

Liberty Elementary School District

Board Meeting of the Board of Trustees

AGENDA

Liberty Elementary School

Library

1771 East Pacific Avenue, Tulare, CA 93274

Tuesday, February 14, 2023

6:00pm 1.0 Call to Order

2.0 Adopt Agenda (Action Item)

This item is provided as an opportunity for trustees, through consensus, to approve, re-sequence, or table agenda topics. In accordance with the Brown Act Requirements effective July 1, 2008, if documents are distributed to board members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the District Office located at 1771 E. Pacific Ave. Tulare, CA 93274.

In compliance with the Americans with Disabilities Act and the Brown Act, if you need special assistance to participate in this meeting, including receipt of the agenda and documents in the agenda package in an alternate format, please contact the Liberty Elementary School District Office at (559) 686-1675. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting (28CFR35.102-35, 104 ADA Title II), and allow for the preparation of documents in the appropriate alternate format.

3.0 Adjourn to Closed Session

The Board may adjourn to closed session to discuss matters of personnel security, negotiations, student discipline, litigation, or other matters as authorized by the government Code Section 3459.1, 5496.6 and 54967.6 and Ed Code Sections 35136 and 48913.

- a. (Ed Code Section 35146, 48900) Student Discipline & Other Confidential Student Matters.
- b. (Gov. Code 54957) Public Employee Discipline/Dismissal/Release
- c. Gov. Code 54956.9) Significant Exposure to Litigation Pursuant to Government Code section 54956.9, subdivision (d)(2) or (3)
- d. Employment, resignations, transfers, etc. of Certificated and Classified Personnel
- e. (Gov. Code, 3549.1) Negotiations

6:30pm 4.0 Reconvene in Open Session

4.1 Flag Salute

4.2	Roll Call:	Ronald Koetsier	President
		Diane Tanner	Member
		John Beaver	Clerk
		Jill White	Member
		Jonathon Thorpe	Member

Also in attendance for Closed and Open Session: Deanna Cardoza (Superintendent).

4.3 Board President – Opportunity for Board President to comment or report on any matters pertinent or of concern to the Board.

a. Board President to announce Closed Session Items of Discussion.

4.4 Public Comments:

Those in the audience desiring to address the Board regarding items not on the agenda may do so at this time. Each speaker is to have (3) three minutes to address the Board and make a brief statement, express his/her viewpoint, or ask a question regarding matters related to the school system. Please understand that the Board does not take action on non-agenda items.

5.0 Information Items:

This item is provided for informational reports and will highlight district and student events and successes.

5.1 Staff Reports - Opportunity for Liberty Elementary School Staff Members to comment or report on any matters pertinent or of concern to the Board.

5.2 Principal – Opportunity for Principal to comment or report on any matters pertinent or of concern to the Board.

5.3 Superintendent – Opportunity for Superintendent to comment or report on any matters pertinent or of concern to the Board.

5.4 Reminder: Distribution 2022/2023 Statement of Economic Interests Form 700

6.0 Action Items:

These items are provided for Board information, discussion, and/or action.

6.1 Approval of Consent Agenda

***Minutes of Regular Board Meeting, January 10, 2023**

***Payment of Warrants**

6.2 Approval of Updated CSBA Board Policies for December 2022

6.3 Approval of 2023-2024 School Calendar

6.4 Approval of 2022 SARC

6.5 Approval of the Arts, Music and Instructional Materials Discretionary Block Grant 2022 Expenditure Plan

6.6 Approval of the 2022-2023 Transportation Services Plan

Adjourned _____

Liberty Elementary School District

Board Meeting of the Board of Trustees

Minutes

Liberty Elementary School

Library

1771 East Pacific Avenue. Tulare, CA 93274

Tuesday, January 10, 2023

5:30pm 1.0 **Call to Order 5:30 p.m.**

2.0 Adopt Agenda (Action Item)

This item is provided as an opportunity for trustees, through consensus, to approve, re-sequence, or table agenda topics. In accordance with the Brown Act Requirements effective July 1, 2008, if documents are distributed to board members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the District Office located at 1771 E. Pacific Ave. Tulare, CA 93274.

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3.0 Adjourn to Closed Session 5:30 p.m.

The Board may adjourn to closed session to discuss matters of personnel security, negotiations, student discipline, litigation, or other matters as authorized by the government Code Section 3459.1, 5496.6 and 54967.6 and Ed Code Sections 35136 and 48913.

- a. **(Ed Code Section 35146, 48900) Student Discipline & Other Confidential Student Matters.**
- b. **(Gov. Code 54957) Public Employee Discipline/Dismissal/Release**
- c. **Gov. Code 54956.9) Significant Exposure to Litigation Pursuant to Government Code section 54956.9, subdivision (d)(2) or (3)**
- d. **Employment, resignations, transfers, etc. of Certificated and Classified Personnel**
- e. **(Gov. Code, 3549.1) Negotiations**

6:30pm 4.0 **Reconvene in Open Session 6:37 p.m. No Action Taken**

4.1 Flag Salute

4.2 Roll Call:	Ron Koetsier	President	<i>Present</i>
	John Beaver	Clerk	<i>Present</i>
	Diane Tanner	Member	<i>Present</i>
	Jonathon Thorpe	Member	<i>Absent</i>
	Jill White	Member	<i>Present</i>

Also in attendance for Closed and Open Session: Deanna Cardoza (Superintendent).

- 4.3 Board President** – Opportunity for Board President to comment or report on any matters pertinent or of concern to the Board.
- a. Board President to announce Closed Session Items of Discussion.**
- 4.4 Public Comments:**
Those in the audience desiring to address the Board regarding items not on the agenda may do so at this time. Each speaker is to have (3) three minutes to address the Board and make a brief statement, express his/her viewpoint, or ask a question regarding matters related to the school system. Please understand that the Board does not take action on non-agenda items.
- 5.0 Information Items:**
This item is provided for informational reports and will highlight district and student events and successes.
- 5.1 Staff Reports** - Opportunity for Liberty Elementary School Staff Members to comment or report on any matters pertinent or of concern to the Board. *Renee Hovis reported that Poetry and Prose will be coming up in March.*
- 5.2 Superintendent** – Opportunity for Superintendent to comment or report on any matters pertinent or of concern to the Board.
- 5.3 Principal**- Opportunity for Principal to comment or report on any matters pertinent or of concern to the Board. *Stesha Newkirk gave information regarding the upcoming LPTC event Donuts with Grownups. She also reported Liberty Students participated in the Rural School Spelling Bee and unfortunately did not place this year. A school wide Art Show is currently in the planning stages. Lastly, she is currently working on the SPSA Plan.*
- 5.4 First Reading on Updated CSBA December 2022 Board Policies**
- 5.5 Liberty Elementary School District 2022-2023 Year 1 Outcome** *Mrs. Cardoza went over with the Board all of the changes reflecting the outcome of LCAP year 1*
- 6.0 Action Items:**
These items are provided for Board information, discussion, and/or action.
- 6.1 Approval of Consent Agenda**
*Minutes of Regular Board Meeting, December 14, 2021
*Payment of Warrants
Diane Tanner made a motion to approve the Consent Agenda 2nd made by Jill White
Ayes: John Beaver, Ron Koetsier, Diane Tanner, Jill White Noes: 0 Abstain: 0 Absent:
Jonathan Thorpe *Motion Carried*
- 6.2 Approval of Annual Developer Fee Report 2021-2022**
John Beaver made a motion to approve the 2021-2022 Annual Developer Fee Report 2nd made by Jill White
Ayes: John Beaver, Ron Koetsier, Diane Tanner, Jill White Noes: 0 Abstain: 0 Absent: Jonathan Thorp *Motion Carried*

Adjournment: 7:07 p.m.

