHELSEY J	01-4300	POCKET MAGNIFIERS FOR CLASS		15.00
40383862	06/03/2026	Sierra Water Utility, LLC	01-5520	OPERATOR SERVICE CHARGE		241.45
40383863	06/03/2026	TCG Administrators/CalSTRS	01-5890	MONTHLY ADMINISTRATION FEES		8.00
40383864	06/03/2026	Tice & Bollinger Electrical	01-5800	MARQUEE INSTALLATION		6,250.00
40383865	06/03/2026	Tri-County Schools Insurance Group	01-9571	JUNE 2026 EMPLOYEE PAID INS	7,640.19	
			01-9572	JUNE 2026 EMPLOYEE PAID INS	26,151.05	
			01-9573	JUNE 2026 EMPLOYEE PAID INS	1,188.00	34,979.24
40383866	06/03/2026	US Foods, Inc.	13-4300	CAFETERIA FOOD/SUPPLIES	479.00	
			13-4700	CAFETERIA FOOD/SUPPLIES	577.00	1,056.00
40384084	06/10/2026	Advanced Document Concepts	01-5825	USAGE CHARGE 05/01/26 05/31/26		526.66
40384085	06/10/2026	Apple, Inc.	01-4400	APPLE IPAD		1,237.46
40384086	06/10/2026	Cabrera's Lawn Care Marcos Cabrera	01-5800	PROPERTY MAINTENANCE		700.00
40384087	06/10/2026	CDW Government	01-4400	HP PROBOOK 16 NOTEBOOK		1,382.72
40384088	06/10/2026	Cornell Distributing	13-4700	CAFETERIA FOOD		234.55
40384089	06/10/2026	FGL Environmental	01-5520	WATER SAMPLING		658.00
40384090	06/10/2026	Gold Star Foods	13-4300	CAFETERIA FOOD/SUPPLIES - WALDEN	313.86	
			13-4700	CAFETERIA FOOD - WALDEN	179.29	
				CAFETERIA FOOD/SUPPLIES - WALDEN	674.81	1,167.96
40384091	06/10/2026	LOVELL, JOHN D	01-5875	CREDENTIAL PROGRAM FEES		8,000.00

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.

Checks Dated 04/24/2026 through 06/16/2026 Board Meeting Date June 25, 2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40384092	06/10/2026	ODP Business Solutions, LLC	01-4300 TK - 8TH GRADE SUPPLIES			317.34
40384093	06/10/2026	Orland Ace Hardware	01-4300 SITE SUPPLIES			110.38
40384094	06/10/2026	ProPacific Fresh	13-4700 CAFETERIA FOOD - CREDIT - WALDEN		75.58-	
			CAFETERIA FOOD - WALDEN		599.88	
40384095	06/10/2026	US Bank Corporate Payment Systems	01-4300 BENCH FOR CONNIE KING		366.19	524.30
			ELO P SUPPLIES		572.63	
			FLOWERS - CONNIE KING		27.50	
			GARDEN BENCH		150.77	
			GAS FOR VAN # 1		229.23	
			GAS FOR VAN # 2		198.94	
			GAS FOR VAN # 3		81.89	
			SITE SUPPLIES		132.39	
			STAFF ROOM SUPPLY		96.51	
			01-5200 PARKING - RIVER CATS		15.00	
			01-5835 SPOTIFY MONTHLY CHARGE		12.99	
			ZOOM		169.90	
			13-4300 CAFETERIA SUPPLIES		27.82	
			CAFETERIA SUPPLIES - WALDEN		85.78	
40384096	06/10/2026	US Foods, Inc.	13-4700 CAFETERIA FOOD		172.34	2,339.88
			13-4700 CAFETERIA FOOD		867.86	
			CAFETERIA FOOD - PLAZAWALDEN		405.37	1,273.23
			Total Number of Checks		88	187,900.04

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	57	150,862.31
13	CAFETERIA	34	37,037.73
	Total Number of Checks	88	187,900.04
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		187,900.04