Accounts Payable Final Prelist - 1/26/2023 2:12:08PM

*** FINAL ***

Batch No 300

Audit
Amount Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Total Check Amount:	Amount	Flag	EFT
000585	AT&T	PV-230343	1/25/2023		ACCT#829055989		010-00000-0-00000-82000-59000-0	\$79.82	\$79.82	Monthly Billing	
000225	CARTOZIAN'S AIR CONDITIONING	PV-230336	1/13/2023		BP7701-NOV		010-00000-0-00000-82000-56000-0	\$3,750.00	\$3,750.00	Monthly Billing	
000966	CASMEC	PV-230345	1/25/2023		ORDER8203		010-40350-1-11100-10000-52000-0	\$220.00	\$220.00	Music Workshop	
000857	De Lage Laden Financial Serv	PV-230337	1/25/2023		ACCT#379893		010-00000-0-00000-82000-56000-0	\$1,904.84	\$1,904.84	Monthly Billing	
000743	EnviroClean Sanitation Supply	PV-230338	1/18/2023		0142253		010-00000-0-00000-82000-43000-0	\$1,069.51	\$1,069.51	Monthly Billing	
000165	HOUGHTON MIFFLIN HARCOURT	PV-230354	11/3/2002		955744160/955766898	*	010-11000-0-11100-10000-43000-0	\$617.03	\$617.03	Inst. Supp.	
000953	JADEN MARTIN	PV-230348	1/25/2023		CLASSROOM SUPPLIES		010-11000-0-11100-10000-43000-0	\$26.22	\$26.22	Inst. Supp.	
000925	Kayla Pena	PV-230346	1/25/2023		CLASSROOM SUPPLIES		010-11000-0-11100-10000-43000-0	\$87.74	\$87.74	Inst. Supp.	
000719	Lowes	PV-230344	1/25/2023		82131341297054ACCT#		010-11000-0-00000-82000-43000-0	\$676.76	\$676.76	Inst. Supp.	
000158	Lozano Smith,LLP	PV-230350	1/11/2023		2179799	*	010-00000-0-00000-71000-58000-0	\$655.20	\$655.20	Legal Advice	
000501	MOBILE MODULAR	PV-230355	1/24/2023		R236060		010-00000-0-00000-82000-56000-0	\$4,020.00	\$4,020.00	Monthly Billing	

Total Check Amount: \$4,020.00

D 22
Monthly Billing
B. Hines

Accounts Payable Final Prelist - 1/26/2023 12:38:21PM

*** FINAL ***

Batch No 300

Audit
Amount Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
Total District Payment Amount:										
\$26,550.27										

Accounts Payable Final Prelist - 1/26/2023 12:38:21PM

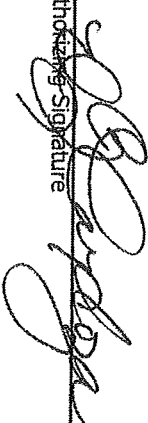
*** FINAL ***

Batch No 300

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
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Batch No 300 Total Accounts Payable: \$26,550.27

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 26,550.27 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Authorizing Signature  Date 1/26/2023

Fund Summary	Total
010	\$26,550.27
Total	\$26,550.27

Accounts Payable Final Prelist - 1/12/2023 3:51:54PM

*** FINAL ***

Batch No 299

Audit Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
000964	ADVANCED DATA STORAGE INC	PV-230319	12/22/2022		0158900		010-00000-0-00000-72000-58000-0	\$155.00		Share Billing
								Total Check Amount:		\$155.00
000585	AT&T	PV-230306	1/11/2023		BAN#9391032124		010-00000-0-00000-82000-59000-0	\$146.08		Monthly Billing
	AT&T	PV-230307	1/11/2023		BAN#9391057381		010-00000-0-00000-82000-59000-0	\$326.91		Monthly Billing
	AT&T	PV-230308	1/11/2023		BAN#9391028846		010-00000-0-00000-82000-59000-0	\$240.74		Monthly Billing
								Total Check Amount:		\$713.73
000687	BSK Associates	PV-230324	1/12/2023		AG00420/AG00418		010-00000-0-00000-82000-56000-0	\$220.00		Monthly Billing
								Total Check Amount:		\$220.00
000509	CASBO	PV-230325	1/9/2023		ORDER194512		010-00000-0-00000-72000-58000-0	\$395.00		H Training
								Total Check Amount:		\$395.00
000762	CITY OF TULARE	PV-230309	12/31/2022		251965+001		010-11000-0-00000-82000-55000-0	\$834.40		Monthly Billing
								Total Check Amount:		\$834.40
000797	CVIN / VAST	PV-230333	1/1/2023		41208		010-00000-0-00000-82000-59000-0	\$195.00		Monthly Billing
								Total Check Amount:		\$195.00
000857	De Lage Laden Financial Serv	PV-230326	1/12/2023		78691267		010-00000-0-00000-82000-56000-0	\$1,904.84		D 22 Monthly Billing
								Total Check Amount:		\$1,904.84
000958	DEERE CREDIT SERVICES INC	PV-230311	1/3/2024		2732780		010-00000-0-00000-91000-74390-0	\$505.02		G Monthly Billing
	DEERE CREDIT SERVICES INC		1/3/2024		2732780		010-00000-0-00000-91000-74380-0	\$170.52		G Billing
								Total Check Amount:		\$675.54
000093	EMPLOYMENT DEVELOPMENT DEPARTM	PV-230334	1/1/2023		ACCT#94238201	*	010-00000-0-00000-00000-95025-0	\$4,575.63		G Quarterly Billing
								Total Check Amount:		\$4,575.63
000225	GEOFFERY CARTOZIAN	PV-230335	12/7/2022		DECEMBER		010-00000-0-00000-82000-56000-0	\$3,750.00		23 Monthly Billing
								Total Check Amount:		\$3,750.00
000786	Ingram Band Supply LLC	PV-230310	12/14/2022		8732		010-00000-0-11100-10000-43000-0	\$28.69		Music Staff

Accounts Payable Final Prelist - 1/12/2023 3:51:54PM

*** FINAL ***

Batch No 299

Audit

Amount Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Total Check Amount:
000166	JORGENSEN COMPANY	PV-230320	1/7/2023		6044930	*	010-00000-0-00000-82000-56000-0	\$28.69
								\$522.00
								\$522.00
000965	JULIA MENDEZ	PV-230323	1/6/2023		SUPPLIES		010-11000-0-11100-10000-43000-0	\$142.09
								\$142.09
000346	LANGE PLUMBING SUPPLY, INC	PV-230312	12/20/2022		874005		010-00000-0-00000-82000-43000-0	\$33.77
								\$33.77
000100	LINDER EQUIPMENT COMPANY	PV-230313	12/28/2022		SAS23847/23848	*	010-07230-0-00000-36000-43000-0	\$489.98
								\$489.98
000501	MOBILE MODULAR	PV-230329	1/1/2023		2369057		010-00000-0-00000-82000-56000-0	\$2,440.00
								\$2,440.00
000250	MORRIS LEVIN & SON	PV-230322	12/6/2022		297960/297961		010-00000-0-00000-82000-55000-0	\$3,569.42
	MORRIS LEVIN & SON		12/6/2022		297960/297961		010-00000-0-00000-82000-43000-0	\$458.45
								\$4,027.87
000357	Nancy Grimmus	PV-230314	1/4/2023		BASKETBALLS		010-11000-0-11100-10000-43000-0	\$80.54
								\$80.54
000918	Perfect Care Landscape	PV-230330	12/28/2022		17139		010-00000-0-00000-82000-56000-0	\$1,955.00
								\$1,955.00
000629	Pitney Bowes	PV-230315	12/26/2022		3105887461		010-00000-0-00000-82000-56000-0	\$169.23
								\$169.23
000297	RES-COM	PV-230316	12/26/2022		2092168		010-00000-0-00000-82000-56000-0	\$130.00
								\$130.00
000064	SISC	PV-230331	1/12/2023		CLIENT ID 71985	*	010-00000-0-00000-00000-95024-0	\$66,747.80

G 23
Health Insurance

Bus Inspection

D 22 Monthly Billing

Pump service plumbing

Inst. Supp.