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Plaza Elementary School District/Glenn County Office of Education		COUNTY Glenn	NUMBER OF CLASSROOMS ON SITE 10
SCHOOL SITE Plaza Elementary School District		SCHOOL TYPE (GRADE LEVELS) TK-8	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) NA
INSPECTOR'S TITLE Superintendent/Principal			
WEATHER CONDITION AT TIME OF INSPECTION Sunny			
TIME OF INSPECTION 12:15pm			

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR INTERIOR SURFACES	C. CLEANLINES OVERALL CLEANLINES	D. ELECTRICAL ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY FIRE SAFETY		G. STRUCTURAL STRUCTURAL DAMAGE		H. EXTERNAL PLAYGROUND/ SCHOOL GROUNDS	
		GAS LEAKS	MECH/HVAC	SEWER				PEST/VERMIN INFESTATION	RESTROOMS	SINKS/FOUNTAINS	HAZARDOUS MATERIALS	ROOFS	WINDOWS/DOORS/GATES/FENCES		
9	Number of "v"s Number of "D"s Number of "X"s Number of NAs	9 0 0 0	7 0 0 2	6 0 0 3	7 1 0 1	9 0 0 0	8 0 0 1	5 0 0 4	8 0 0 1	9 0 0 0	9 0 0 0	8 0 0 1	2 0 0 7	9 0 0 0	
Percent of System in Good Repair Number of "v"s divided by (Total Areas - "NA"s")		100.00%		100.00%	87.50%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Total Percent per Category (average of above)*		100.00%		87.50%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	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	

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

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	98.44%	SCHOOL RATING**	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

OVERALL RATING: GOOD

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: Pump house siding show dryrot.

Plaza Elementary School District

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

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

Patrick Conklin
Superintendent/Principal

Quarterly Report on Williams Uniform Complaints [Education Code § 35186]

District: Plaza Elementary School District

Person completing this form: Patrick Conklin

Title: Superintendent/Principal

Quarterly Report Submission Date:
(check one)

- July 2025
 October 2025
 January 2026
 April 2026

Date for information to be reported publicly at governing board meeting: December 4th, 2025

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	NA	NA
Teacher Vacancy or Misassignment	0	NA	NA
Facilities Conditions	0	NA	NA
TOTALS	0	NA	NA

Name: Patrick M. Conklin

Signature of District Superintendent

June 25th, 2026

AGREEMENT FOR LEGAL SERVICES
between the
PLAZA ELEMENTARY SCHOOL DISTRICT
and
KINGSLEY BOGARD LLP

This Agreement is by and between the PLAZA ELEMENTARY SCHOOL DISTRICT (hereinafter referred to as “Client”) and KINGSLEY BOGARD LLP (hereinafter referred to as “Firm”). This Agreement shall commence on July 1, 2026, and supersede the previous agreement for legal services.

1. TERM

1.1 The term of this Agreement shall commence on the date first written above.

1.1.1 Subject to 1.1.2 below, it shall continue thereafter from month-to-month.

1.1.2 This Agreement may be terminated, at the will of either party, upon written notice to the other.

2. COMPENSATION AND BILLING

2.1 The Firm agrees to provide services to Client, upon request of Client’s designated representative(s), at the rates set forth in Exhibit 1.

2.2 Client will be billed on a monthly basis for services rendered and for Firm expenses which are reasonably incurred to provide such services.

2.2.1 Fees are calculated upon the number of attorney hours and paralegal hours, including travel time, devoted to Client’s representation.

2.2.2 Each bill will set forth the Firm’s fees, specific costs/disbursements (e.g. transcripts, online legal research, and filing fees), and miscellaneous expenses incurred on Client’s behalf during the period.

2.3 Effective each subsequent July 1 that this Agreement is in effect, the rates set forth in Exhibit 1 are subject to a reasonable increase.

3. SERVICES

3.1 At Client’s request, the Firm shall provide consultation, representation, and legal advice to Client in those areas set forth in Exhibit 2.

3.2 The Firm may use the services of any attorneys in the Firm previously made known to Client or subsequently approved by Client and, subject to prior approval of Client, may consult with experts in the performance of the services provided herein as the Firm deems appropriate. Consultation fees shall be paid by Client.

4. MISCELLANEOUS

4.1 Representation

The Firm must represent clients within the confines of the law and ethical restrictions placed upon all attorneys. The Firm cannot guarantee the successful conclusion of any legal matter or favorable outcome of any legal action. However, the Firm can, and will, within the bounds of ethics and the law do everything necessary and appropriate to obtain favorable results or otherwise further the legal interest of Client.

4.2 Power of Attorney

Client hereby provides the Firm with its power of attorney to execute on its behalf all documents relating to the matters for which the Firm has been retained, including pleadings, letters, contracts, settlement agreements, verifications, dismissals, and orders. Notwithstanding this power, no disputed matter will be settled without Client's prior consent.

4.3 Conflicts of Interest

It is understood and agreed that occasionally, because of ethical considerations, attorneys are required to withdraw from the representation of clients. While the Firm does not anticipate having to withdraw from Client's representation, Client is aware that because the Firm represents other clients, there is always a possibility that a conflict of interest might develop which would force the Firm to cease representing Client. The Firm would only cease to represent Client in the specific areas of conflict and only upon reasonable notice.

4.4 File Retention

Client files may be maintained in paper or electronic format. Upon conclusion of the matter, the Firm may retain the client file for a period of seven (7) years following closure of the matter, after which the file may be destroyed without further notice unless Client requests the return of the file before destruction.

The Firm may destroy files in a manner reasonably intended to preserve confidentiality. Original documents and property supplied by Client may be returned to Client at the conclusion of the matter and the Firm reserves the right to retain copies for its records.

Notwithstanding the foregoing, the Firm may retain or preserve files for a longer period where the Firm determines retention is appropriate due to legal, ethical, insurance, audit, litigation hold, or other obligations.

4.5 Resolution of Disputes

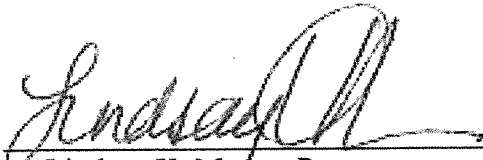
If any dispute arises in connection with this Agreement, or the services rendered hereunder, the parties agree to first attempt resolution through negotiation. If negotiations are unsuccessful, the parties agree that they will then attempt in good faith to settle the dispute by engaging in mediation before filing a lawsuit or making any other type of claim. Any complaint filed in municipal or superior court by a party, before the parties have attempted in good faith to conduct a mediation aimed at settling any such disputes, shall be subject to a motion to strike. All parties agree to cooperate in good faith in the prompt selection of a mediator or mediators and in the scheduling of a mediation session. Any fees of the mediator(s) or costs associated with the mediation proceedings conducted pursuant to this clause, unless the parties agree in writing otherwise, shall be divided equally among the parties.

4.6 Complete Agreement

The conditions set forth in this Agreement, including the Exhibits which are incorporated by reference, constitute the entire agreement by the parties for legal services, consultation, and representation. No other promises, conditions, or warranties have been made.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement effective the date written above.

KINGSLEY BOGARD LLP

By: 
Lindsay K. Moore, Partner

PLAZA ELEMENTARY SCHOOL
DISTRICT

By: _____

Date: June 4, 2026

Date: _____

**Exhibit 1 to Agreement for Legal Services
COMPENSATION**

A. Hourly Rates

The Firm bills in 1/10-hour increments and details the services provided on a monthly basis, with a minimum bill of 3/10-hour, per-matter or substantially different issue in a matter in the same day.