D 23 Monthly Billing

Quarterly Payment

Monthly Billing

Accounts Payable Final Prelist - 1/12/2023 3:51:54PM

*** FINAL ***

Batch No 299

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
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Total District Payment Amount: \$113,602.32

Accounts Payable Final Prelist - 1/12/2023 3:51:54PM

*** FINAL ***

Batch No 299

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
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Batch No 299

Total Accounts Payable: \$113,602.32

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 113,602.32 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

 Authorizing Signature
Date 1/12/2023

Fund Summary	Total
010	\$113,602.32
Total	\$113,602.32

CSBA UPDATE CHECKLIST – December 2022

District Name: Liberty Elementary School District

Contact Name: Dr. Deanna Cardoza Phone: (559) 686-1675 Email: dcardoza@liberty.k12.ca.us

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0430	Comprehensive Local Plan for Special Education	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/> OPTION 3: <input type="checkbox"/>	
AR 0430	Comprehensive Local Plan for Special Education		
BP 0450	Comprehensive Safety Plan	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/>	
AR 0450	Comprehensive Safety Plan		
BP 0460	Local Control and Accountability Plan		
AR 0460	Local Control and Accountability Plan		
BP 3250	Transportation Fees		
AR 3250	Transportation Fees		
AR 3260	Fees and Charges		
BP 3460	Financial Reports and Accountability		
AR 3460	Financial Reports and Accountability		
BP 3515	Campus Security		
AR 3515	Campus Security		
AR 3516.2	Bomb Threats		
BP 3540	Transportation		
BP 5131.7	Weapons and Dangerous Instrument	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/>	
AR 5131.7	Weapons and Dangerous Instrument		

CSBA UPDATE CHECKLIST – December 2022

District Name: Liberty Elementary School District

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
AR 5141.3	Health Examinations		
BP 5142	Safety		
AR 5142	Safety		
AR 5142.2	Safe Routes to School Program		
BP 5148.2	Before/After School Programs	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/>	
AR 5148.2	Before/After School Programs	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/>	
BP 5148.3	Preschool/Early Childhood Education		
AR 5148.3	Preschool/Early Childhood Education		
AR 6164.4	Identification and Evaluation of Individuals for Special Education	Fill in Blanks Superintendent or designee <u>1771 E Pacific Ave, Tulare, CA</u> <u>(559) 686-1675</u>	

CSBA UPDATE CHECKLIST – December 2022

District Name: Liberty Elementary School District

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BB 9220	Governing Board Elections	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/> OPTION 3: <input type="checkbox"/> AND OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/> AND OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/> AND OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/> OPTION 3: <input type="checkbox"/>	
BB 9223	Filling Vacancies		
BB 9323	Meeting Conduct		

CSBA POLICY GUIDE SHEET
December 2022

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 0430 - Comprehensive Local Plan for Special Education

Policy updated to reflect **NEW LAW (AB 181, 2022)** requiring the State Superintendent of Public Instruction to make publicly available the special education funding each local educational agency (LEA) generates for their Special Education Local Plan Area (SELPA), and for the SELPA, to report to member LEA's the amount of funding each LEA generates for the SELPA.

Administrative Regulation 0430 - Comprehensive Local Plan for Special Education

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which extends the timeline for developing an annual assurances support plan to July 1, 2027. A template for the annual assurances support plan will be developed by CDE by July 1, 2026. Additional minor revisions as necessary for clarity.

Board Policy 0450 - Comprehensive Safety Plan

Policy updated to clarify language related to approval of the tactical response plan and add material regarding the district's requirement to provide data to the California Department of Education pertaining to lockdown or multi-option response drills conducted at district schools.

Administrative Regulation 0450 - Comprehensive Safety Plan

Regulation updated to reflect **NEW LAW (SB 906, 2022)** which requires, starting with the 2023-24 school year, districts to include in the annual notification to parents/guardians information related to the safe storage of firearms, and for certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Regulation also updated to reflect **NEW LAW (AB 1352, 2021)** which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school and **NEW LAW (AB 2355, 2022)** which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC. Additionally, regulation updated to include in the optional list of comprehensive safety plan components (1) strategies aimed at preventing potential incidents involving crime and violence on school campuses, (2) provision of safety materials and emergency communications in language(s) understandable to parents/guardians, (3) procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content, (4) district policy and/or plan related to pandemics, (5) communication with parents/guardians regarding unification plans and necessity of cooperating with first responders, and (6) continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible.

Board Policy 0460 - Local Control and Accountability Plan

Policy updated to reflect **NEW LAW (AB 181, 2022)** which states, by January 31, 2025, an Individuals with Disabilities Education Act (IDEA) Addendum adopted by the State Board of Education (SBE) shall be completed by districts which are identified by the California Department of Education (CDE) as needing an improvement plan. Additionally, policy is updated to reflect **NEW LAW (AB 181, 2022)** requiring the LCAP parent advisory committee to include at least a parent/guardian of currently enrolled students with disabilities. Policy also updated to reflect **NEW LAW (SB 997, 2022)** which requires, beginning July 1, 2024, districts serving middle or high school students to include two students as full members of the existing parent advisory committee or establish a student advisory committee to provide advice to the Board and the Superintendent or designee.

Administrative Regulation 0460 - Local Control and Accountability Plan

Regulation updated to reflect **NEW LAW (AB 181, 2022)**, which states Beginning July 1, 2025, if the district is identified by State Board of Education (SBE) as needing an improvement plan related to improvements in services for students with disabilities, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE.

Board Policy 3250 - Transportation Fees

Policy updated to reflect **NEW LAW (AB 181, 2022)** which exempts a student classified as unduplicated from paying a fee for transportation. The policy is also updated to include an optional waiver of transportation fees for any group of district students, at the recommendation of the Superintendent. Also, the provision regarding privacy moved from AR to BP.

Administrative Regulation 3250 - Transportation Fees

Regulation updated to add that bus passes shall be sold electronically, if available, and removed language related to income eligibility that is no longer relevant. Moved provision regarding privacy to the Board Policy and deleted it from Administrative Regulation.

Administrative Regulation 3260 - Fees and Charges

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which prohibits charging the parent of an unduplicated student a fee for transportation, removed policy related to the sale or lease of personal computers or internet appliances because of the increased use of technology in the modern classroom, changed terminology from "homemaking" to "family and consumer sciences," and reflect **NEW LAW (AB 130, 2021)** which requires a district to provide a free breakfast and lunch daily to any student who requests a meal.

Board Policy 3460 - Financial Reports and Accountability

Policy updated to reflect the predictors of fiscal distress as identified by FCMAT in its 2019 "Indicators of Risk or Potential Insolvency." Updated policy also revised to reflect the law more clearly with respect to studies, reports, evaluations, and audits, that the County Superintendent of Schools is required or authorized to consider when reviewing a district's budget.

Administrative Regulation 3460 - Financial Reports and Accountability

Regulation updated to add a new section - "Lease Accounting," to reflect GASB Statement 87 which, starting June 15, 2021, changed the rules for the financial reporting of governmental entities' leases, including the rules for the recognition, measurement, and disclosure of such leases in financial statements.

Board Policy 3515 - Campus Security

Policy updated to include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. Policy also updated to reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Additionally, policy also updated to include that anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator, and that school site council's be included with other stakeholders when identifying appropriate locations for the placement of surveillance cameras.

Administrative Regulation 3515 - Campus Security

Regulation updated to reflect **NEW LAW (AB 1352, 2021)** which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school, **NEW LAW (AB 2355, 2022)** which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC, and **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose

duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Regulation also updated to provide that monitoring suspicious and/or threatening digital media content be part of the campus security plan and included in strategies to detect and intervene with school crime.

Administrative Regulation 3516.2 - Bomb Threats

Regulation updated to reflect **NEW LAW (P.L. 117-159)** which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. Regulation also updated to move and amend material regarding staff training, include and align language with information provided by the U.S. Department of Homeland Security, and reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement.

Board Policy 3540 - Transportation

Policy updated to reflect **NEW LAW (AB 181, 2022)** which authorizes a district to provide transportation services by way of a joint powers agreement, a cooperative student transportation program, or a consortium, and which requires, as a condition of apportionment, a district to adopt a transportation plan that describes the transportation services to be provided to certain student groups, as specified, by April 1, 2023 and update the plan annually by April 1.

Board Policy 5131.7 - Weapons and Dangerous Instruments

Policy updated to (1) expand the concept of district provided transportation, (2) reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, (3) move language regarding student suspension and expulsion in order to keep related content together, and (4) add language regarding staff training to align with staff responsibilities to report potential homicidal acts. Regulation also updated to add headings for the Options regarding tear gas or tear gas weapons, and to emphasize that for districts that allow students to bring tear gas or tear gas weapons to school, the student needs to either be accompanied by, or have the written consent, of a parent/guardian.

Administrative Regulation 5131.7 - Weapons and Dangerous Instruments

Regulation updated to expand the list of prohibited weapons and dangerous instruments to include additional items that are listed in law.

Administrative Regulation 5141.3 - Health Examinations

Regulation updated to reflect **NEW LAW (AB 2329)** which authorizes districts to enter into a memorandum of understanding with a nonprofit eye examination provider to provide eye examinations and eyeglasses to students at a school site. Regulation also updated to reflect **NEW LAW (SB 97)** which requires that beginning on or after January 1, 2023, districts make Type 1 diabetes materials developed by CDE available to parents/guardians when student is first enrolled in elementary school or as part of certain notifications. The first note was changed to a Cautionary Note and updated to clarify that the obligation to perform specified mandated activities is relieved any year that the Budget Act does not provide reimbursement.