1. Services will be provided to Client, upon request, at the preferred public sector rate of:

Partner	\$300.00 - \$415.00 per hour
Associate	\$250.00 - \$350.00 per hour
Paralegal	\$165.00 - \$240.00 per hour
Of Counsel	\$300.00 - \$400.00 per hour

2. The Firm bills at the above rates for actual time spent traveling to and from in-person meetings, hearings, investigations, and other events necessary to Client representation, unless agreed upon otherwise. The Firm also bills for all time spent attending remote meetings and hearings for representational purposes. While traveling or attending such events to represent Client, attorneys may work for and bill other clients.
3. In providing services, the Firm may use standardized forms or templates previously developed. Client agrees that Attorney may bill for the reasonable time spent selecting, adapting, revising, and finalizing such materials to meet the needs of Client.

Any efficiencies realized through the use of templates will be reflected in the time billed so that Client is not billed for duplicative work.

4. In addition, the Firm will provide the following services if specifically requested by Client:

extensive word processing services at a charge not to exceed \$40.00 per hour in the performance of services pursuant to this Agreement.

B. Administrative Charges

The Client hereby agrees to pay a 2% per month administrative charge calculated and based on monthly fees billed to cover related operational expenses incurred by the Law Firm. This administrative fee is in lieu of charging Client for Westlaw, photocopies, automobile mileage, parking, facsimiles, telephone, document preparation, and postage. Typical cost advances which include, but are not limited to, messenger fees, travel costs, witness fees,

overnight delivery, deposition and court reporter fees, transcript costs, expert witness fees, investigative fees etc. will be billed separately as a Client cost.

C. Conflict of Interest

The Firm agrees to be subject to Client's Conflict of Interest Code.

Exhibit 2 to Agreement for Legal Services
SCOPE OF SERVICES

While not an exhaustive list, services which may be provided, upon request by Client, include:

- A. Employee Relations/Negotiations
- B. Human Resources
- C. PERS/STRS Matters
- D. Student Matters
- E. Special Education
- F. Business Services, including:
 - General Contracts
 - Facilities
 - Construction
 - Developer Fees
 - Property Law
 - Charter Schools
- G. Client Policies and Procedures
- H. General Governance
- I. Complaint Investigations (Uniform, Title IX, Complaints Against Employees, etc.)
- J. Public Records Act Requests/Responses
- K. Training and Workshops
- L. Other Matters Upon Request

Plaza Elementary School

Interview Selection

The Interview Committee members support KATE SMITS
as the most qualified applicant and recommend that he/she be employed
as a **Transitional Kindergarten Aide** for the 2026-27 school year.

Interview panel members:

Patrick Conklin



Katie Love



Mona Hernandez



2026-27 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.

		2026-27
Total General Fund Expenditures & Other Uses		\$ 3,510,858
Minimum Reserve requirement	5%	\$ 175,543
General Fund Combined Ending Fund Balance		\$ 4,591,081
Special Reserve Fund Ending Fund Balance		\$ -
Components of ending balance:		
Nonspendable (revolving, prepaid, etc.)		\$ 3,823
Restricted		\$ 200,882
Committed		\$ -
Assigned		\$ 4,210,833
Reserve for economic uncertainties	5%	\$ 175,543
Unassigned and Unappropriated		\$ -
Subtotal Assigned, Unassigned & Unappropriated		\$ 4,386,376
Total Components of ending balance		\$ 4,591,081
Assigned & Unassigned balances above the minimum reserve requirement		\$ 4,210,833

Statement of Reasons
<p>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:</p>
<p><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></p>

Plaza Elementary School District 2026-27 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.

2026-27 PESD EPA Entitlement

Revenue	01-1400-0-0000-0000-8012-000-000-00000	\$576,693.00
	Total Revenues	\$576,693.00

Teacher Salaries	01-1400-0-1110-1000-1100-000-000-00000	\$356,814.00
Teacher STRS	01-1400-0-1110-1000-3101-000-000-00000	\$65,712.00
Teacher MC	01-1400-0-1110-1000-3301-000-000-00000	\$5,009.00
Teacher H&W	01-1400-0-1110-1000-3401-000-000-00000	\$50,670.00
Teacher UI	01-1400-0-1110-1000-3501-000-000-00000	\$173.00
Teacher WC	01-1400-0-1110-1000-3601-000-000-00000	\$6,673.00
Intervention Teacher Salaries	01-1400-0-1110-1000-1100-000-000-01003	\$57,563.00
Intervention Teacher STRS	01-1400-0-1110-1000-3101-000-000-01003	\$10,995.00
Intervention Teacher MC	01-1400-0-1110-1000-3301-000-000-01003	\$835.00
Intervention Teacher UI	01-1400-0-1110-1000-3501-000-000-01003	\$29.00
Intervention Teacher WC	01-1400-0-1110-1000-3601-000-000-01003	\$1,077.00
Intervention Materials	01-1400-0-1110-1000-4300-000-000-01003	\$500.00
Instructional Materials	01-1400-0-1110-1000-4300-000-000-02003	\$5,643.00
Instructional Technology	01-1400-0-1110-1000-4300-000-000-02004	\$12,500.00
Instructional Technology Equipment	01-1400-0-1110-1000-4400-000-000-02004	\$2,500.00
	Total Expenses	\$576,693.00

**Plaza School District
RESOLUTION NO.25-07**

**APPOINTMENT OF REPRESENTATIVES TO THE GLENN COUNTY SELPA
GOVERNING BOARD AND SUPERINTENDENTS' COUNCIL**

WHEREAS, the Plaza Elementary School District is a participating member of the Glenn County Special Education Local Plan Area (SELPA); and

WHEREAS, the Glenn County SELPA requires each member local educational agency to designate representatives to participate in SELPA governance and decision-making processes; and

WHEREAS, it is in the best interest of the students of Plaza Elementary School District to appoint qualified representatives to serve on behalf of the District in matters pertaining to special education programs and services;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Plaza Elementary School District hereby appoints the following individuals to serve as the District's representatives to the Glenn County SELPA, effective immediately and continuing until such appointments are rescinded or superseded by subsequent Board action:

Patrick Conklin, Superintendent/Principal
Alex Hinely, Fiscal Services Manager
Mandy Edson, Vice Principal

BE IT FURTHER RESOLVED that the appointed representatives are authorized to attend meetings, participate in discussions, vote on matters as permitted by SELPA governance documents, and otherwise represent the interests of the Plaza Elementary School District in Glenn County SELPA matters.

PASSED AND ADOPTED by the Board of Trustees of the Plaza Elementary School District at a regular meeting held on the 25th day of June, 2026, by the following vote:

AYES

NOES

ABSENT

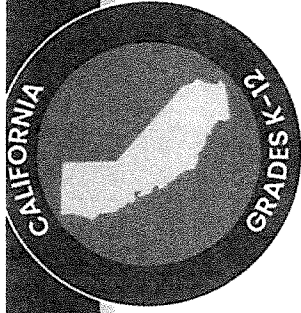
ABSTAIN

CERTIFICATION

I, _____, Clerk/Secretary of the Board of Trustees of the Plaza Elementary School District, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by the Board of Trustees at a meeting thereof held on the date stated above.

Clerk/Secretary of the Board

Date



Grades K-5 Student (1 to 8 Year Subscriptions)

Package	1 Year (per student)	2 Years (per student)	3 Years (per student)	4 years (per student)	5 years (per student)	6 years (per student)	7 years (per student)	8 years (per student)
Enhanced (SE, Workbook + Digital)	\$42	\$82	\$108	\$134	\$161	\$174	\$203	\$230
Essential (SE + Digital)	\$37	\$74	\$97	\$121	\$146	\$158	\$180	\$204
Blended (Workbook + Digital)	\$39	\$54	\$71	\$90	\$104	\$116	\$136	\$156
Student Digital Access Only	\$27	\$48	\$62	\$76	\$90	\$96	\$111	\$127
Student Edition Set (Print Student Books Volumes 1 & 2)	\$39	\$65	\$91	\$117	\$136	\$156	\$178	\$205

Grades 6-8 Student (1 to 8 Year Subscriptions)