Board Policy 5142 - Safety

Policy updated to reflect **NEW LAW (P.L. 117-159)** which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online

practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content.

Administrative Regulation 5142 - Safety

Regulation updated to reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, and add language regarding staff responsibilities and training to align with requirement to report potential homicidal acts. Regulation also updated to add language that anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator, reflect **NEW LAW (AB 2028, 2022)** which authorizes the Board of an elementary, intermediate, junior high, or high school to assist local law enforcement, nonprofit associations or organizations such as the Girls Scouts, Boys Scouts, and parent-teacher associations, and public agencies that provide safety instruction related to using electric, motorized, or nonmotorized bicycles and scooters, to provide such safety instruction to district students, and **NEW LAW (AB 1946, 2022)** which requires the Department of the California Highway Patrol to develop, and post on its web site, by September 1, 2023, statewide safety and training programs based on evidence-based practices for users of electric bicycles, including general riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

Administrative Regulation 5142.2 - Safe Routes to School Program

Regulation updated to reflect **NEW LAW (AB 2028, 2022)** which authorizes the Governing Board of an elementary, intermediate, junior high, or high school to provide time and facilities to specified agencies that offer bicycle, scooter, electric bicycle, motorized bicycle, or motorized scooter safety instruction, and **NEW LAW (AB 1946, 2022)** which requires the Department of the California Highway Patrol to develop, by September 1, 2023, statewide safety and training programs based on evidence-based practices for the use of electric bicycles, including general riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

Board Policy 5148.2 - Before/After School Programs

Policy updated to clarify that it applies to expanded learning opportunities beyond the regular school day, including before-school, after-school, summer, vacation, and/or intersessional programs and to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the Expanded Learning Opportunities (ELO) program requirements for the 2022-23 school year and forward. Detailed information regarding various program collaboration requirements moved to AR.

Administrative Regulation 5148.2 - Before/After School Programs

Regulation updated to include definitions of "offer access" and "provide access" in regard to Expanded Learning Opportunities (ELO) programs. Detailed information regarding program collaboration requirements moved to Regulation from BP. Regulation updated to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the ELO program requirements for the 2022-23 school year and forward, including requirements for the district to offer access to ELO programs based on the district's prior fiscal year local control funding formula unduplicated pupil percentage. Regulation also updated to clarify that district that receive funds for classroom-based instructional programs that serve grades TK-6 cannot opt out of the ELO program funding, pursuant to California Department of Education's "Expanded Learning Opportunities Program FAQs." Regulation also updated to reflect requirement that ELO programs are required to offer a nutritional snack, meal, or both and to reflect California Department of Education guidance that ELO programs do not have an attendance requirement and to reflect **NEW LAW (SB 1380, 2022)** which renumbered The California Prekindergarten Planning and Implementation Grant Program, Education Code 8251.5 to 8322.

Board Policy 5148.3 - Preschool/Early Childhood Education

Policy updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022 and SB 1047, 2022)** to revise and update requirements for California State Preschool Programs (CSPP), including requirements related to dual language learners, children with exceptional needs, and enrollment data collection and reporting. Policy also updated to reflect CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

Administrative Regulation 5148.3 - Preschool/Early Childhood Education

Regulation updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022, AB 321, 2022, and SB 1047, 2022)** which revised enrollment criteria, priorities, and requirements for California State Preschool Programs (CSPP). Sections of the regulation affected include "Eligibility and Enrollment Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priorities for Full-Day CSPP Programs," which were reorganized and revised to comply with law. Other updated sections are "Minimum Hours/Days of Operation" and "Staffing." Regulation was also updated to reflect **NEW LAW (AB 2806, 2022)** with new requirements related to expulsion/unenrollment and/or suspension from a CSPP Program based on behavior. Regulation also updated with CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

Administrative Regulation 6164.4 - Identification and Evaluation of Individuals for Special Education

Regulation updated to reflect **NEW LAW (SB 188, 2022)**, requiring each district to designate a main point of contact for coordinating and completing the transition of a child and family from Part C (Early Intervention Program for Infants and Toddlers with Disabilities) to Part B (Assistance for Children with Disabilities) of IDEA.

Board Bylaw 9220 - Governing Board Elections

Bylaw updated to reflect **NEW LAW (AB 2584, 2022)**, by adding a new section - "Recalling a Board Member." Updated Bylaw also revised "Election Process and Procedure" section to reflect **NEW LAW (SB 1061, 2022)** regarding the requirement that any petition for a special election to fill a Board vacancy include the county election official's estimate of the cost of conducting the special election.

Board Bylaw 9223 - Filling Vacancies

Bylaw updated to reflect **NEW LAW (SB 1061, 2022)**, by adding a new note and body paragraph at the end of the "Provisional Appointments" section. Updated Bylaw also reflects **New Attorney-General Opinion** on how a vacancy is to be filled when a district's trustee areas have been revised or election method has changed from "at-large" to "by-trustee area," since the Board member whose term is to be completed was last elected. The Bylaw also updated to rearrange the Items in "Timelines for Filling a Vacancy" and to revise as necessary for clarity.

Board Bylaw 9323 - Meeting Conduct

Bylaw Updated to reflect **NEW LAW (SB 1100, 2022)** which authorizes the Board President to remove an individual for disrupting a Board meeting, establishes a procedure for warning the individual prior to their removal, and defines "disrupting" and "true threat of force."

MINOR REVISION:

Board Policy 3260 - Fees and Charges

Policy updated to include reference to CDE Fiscal Management Advisory 22-01, Summer School, Third Parties, Tuition Fees, and updates reference to CDE FMA 20-01, Pupil Fees, Deposits, and Other Charges.

Policy 0430: Comprehensive Local Plan For Special Education

Status: ADOPTED

Original Adopted Date: 02/01/1998 | **Last Revised Date:** 05/12/01/20202022 | **Last Reviewed Date:** 05/12/01/20202022

CSBA NOTE: Pursuant to Education Code 56195.1, school districts and county offices of education (COE) are required to form geographical regions, known as Special Education Local Plan Areas (SELPA), of sufficient size and scope to administer a local plan and the allocation of funds for all the special education service needs of the children residing within the boundaries of the region. Districts may join together or with a COE to form a SELPA, or a single district may form its own SELPA. As amended by SB 98 (Ch. 24, Statutes of 2020), Education Code 56195.1 prohibits a district from creating a single-district SELPA until July 1, 2024.

Each SELPA is required to develop and administer a local plan describing how it will provide special education services. Pursuant to Education Code 56195.5, the Governing Board has authority, consistent with the SELPA plan, over the programs it directly maintains.

The following policy and accompanying administrative regulation should be revised to reflect requirements for the type of SELPA in which the district participates.

The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district.

CSBA NOTE: Option 1 below is for use by districts that have their own single-district SELPA. Option 2 below is for use by districts that join with other districts to form a SELPA. Option 3 below is for use by districts that join with a COE to form a SELPA.

OPTION 1: (Single-district SELPA)

In order to meet the needs of individuals with disabilities, the district shall serve as a Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.

The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan shall be approved by the Board and submitted to the county office of education and the Superintendent of Public Instruction: (SPI). (Education Code 56195.1, 56195.3)

OPTION 1 ENDS HERE

OPTION 2: (Districts that participate in a multi-district SELPA)

In order to meet the needs of individuals with disabilities, the district shall participate as a member of a multi-district Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.

CSBA NOTE: Education Code 56195.8 mandates each entity providing special education that is participating in a multi-district SELPA to adopt policies for the programs and services it operates, including, but not limited to, policies on nonpublic, nonsectarian services, review of the class assignment of a student with disabilities, procedural safeguards, resource specialists, transportation of students with disabilities, information on the number of individuals with disabilities who are being provided special education and related services, and caseloads for speech and language specialists providing services to

children with disabilities ages 3-5 years. District policies on these topics should be consistent with policies adopted by the SELPA.

The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements, the district shall adopt policies governing the programs and services it operates. (Education Code 56195.8)

The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the county office of education and the Superintendent of Public Instruction, SPI. (Education Code 56195.1, 56195.3)

OPTION 2 ENDS HERE

OPTION 3: (Districts that participate in a multi-district SELPA with the county office of education)

In order to meet the needs of individuals with disabilities, the district shall participate as a member of a Special Education Local Plan Area (SELPA) with other districts and the county office of education pursuant to Education Code 56195.1.

The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements, the district shall adopt policies governing the programs and services it operates. (Education Code 56195.8)

The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the Superintendent of Public Instruction, SPI. (Education Code 56195.1)

OPTION 3 ENDS HERE

CSBA NOTE: Education Code 56836.148, as amended by AB 181 (Chapter 52, Statutes of 2022), requires the SPI to make publicly available the special education funding each local educational agency (LEA) generates for their SELPA, and for the SELPA, within thirty days of receiving their apportionment to report the amount of funding each LEA generates to member LEAs.

Each year, the Superintendent or designee shall provide to the Board any data and/or information regarding the special education funding generated by the district as supplied by the SPI and the SELPA in accordance with Education Code 56836.148.

CSBA NOTE: The remainder of this policy applies to all districts.

Pursuant to Education Code 56195.9, beginning July 1, 2020, the local plan must be reviewed by the SELPA at least once every three years. The budget plan, service plan, and annual assurances support plan must still be reviewed annually, pursuant to Education Code 56205; see the accompanying administrative regulation.

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory

committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

CSBA NOTE: Pursuant to Education Code 56195.7, a single-district SELPA is mandated to adopt a written procedure for the ongoing review of programs and a mechanism for correcting any identified problem. For districts participating in a multi-district SELPA with or without a COE pursuant to Option 2 or 3 above, these requirements are contained in the written agreement entered into by members of the SELPA. The following paragraph may be revised to reflect district and/or SELPA practice.

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 3000-3089	Regulations governing special education
Ed. Code 56000-56001	Education for individuals with exceptional needs
Ed. Code 56020-56035	Definitions
Ed. Code 56040-56046	General provisions
Ed. Code 56048-56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 56060-56063	Substitute teachers in special education
Ed. Code 56170-56177	Children enrolled in private schools
Ed. Code 56190-56194	Community advisory committees
Ed. Code 56195-56195.10	Local plans
Ed. Code 56205-56208	Local plan requirements
Ed. Code 56213	Special education local plan
Ed. Code 56213 <u>56211-56214</u>	Special education local plan areas with small or sparse populations
Ed. Code 56240-56245	Staff development
Ed. Code 56300-56385	Identification and referral; assessment, instructional planning
Ed. Code 56440-56447.1	Programs for individuals between the ages of three and five years
Ed. Code 56500-56508	Procedural safeguards, including due process rights
Ed. Code 56520-56525 <u>56524</u>	Behavioral interventions

Policy 0450: Comprehensive Safety Plan

Status: ADOPTED

Original Adopted Date: 11/01/2011 | **Last Revised Date:** 12/01/2018 | **Last Reviewed Date:** 12/01/2018

CSBA NOTE: Pursuant to Education Code 32280-32289.5, districts are responsible for ensuring that a comprehensive safety plan with specified components is in place for each district school. As amended required by AB 1747 (Ch. 806, Statutes of 2018), Education Code 32282 requires and 32288, the California Department of Education (CDE) to post has posted on its web site a compliance checklist for developing comprehensive safety plans, and Education Code 32288 requires CDE to post and best practices for reviewing and approving the plans. Beginning in the 2018-19 school year, comprehensive Comprehensive safety plans will be audited are reviewed through the annual audits required by Education Code 41020 to ensure that they are updated and approved by March 1 of each year.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

CSBA NOTE: Pursuant to Education Code 32281 and 32286, each school is required to adopt a comprehensive safety plan (Option 1 below). However, districts with an average daily attendance (ADA) of 2,500 or less are authorized by Education Code 32281 to develop a districtwide safety plan in lieu of developing school plans; thus, those districts may select either Option 1 or 2 to reflect district practice. Any district may choose to develop both district and school plans.

OPTION 1: (Districts with more than 2,500 ADA, and districts with 2,500 or less ADA that choose to develop school site plans)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

OPTION 1 ENDS HERE

OPTION 2: (Districts with 2,500 or less ADA that choose to develop a districtwide plan)

The Superintendent or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

OPTION 2 ENDS HERE

CSBA NOTE: The following two paragraphs apply to all districts. Education Code 32286 requires that the school site council review and update the comprehensive safety plan by March 1 of each year. In districts with ADA of 2,500 or less that choose to develop a districtwide plan in accordance with Option 2 above, the Superintendent or designee may conduct the annual review.

Pursuant to Education Code 32288, the updated plan(s) must be submitted to the district for approval. The Governing Board may choose to delegate to the Superintendent or designee the responsibility to review and approve the updated plans, but the Board remains responsible for ensuring compliance with the law.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

CSBA NOTE: Education Code 32288 requires that districts notify CDE if a school has not complied with the safety plan requirements. In the event that the Superintendent of Public Instruction determines that there has been a willful failure by a district to make any report required by Education Code 32280-32289, Education Code 32287 provides that the district may be fined up to \$2,000.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

CSBA NOTE: The following section is optional. Pursuant to Education Code 32281, the Board may, after consulting with law enforcement officials, elect to have the district, rather than the school site council, develop those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury.

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

~~Access to~~ Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

CSBA NOTE: The following paragraph is optional. Pursuant to Education Code 32281, the Board may choose to prohibit disclosure of those portions of the comprehensive safety plan that include tactical responses to criminal incidents.

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

CSBA NOTE: Education Code 32281, as amended by AB 1747, adds a requirement to share the comprehensive safety plans with the following entities.

Policy 5131.7: Weapons And Dangerous Instruments

Status: ADOPTED

Original Adopted Date: 03/01/2008 | **Last Revised Date:** 11/12/01/20112022 | **Last Reviewed Date:** 11/12/01/20112022

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, when using district provided transportation, at school-related or school-sponsored activities away from school, or while going to or coming from school.

CSBA NOTE: Education Code 49390 and 49393, as added by SB 906 (Ch. 144, Statutes of 2022), require certificated and classified employees of the district, or other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, to immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. "Threat or perceived threat" means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual. While the law is specific to district staff, the concept also applies to students and anyone else in the school community.

Districts are encouraged to consult with the California Office of Emergency Services (OES) and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats. For more information see OES' web site.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat shall immediately report the threat to law enforcement.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

CSBA NOTE: Pursuant to 20 USC 7961, any district receiving federal funds under the Elementary and Secondary Education Act is mandated to have a policy requiring that any student who brings a firearm to school be referred to the criminal justice or juvenile delinquency system. This mandate reinforces Education Code 48902, which requires the principal or designee to notify law enforcement authorities of violations of Education Code 48900(c) and (d) and Penal Code 245, 626.9, and 626.10. In addition, Education Code 48902 requires the principal or designee to notify law enforcement authorities when a student possesses a firearm or explosive or sells or furnishes a firearm at school. For more information see AR 5144.1 - Suspension and Expulsion/Due Process.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7961)

CSBA NOTE: Education Code 48915 and 20 USC 7961 require the mandatory expulsion of a student who has possessed a firearm, brandished a knife, or committed any other acts listed in Education Code 48915(c). See AR 5144.1 - Suspension and Expulsion/Due Process for grounds for suspension and expulsion and expulsion procedures.

Unless he/she student has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

CSBA NOTE: Pursuant to 20 USC 7961, any district receiving federal funds under the Elementary and Secondary Education Act is mandated to have a policy requiring that any student who brings a firearm to school be referred to the criminal justice or juvenile delinquency system. This mandate reinforces Education Code 48902, which requires the principal or designee to notify law enforcement authorities of violations of Penal Code 245, 626.9, and 626.10 and Education Code 48900(c) and (d). In addition, Education Code 48902 requires the principal or designee to notify law enforcement authorities when a student possesses a firearm or explosive or sells or furnishes a firearm at school. See AR 5144.1 - Suspension and Expulsion/Due Process for comparable compliance statements.

All staff shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

Advance Permission for Possession of a Weapon for Educational Purposes

CSBA NOTE: 20 USC 7961 allows possession of a firearm on school grounds for educational purposes when (1) the firearm is lawfully stored in a locked vehicle and/or (2) the principal authorizes possession for approved activities and the district has adopted appropriate safeguards to ensure student safety. Federal law is Penal Code 626.10, consistent with Penal Code 626.10 which 20 USC 7961, authorizes students to possess certain weapons with written permission of the principal certificated or classified staff when necessary for a school-sponsored activity or class.

The following optional section is for use by districts that wish to allow such possession of firearms and other weapons and should be modified to reflect specific safeguards and timelines adopted by the district.