Package (On-Level)	1 Year (per student)	2 Years (per student)	3 Years (per student)	4 years (per student)	5 years (per student)	6 years (per student)	7 years (per student)	8 years (per student)
Enhanced (SE, Workbook + Digital)	\$143	\$151	\$156	\$160	\$166	\$168	\$191	\$220
Essential (SE + Digital)	\$138	\$142	\$145	\$147	\$149	\$151	\$176	\$200
Blended (Workbook + Digital)	\$40	\$56	\$73	\$92	\$107	\$119	\$139	\$158
Student Digital Access Only	\$28	\$51	\$67	\$81	\$97	\$105	\$122	\$145
Student Print Book (Hard Cover) - \$98								

Grades 9-12 Student (1 to 8 Year Subscriptions)

Package (AGA)	1 Year (per student)	2 Years (per student)	3 Years (per student)	4 years (per student)	5 years (per student)	6 years (per student)	7 years (per student)	8 years (per student)
Enhanced (SE, Workbook + Digital)	\$139	\$151	\$160	\$167	\$175	\$180	\$210	\$240
Essential (SE + Digital)	\$133	\$143	\$149	\$154	\$161	\$164	\$194	\$221
Blended (Workbook + Digital)	\$38	\$53	\$69	\$87	\$101	\$112	\$131	\$149
Student Digital Access Only	\$26	\$49	\$65	\$81	\$97	\$104	\$122	\$139
Student Print Book (Hard Cover) Only - \$137								



Grades K-5 Teacher Resources (1 to 8 Year Subscriptions)

Package	1 Year (per teacher)	2 Years (per teacher)	3 Years (per teacher)	4 years (per teacher)	5 years (per teacher)	6 years (per teacher)	7 years (per teacher)	8 years (per teacher)
Teacher Resource Package *	\$324	\$389	\$454	\$519	\$584	\$649	\$757	\$865
Teacher Digital Access Only	\$260	\$324	\$389	\$454	\$519	\$584	\$681	\$779
Print Teacher Edition Only (V1 & V2) - \$312								

Grades 6-8 Teacher Resources (1 to 8 Year Subscriptions)

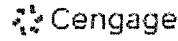
Package	1 Year (per teacher)	2 Years (per teacher)	3 Years (per teacher)	4 years (per teacher)	5 years (per teacher)	6 years (per teacher)	7 years (per teacher)	8 years (per teacher)
Teacher Resource Package *	\$324	\$389	\$454	\$519	\$584	\$649	\$757	\$865
Teacher Digital Access Only	\$260	\$324	\$389	\$454	\$519	\$584	\$681	\$779
Print Teacher Edition Only - \$150								

Grades 9-12 Teacher Resources (1 to 8 Year Subscriptions)

Package	1 Year (per teacher)	2 Years (per teacher)	3 Years (per teacher)	4 years (per teacher)	5 years (per teacher)	6 years (per teacher)	7 years (per teacher)	8 years (per teacher)
Teacher Resource Package *	\$324	\$389	\$454	\$519	\$584	\$649	\$757	\$865
Teacher Digital Access Only	\$260	\$324	\$389	\$454	\$519	\$584	\$681	\$779
Print Teacher Edition Only (Answer Guide & Instructional Guide) - \$312								

*Teacher Resource Package Includes: Teacher Edition, Practice Workbook and Digital Access

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Created Date 4/21/2026
 Expiration Date 10/1/2026

Quote Number 00145829

Prepared By:
 Chelsea Elqutub
 chelsea.elqutub@cengage.com

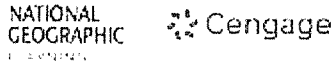
Presented To:
 Patrick Conklin
pconklin@plazaschool.org

Bill To:
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 95963

Ship To:
 PLAZA ELEM SCHOOL
 7322 COUNTY ROAD 24
 ORLAND, California 95963
 United States