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall submit a written request to the principal, at least five school days in advance of the planned possession; submit a written request to the principal which explains the planned use of the weapon and the duration. The student shall also submit, together with a written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when he/she determines that it is determined that possession of a firearm, imitation firearm, or other prohibited weapon on school grounds is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, he/she shall provide the student and staff person shall be provided with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, he/she shall take all necessary precautions shall be taken to ensure the safety of all persons on school grounds and the safe keeping of the weapon,

including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any permitted weapon allowed shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

~~Any~~ student granted permission to possess a weapon may be suspended and/or expelled if he/she ~~possesses or uses~~ the weapon is possessed or used inappropriately.

Possession of Pepper Spray

CSBA NOTE: Penal Code 22815 allows minors age 16 or older to purchase and possess tear gas or tear gas weapons for purposes of self-defense if they are accompanied by a parent/guardian or have the written consent of their parent/guardian. Option 1 below, is for use by districts that allow students to bring such defensive items to school, and reflects the fact that a student can be disciplined under Education Code 48900 or 48915 if such an item is used for a purpose other than self-defense. Option 2 is for use by districts that prohibit students from bringing such items to school.

~~OPTION 1:~~ Students **OPTION 1:** (Districts that allow students to bring tear gas or tear gas weapons)

When accompanied by a parent/guardian or with the written consent of a parent/guardian, students age 16 or older may legally possess tear gas or tear gas weapons such as pepper spray for the purpose of self-defense. However, such students shall be subject to suspension and/or expulsion if they use such items are used inappropriately or for any purpose other than self-defense.

OPTION 2: (Districts that prohibit students from bringing tear gas or tear gas weapons)

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

CSBA NOTE: Education Code 49335 requires the California Department of Education (CDE) to develop a system, for use by districts, to shield the identity of and provide protection to students who report the presence of "injurious objects" on school grounds. CSBA NOTE: The following section should be modified to reflect district practice. Pursuant to Education Code 49330, an "injurious object" is an object capable of inflicting substantial bodily damage not necessary for the academic purpose of the student and those objects listed in specified sections of the Penal Code; see the accompanying administrative regulation. These weapons include, but are not limited to, firearms, knives, metal knuckles, and explosives.

The system developed by the CDE pursuant to Education Code 49335 was a directive for districts to ensure that district policy has been adopted which implements the student reporting protections. The following section should be modified to reflect district practice.

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee ~~also~~ shall also inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Policy Reference UPDATE Service

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Regulation 5148.2: Before/After School Programs

Status: ADOPTED

Original Adopted Date: 07/01/2015 | **Last Revised Date:** 12/01/20212022 | **Last Reviewed Date:** 12/01/20212022

CSBA NOTE: The district should revise the following administrative regulation to reflect the expanded learning opportunity programs, including before and/or after school program(s), it offers and the grade levels at which the programs are offered. In addition to the program requirements described below, before-school and after-school programs may be subject to other district policies such as BP/AR 5148 - Child Care and Development, AR 3514.2 - Integrated Pest Management, and BP/AR 3550 - Food Service/Child Nutrition Program. The district should consult CSBA District and County Office of Education Legal Services or district legal counsel if it has questions regarding the applicability of other laws to the district's programs.

Definitions

Expanded learning opportunities means before school, after school, summer, or intersession/vacation, and/or intersessional learning programs that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. Expanded learning opportunities does not mean an extension of instructional time, but rather, opportunities to engage students in enrichment, play, nutrition, and other developmentally appropriate activities. (Education Code 8482.1, 46120)

Offer access, with regard to an Expanded Learning Opportunities (ELO) program, means to recruit, advertise, publicize, or solicit through culturally and linguistically effective and appropriate communication channels. (Education Code 46120)

Provide access, with regard to an ELO program, means to register or enroll a student in an ELO program. (Education Code 46120)

Unduplicated student means a student enrolled in a district who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth. (Education Code 42238.02, 46120)

Grades ~~K~~TK-9

CSBA NOTE: The following section is for use by districts providing before-school and/or after-school programs funded by the state After School Education and Safety Program (ASES) (Education Code 8482-8484.65), the federal 21st Century Community Learning Center program (21st CCLC) (Education Code 8484.7-8484.9; 20 USC 7171-7176), or the Expanded Learning Opportunities Program (ELO) program (Education Code 46120).

ASES and 21st CCLC programs serve students who are in grades K-9 in an elementary, middle, or junior high school.

The district's After School Education and Safety (ASES) program or 21st Century Community Learning Center (21st CCLC) program shall serve students in any of grades KTK-9 as the district may determine based on local needs. (Education Code 8482.3, 8484.7, 8484.75, 8484.8)

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs. (Education Code 8484.8; 20 USC 7173)

The district's ELO program shall serve students in grades TK-6. (Education Code 46120)

CSBA NOTE: The following paragraphs reflect the extent to which a before/after school programs, including ASES, 21st CCLC and ELO programs, require collaborative planning. Districts may revise the following paragraphs to reflect programs offered by the district.

The district's programs shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies, including city and county parks and recreation departments, local law enforcement, community organizations, and the private sector. As appropriate, the Superintendent or designee may include other stakeholders in such collaborative process. (Education Code 8482.5, 8484.75, 46120)

CSBA NOTE: Education Code 46120, as added/amended by AB 130181 (Ch. 4452, Statutes of 2021), establishes 2022) and AB 185 (Ch. 571, Statutes of 2022), provides for the Expanded Learning Opportunities (ELO) Program program and allocates funding to districts under a formula based on a district's percentage of unduplicated students and average daily attendance. For the 2021-22/2022-23 school year, districts receiving funds are required to offer access to ELO programs to all unduplicated students in grades TK-6 and to provide access to such programs to at least 50 percent of enrolled unduplicated students. For Commencing with the 2022-23/2023-24 school year, districts receiving funds with a prior fiscal year local control funding formula (LCFF) unduplicated pupil percentage (UPP) of at least 75 percent are required to offer access to ELO programs to all classroom-based students in grades TK-6 access to ELO programs, and to ensure that access is provided to any student whose parent/guardian requests placement in an ELO program. Commencing with the 2023-24 school year, districts with a prior fiscal year LCFF UPP of less than 75 percent are required to offer access to ELO programs to all unduplicated students in grades TK-6 and ensure that access is provided to any unduplicated student whose parent/guardian requests placement in an ELO program. Districts are required to prioritize services at school sites in the lowest income communities, as determined by prior year percentages of students eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with ELO programs across their attendance area.

The following paragraph is for districts that receive ELO funds and should be deleted by districts that do not receive such funds. However, the California Department of Education's (CDE), "Expanded Learning Opportunities Program FAQs," clarifies that districts that receive funds for classroom-based instructional programs that serve grades TK-6 cannot opt-out of the ELO program funding.

The district's Expanded Learning Opportunities (ELO) program shall serve students in grades TK-6. For the 2021-22/For the 2022-23 school year, the district shall offer access to ELO programs to all unduplicated students in grades TK-6 and provide access to such programs to at least 50 percent of enrolled unduplicated students. Commencing with the 2022-23 school year, the district shall offer all students in grades TK-6 access to ELO programs; and ensure that access is provided to any student whose parent/guardian requests placement in a program. (Education Code 46120)

CSBA NOTE: Beginning with the 2023-24 school year, Option 1 below is for use by districts with a prior fiscal year LCFF UPP of at least 75 percent. Option 2 is for districts with a prior fiscal year LCFF UPP of less than 75 percent.

OPTION 1: (For districts with a prior fiscal year local control funding formula unduplicated pupil percentage of at least 75 percent)

Commencing with the 2023-24 school year, the district shall offer access to the ELO program to all classroom-based students in grades TK-6. The district shall provide access to any student whose parent/guardian requests placement in an ELO program.

OPTION 2: (For districts with a prior fiscal year local control funding formula unduplicated pupil percentage of less than 75 percent)

The district shall offer access to the ELO program to all classroom-based unduplicated students in grades TK-6. The district shall provide access to any unduplicated student whose parent/guardian requests placement in an ELO program.