Product	ISBN	Quantity	Sales Price	Discount (Percentage)	Total Price
BIL CALIFORNIA MATH & YOU GRADE K STUDENT EDITION SET 7YR	9798892236447	24.00	USD 178.00		USD 4,272.00
BIL CALIFORNIA MATH & YOU GRADE 1 STUDENT EDITION SET 7YR	9798892236522	24.00	USD 178.00		USD 4,272.00
BIL CALIFORNIA MATH & YOU GRADE 2 STUDENT EDITION SET 7YR	9798892236607	24.00	USD 178.00		USD 4,272.00
BIL CALIFORNIA MATH & YOU GRADE 3 STUDENT EDITION SET 7YR	9798892236683	24.00	USD 178.00		USD 4,272.00
BIL CALIFORNIA MATH & YOU GRADE 4 STUDENT EDITION SET 7YR	9798892236768	24.00	USD 178.00		USD 4,272.00
BIL CALIFORNIA MATH & YOU GRADE 5 STUDENT EDITION SET 7YR	9798892236843	24.00	USD 178.00		USD 4,272.00
BIL CA 27 M&Y GR6 ESS STUDENT RESOURCE PKG 7 YR	9798892238960	24.00	USD 176.00		USD 4,224.00
BIL CA 27 M&Y GR7 ESS STUDENT RESOURCE PKG 7 YR	9798892239042	24.00	USD 176.00		USD 4,224.00
BIL CA 27 M&Y GR8 ESS STUDENT RESOURCE PKG 7 YR	9798892239127	24.00	USD 176.00		USD 4,224.00
BIL CALIFORNIA 2027 MATH & YOU GRADE K TRP 7 YR	9798892750646	1.00	USD 757.00		USD 757.00
BIL CALIFORNIA 2027 MATH & YOU GRADE 1 TRP 7 YR	9798892750721	1.00	USD 757.00		USD 757.00
BIL CALIFORNIA 2027 MATH & YOU GRADE 2 TRP 7 YR	9798892750806	1.00	USD 757.00		USD 757.00
BIL CALIFORNIA 2027 MATH & YOU GRADE 3 TRP 7 YR	9798892750882	1.00	USD 757.00		USD 757.00
BIL CALIFORNIA 2027 MATH & YOU GRADE 4 TRP 7 YR	9798892750967	1.00	USD 757.00		USD 757.00

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BIL CALIFORNIA 2027 MATH & YOU GRADE 5 TRP 7 YR	9798892751049	1.00	USD 757.00		USD 757.00
BIL CALIFORNIA 2027 MATH & YOU GR 6 TRP 7 YR	9798892751124	1.00	USD 757.00		USD 757.00
BIL CALIFORNIA 2027 MATH & YOU GR 7 TRP 7 YR	9798892751285	1.00	USD 757.00		USD 757.00
BIL CALIFORNIA 2027 MATH & YOU GR 8 TRP 7 YR	9798892751520	1.00	USD 757.00		USD 757.00
BIL ACADEMY ASYNC- GET TO KNOW YOUR PROGRAM	9798893869705	7.00	USD 250.00	100.00%	USD 0.00
BIL ACADEMY SYNC MULTIDISTRICT - INITIAL KICK OFF	9798893869750	1.00	USD 375.00	100.00%	USD 0.00
BIL ACADEMY ASYNC- ASSIGNMENTS _ REPORTS AND Q&A	9798893869781	1.00	USD 250.00	100.00%	USD 0.00
BIL ACADEMY MULTI DISTRICT- OF FICE HOURS	9798893869828	14.00	USD 375.00	100.00%	USD 0.00
BIL ACADEMY ASYNC- ADMIN TRAIN ING	9798893869880	7.00	USD 250.00	100.00%	USD 0.00
BIL ACADEMY SYNC MULTIDISTRICT - ADMIN DATA DEEP DIVE	9798893869934	1.00	USD 375.00	100.00%	USD 0.00
BIL ACADEMY ASYNC- YEAR 2 KICK OFF	9798893869842	1.00	USD 250.00	100.00%	USD 0.00
BIL ACADEMY SYNC MULTIDISTRICT - ADMIN YEAR 2	9798893869972	1.00	USD 375.00	100.00%	USD 0.00