CSBA NOTE: Education Code 8281.5, as added by AB 130 and amended by AB 167 (Ch. 252, Statutes of 2021), requires districts receiving grants through the The California Prekindergarten Planning and Implementation Grant Program, established pursuant to develop a plan Education Code 8322, provides for consideration by the Board at a public meeting on or before June 30, 2022 for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's ELO program, ASES Program, California a state preschool program, Head Start programs, and other community-based early learning and care programs. initiative with the goal of expanding access to classroom-based prekindergarten programs. See BP 6170.1 - Transitional Kindergarten.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8281.58322)

CSBA NOTE: Pursuant to Education Code 8484.75, programs funded through the 21st CCLC program are generally subject to the same program requirements applicable to ASES programs, with the exception of specified provisions primarily related to allocation of funds, collaboration, and data collection. In contrast, ELO programs are explicitly subject to some but not all of the ASES requirements pursuant to Education Code 46120. However, the California Department of Education's (CDE), "Expanded Learning Opportunities FAQs," emphasizes that districts are expected to uniformly apply the stricter ASES requirements to all programs since ASES, 21st CCLC, and ELO programs should be considered a single, comprehensive program. As such, the following section reflects the expectation that ELO programs will comply with all the requirements for ASES and 21st CCLC programs.

The following section applies to ASES, 21st CCLC, and ELO programs, except where otherwise noted, and should be revised to reflect the program(s) offered by the district.

The district's ASES, 21st CCLC, and ELO program(s) shall be operated in accordance with the following:

Policy 5148.2: Before/After School Programs

Status: ADOPTED

Original Adopted Date: 11/01/2006 | **Last Revised Date:** 12/01/2021 | **Last Reviewed Date:** 12/01/2021

CSBA NOTE: The following optional policy is for use by districts providing expanded learning opportunities beyond the regular school day, including before-school and/or after-school, summer, vacation, and/or intersessional programs, and should be revised to reflect the program(s) offered by the district. For eligible programs in grades KTK-9, the district may apply for funding from the state's After School Education and Safety Program (ASES) (Education Code 8482-8484.65) and/or the federal 21st Century Community Learning CenterCenters Program (21st CCLC) (Education Code 8484.7-8484.9; 20 USC 7171-7176). The federal 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs) (Education Code 8420-8428; 20 USC 7171-7176) provides funding for eligible programs in grades 9-12. These programs are optional and have different requirements.

Education Code 46120, as addedamended by AB 130181 (Ch. 4452, Statutes of 2021), establishes2022) and AB 185 (Ch. 571, Statutes of 2022), provides for the Expanded Learning Opportunities (ELO) Program and allocates funding to districts under a formula based on a district's average daily attendance and percentage of unduplicated students and average daily attendance. , defined as any student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth. For the 2021-222022-23 school year, districts receiving funds are required to offer access to ELO programs to all unduplicated students in grades TK-6 and to provide access to such programs to at least 50 percent of enrolled unduplicated students. Commencing inwith the 2022-232023-24 school year, districts receiving fundswith a prior fiscal year local control funding formula (LCFF) unduplicated pupil percentage (UPP) of at least 75 percent are required to offer access to ELO programs to all classroom-based students in grades TK-6 inclusive, and to ensure that access is provided to any student whose parent/guardian requests placement in an ELO program. Commencing with the 2023-24 school year, districts with a prior fiscal year LCFF UPP of less than 75 percent are required to offer access to ELO programs to all unduplicated students in grades TK-6, inclusive, and ensure that access is provided to any unduplicated student whose parent/guardian requests placement in an ELO program. Pursuant to Education Code 46120, on school days, ELO programs must include in-person before or after school programs and, on non-school days, intersessionintersessional programs of specified lengths of time as described below and in the accompanying administrative regulation. Student participation in an ELO program is optional; however, districts may not opt out of the ELO Program.

See the accompanying administrative regulation for major requirements of each program.

The following policy is applicable to all four programs, unless otherwise noted, and may be adapted by districts that offer other programs through district funding or alternative sources. If the district does not offer both a before-any programs beyond the regular school and after-school programday, it may modify the following policy as appropriate.

The Governing Board desires to provide ~~before-learning opportunities~~ for students beyond the regular school and/or after-school enrichment programs day that support the regular education program in a supervised environment. In order to increase academic achievement of participating students, the content of such programs shall be coordinated with the district's vision and goals for student learning, local control and accountability plan, curriculum, and academic standards.

CSBA NOTE: The following paragraph reflects a requirement for requirements related to collaborative planning for both the programs offered by the district. The ASES program (Education Code 8482.5) and ASSETs program (Education Code 8422). 21st CCLC programs must be developed in program (Education Code 8484.75), and ELO program (Education Code 46120) have different collaboration with the school(s) the students attend, but collaboration with other entities is a requirements; see the discretion of the district. Districts offering only 21st CCLC programs may revise the following paragraph to reflect district practice accompanying administrative regulation.

The district's Each program offered by the district shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local as required by law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422, 8482.5, 8484.75, 46120)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 46120, as added by AB 130, districts are required to prioritize ELO programs at school sites in the lowest income communities, as determined by prior year percentages of students eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities ELO programs across their attendance area. In addition, pursuant to Education Code 8482.5, in awarding funding for ASES programs, the state gives priority to schools with at least 50 percent of students eligible for free or reduced-price meals. Pursuant to 20 USC 7174, funding for the 21st CCLC and ASSETs programs is restricted to schools receiving federal Title I funding. In addition, 20 USC 7174 and Education Code 8422 and 8484.8 give competitive priority for these federal programs to applications jointly submitted by school districts and community organizations for programs that (1) are located in schools that are implementing comprehensive or targeted support and improvement activities pursuant to 20 USC 6311 or other schools determined by the district to be in need of intervention and support to improve student academic achievement and other outcomes; (2) serve students at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or lacking strong positive role models; (3) provide activities not otherwise accessible to participating students or expand accessibility to high-quality services that may be available in the community; (4) continue or expand existing grants; and (5) for 21st CCLC programs, provide year-round expanded learning programming. For a further description of competitive priority for funding, see the California Department of Education's (CDE) "21st CCLC and ASSETs FAQs" and "Request for Applications for Programs Proposing to Serve High School Students." 21st CCLC & ASSETs.

To the extent feasible, the district shall give priority to establishing ~~before-expanded learning opportunities beyond the regular school and/or after-school programs day~~ in low-performing schools and/or programs that serve low-income and other at-risk students.

Any expanded learning opportunities, including but not limited to After School Education and Safety Program (ASES), 21st Century Community Learning Center Program (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens Program (ASSETS), or Expanded Learning Opportunities Program (ELO) or any other program to be established pursuant to Education Code 8421, 8482.3 or, 8484.75, or 46120, shall be approved by the Board and the principal of each participating school.

CSBA NOTE: The following optional paragraph is applicable to all programs. Pursuant to Education Code 8483.4 (applicable to both ASES and, 21st CCLC, and ELO programs), the program administrator is required to establish qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise students meet the minimum qualifications for an instructional aide pursuant to district policies; see the accompanying administrative regulation. A district offering an ASSETS program must establish its expectations for staff qualifications.

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's ~~before-school and/or after-school program~~ expanded learning opportunity programs possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

~~Each~~ Each before-school, after-school, summer, vacation or intersessional expanded learning opportunity program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, each program may include support services that reinforce the educational component and promote student health and well-being.

CSBA NOTE: Education Code 8482.6 (applicable to ASES, 21st CCLC, and ELO programs) and Education Code 8422 (applicable to ASSETS programs) authorize the district to charge fees to participating families with certain exceptions as described below.

Option 1 below is for use by districts that choose not to charge family fees. Option 2 is for use by districts that will charge a permissible family fee to cover unfunded costs of the program.

OPTION 1: (For districts that do not charge family fees)

No fee shall be charged for participation in the program.

OPTION 2: (For districts that charge permissible family fees)

A family fee may be charged to participating families based on the actual cost of services.

CSBA NOTE: The following paragraph is for use by districts selecting Option 2 that offer an ASSETS program, and may be modified to reflect program(s) offered by the district. Pursuant to Education Code 8422, ASSETS programs that charge fees to participating families are required to waive or reduce the fees for families with students who are eligible for free or reduced-price meals.

However, for the ASSETS program, a family fee shall be waived or reduced for families with students who are eligible for free or reduced-price meals. (Education Code 8422)

CSBA NOTE: The following paragraph is for use by districts selecting Option 2 that offer an ASES, 21st CCLC program, and/or ELO program, and may be modified to reflect program(s) offered by the district. Pursuant to Education Code 8482.6, as amended by AB 130, family fees may not be charged for these programs for a student who is eligible for free or reduced-price meals or if the district knows the participating student is a homeless youth or in foster care. In addition, a program that charges such fees is required to schedule fees on a sliding scale that considers family income and ability to pay.