Subtotal	USD 55,492.00
Total Price	USD 45,117.00
Shipping and Handling	USD 0.00
Grand Total	USD 45,117.00
Total Savings	USD 15,924.20

Accept Quote

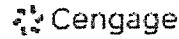
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Additional Information

Comments

Grades K-5

Student Set: Student Edition Volume 1&2 (consumable)

Teacher Resource Package: Teacher Edition, Volume 1 & 2 + Online Teacher Resources + Practice Workbook

Grades 6-8

Student Essential: Student Edition Textbook + Online Student Resources

Teacher Resource Package: Teacher Edition Textbook + Online Teacher Resources + Practice Workbook

****Replenishment of consumable items is included for the duration of the adoption****

We are excited to include valuable training resources with your order. You will have access to the Big Ideas Learning Academy, an asynchronous course for reviewing learning pathways at your convenience. We also offer Multi-District office hours for virtual support (available within the academy). This ensures a smooth implementation of our materials and allows you to address any queries or concerns.

PLAZA ELEMENTARY SCHOOL DISTRICT
 ART ENRICHMENT SUPPORT
 2016-17 SALARY SCHEDULE
 3.00% Increase Over 2015-16

Range	Step	Position
ART	1 \$25.75	Art Enrichment Support

PLAZA ELEMENTARY SCHOOL DISTRICT
 ART ENRICHMENT SUPPORT
 2017-18 SALARY SCHEDULE

	Step	Position
Range	1	
ART	\$25.75	Art Enrichment Support

PLAZA ELEMENTARY SCHOOL DISTRICT
ART ENRICHMENT SUPPORT
2018-19 SALARY SCHEDULE
2.90% Increase Over 2017-18

Range	Step	Position
ART	1 \$26.50	Art Enrichment Support

PLAZA ELEMENTARY SCHOOL DISTRICT
 ART ENRICHMENT SUPPORT
 2019-20 SALARY SCHEDULE
4.00% Increase Over 2018-19

Range	Step	Position
ART	1	Art Enrichment Support
	\$27.56	

PLAZA ELEMENTARY SCHOOL DISTRICT
 ART ENRICHMENT SUPPORT
 2020-21 SALARY SCHEDULE

Range	Step	Position
ART	1	Art Enrichment Support
	\$27.56	

PLAZA ELEMENTARY SCHOOL DISTRICT
 ART ENRICHMENT SUPPORT
 2021-22 SALARY SCHEDULE
 2.00% Increase Over 2020-21

Range	Step	Position
ART	1 \$28.11	Art Enrichment Support

PLAZA ELEMENTARY SCHOOL DISTRICT
ART ENRICHMENT SUPPORT
2022-23 SALARY SCHEDULE
6.50% Increase Over 2021-22

Range	Step	Position
ART	\$29.94	Art Enrichment Support

PLAZA ELEMENTARY SCHOOL DISTRICT
 ART ENRICHMENT SUPPORT
 2023-24 SALARY SCHEDULE

Range	Step	Position
ART	1 \$29.94	Art Enrichment Support

PLAZA ELEMENTARY SCHOOL DISTRICT
ART ENRICHMENT SUPPORT
2024-25 SALARY SCHEDULE
4.00% Increase Over 2023-24

Range	Step	Position
ART	1 \$31.15	Art Enrichment Support

PLAZA ELEMENTARY SCHOOL DISTRICT
 ART ENRICHMENT SUPPORT
 2025-26 SALARY SCHEDULE
 2.30% Increase Over 2024-25

Range	Step	Position
ART	1 \$31.87	Art Enrichment Support

PLAZA ELEMENTARY SCHOOL DISTRICT
 ART ENRICHMENT SUPPORT
 2025-26 SALARY SCHEDULE
 5.00% Increase Over 2024-25
 Rev. 04/30/2026

Range	Step	Position
ART	1 \$32.71	Art Enrichment Support