For ASES, 21st CCLC, and/or Expanded Learning Opportunities (ELOs) programs, no fee shall be charged for a student who is eligible for free or reduced-price meals, or a student who the district knows is a homeless youth or in foster care. In addition, family fees shall be calculated on a sliding scale that considers family income and ability to pay. (Education Code 8482.6, 46120)

CSBA NOTE: The remainder of this policy is for use by districts that selected either Option 1 or 2 above.

The following optional paragraph is for use by districts with programs serving students ages 11-12 years. Welfare and Institutions Code 10273, as renumbered by AB 131 (Ch. 116, Statutes of 2021), provides that the preferred placement for students ages 11-12 years is in a before-school or after-school program rather than in subsidized child care and development services. When subsidized child care services are also available, students ages 11-12 years will be eligible for subsidized child care services only for the portion of care that is not available in a before-school or after-school program. See AR 5148 - Child Care and Development.

Eligible students who are 11 or 12 years of age shall be placed in a before-school or after-school program, if and when available, rather than subsidized child care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child care and development services in accordance with the enrollment priorities established in AR 5148 - Child Care and Development. (Welfare and Institutions Code 10273)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice.

To assist in evaluations of program effectiveness, the district may refer to the CDE's, "Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality." In addition, CDE's publication, "A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools" describes available assessment tools that are closely aligned with the program standards. These publications are available on CDE's web site.

To the extent consistent with state and federal privacy laws, Education Code 8484.1 authorizes the district to share specified student data (i.e., school day attendance data, statewide assessment scores English language development test placement or reclassification scores, California Healthy Kids Survey results in aggregate form, student engagement and behavioral data, and other academic measures, including grades and course completion) with the operator of an after-school program with which the district has a contract that includes a confidentiality agreement. The

Bylaw 9220: Governing Board Elections

Status: ADOPTED

Original Adopted Date: 06/01/2006 | **Last Revised Date:** 07/12/01/20172022 | **Last Reviewed Date:** 07/12/01/20172022

Board Member Qualifications

CSBA NOTE: The following bylaw is optional. The filling of elective offices involves serious issues of constitutional and statutory concerns. Any district with questions related to local elections should consult CSBA District and County Office of Education Legal Services or district legal counsel.

Board Member Qualifications

CSBA NOTE: Education Code 35107 and Elections Code 20 detail eligibility for Governing Board membership as specified below. In 81 Ops.Cal.Atty.Gen. 98 (1998), the Attorney General opined that the residency requirement in Education Code 35107 is a continuing requirement for holding the office during the entire term of the Board member.

A person is who is not registered to vote is ineligible to hold public office if he/she is not registered to vote. Elections Code 2201 lists the causes for cancelling an individual's voter registration and making him/her that person ineligible to hold public office, including, but not limited to, legally established mental incompetency, proof that the person is presently imprisoned or on parole for conviction of a felony, or official notification that the voter is registered to vote in another country or state.

Any person is eligible to be a member of the Governing Board, without further qualifications, if he/shethe person is 18 years of age or older, a citizen of California, a resident of the school district or, if applicable, the trustee area, a registered voter, and not legally disqualified from holding civil office. Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or elected as a Board member except when he/shethe person has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)

CSBA NOTE: Pursuant to Education Code 35107, a district employee elected to serve on the district Board must resign his/herfrom the employment before being sworn into office as a Board member.

Pursuant to Education Code 1006, employees of a school district are eligible to run for the county board of education seat as long as their school district employer is not within the jurisdiction of the county board.

A district employee elected to the Board shall resign his/herfrom district employment before being sworn in or shall have his/herthe employment automatically terminated upon being sworn into office. (Education Code 35107)

CSBA NOTE: The following paragraph is optional. See CSBA's web site for information about school board service that may be shared with candidates.

The Board encourages all candidates to become knowledgeable about the role of board members. The Superintendent or designee shall provide all candidates with information that will enable them to understand the responsibilities and expectations of being a Board member, including information

regarding available workshops, seminars, and/or training. The Superintendent or designee shall provide all candidates with the county election official's contact information and general information about school programs, district operations, and Board responsibilities.

Recalling a Board Member

CSBA NOTE: The following section is optional. Government Code 1770 lists events that may create a vacancy in an elective office, including removal from office, while Elections Code 11000 provides for recall as the means for effecting such removal of a Board member. Pursuant to Elections Code 11006, recall proceedings may be initiated by the service, filing, and publication or posting of a notice of intention to circulate a recall petition by proponents who must be registered voters of the board member's electoral jurisdiction. Elections Code 11020, as amended by AB 2584 (Ch. 792, Statutes of 2022), specifies the number of proponents that must be listed on the notice, depending on the number of registered voters in the electoral jurisdiction involved.

A Board member may be recalled as permitted by Elections Code 11000. Proponents of a recall are required to serve, file, and publish or post a notice of intention to circulate the recall petition and to comply with other applicable law and formalities and county elections official directives. The petition, pursuant to Elections Code 11041, is required to be in the format provided by the Secretary of State and to include an estimate of the cost of conducting the special election, as determined by the county elections official, in consultation with the district.

CSBA NOTE: Pursuant to Elections Code 11242, as amended by AB 2584 (Ch. 792, Statutes of 2022), after the Board orders an election, the recall election must be held within the period specified in the following paragraph, unless an extension beyond the specified period is necessary in order to consolidate the recall election with a regularly scheduled election.

Within 14 days after the meeting at which the Board receives a certificate of sufficiency of signatures on a recall petition from the county elections official, the Board shall order an election to be held to determine whether the Board member named in the petition shall be recalled. The election shall be held not less than 88, nor more than 125, days after the date that the Board orders the election. However, the election may be conducted within 180 days after the issuance of the Board's order to consolidate the election with a regularly scheduled election.

Recall elections shall be conducted in accordance with Elections Code 11381-11386.

Consolidation of Elections

CSBA NOTE: The following optional section is for districts that currently hold their Board elections at a time that is not concurrent with municipal or statewide elections.

Education Code 5000 and Elections Code 1302 require the regular election of Board members to be held on the first Tuesday after the first Monday in November of each odd-numbered year. However, in accordance with Elections Code 1302 and 10404.5, districts are authorized to request consolidation of their Board elections with the local municipal or state primary or general election by adopting a Board resolution and submitting it to the County Board of Supervisors for approval. Within 30 days following approval by the County Board of Supervisors, the elections official will notify all registered voters in the district of the change of election date.

To reduce costs associated with conducting elections, the Board may consolidate Board elections with the local municipal or statewide primary or general election in accordance with Elections Code 1302.

CSBA NOTE: Pursuant to Elections Code 14051-14052, as added by SB 415 (Ch. 235, Statutes of 2015), districts are required to hold elections concurrent with statewide elections if holding nonconcurrent elections has previously resulted in a "significant decrease" in voter turnout. Pursuant to Elections Code 14051, a significant decrease has occurred when voter turnout for a regularly scheduled election held on a nonconcurrent date is at least 25 percent less than the average local turnout for the previous four statewide general elections. A district that holds Board elections other than on a statewide elections date may only delay the consolidation may only delay the consolidation if, by January 1, 2018, it has adopted a plan to consolidate elections by November 8, 2022. It is recommended that districts with nonconcurrent elections review the voter turnout for their recent elections, consult with legal counsel, and, as necessary, prepare and approve a plan by January 1, 2018 to move their election to a statewide election date. For a further analysis of SB 415, see CSBA's "Legal Alert on the Impact of Senate Bill No. 415 on School Board Elections."

Districts consolidating their elections due to low voter turnout should follow the procedures specified in Elections Code 1302, including the adoption of a Board resolution.

In addition, if a regularly scheduled Board election held other than on a statewide election date results in a decrease in local voter turnout of 25 percent or more compared to the average local turnout for the previous four statewide general elections, the Board shall take action to consolidate Board elections with statewide elections. The district shall move its election to the next state statewide election date, unless the Board has adopted a plan by January 1, 2018 to consolidate Board elections not later than the November 8, 2022 statewide general election. (Elections Code 14051, 14052)

In order to consolidate elections based on either circumstance described above, the Board shall adopt a resolution and submit it to the County Board of Supervisors for approval not later than 240 days prior to the date of the currently scheduled district election. (Elections Code 10404.5)

Whenever a regularly scheduled Board election is changed due to consolidation of elections, the terms of office of incumbent Board members shall be extended to align with the next applicable election. (Elections Code 10404.5)

Elections Process and Procedures

CSBA NOTE: Any district that selects Option 2 or 3 should ensure that its decision is consistent with Elections Code 14025-14032 (the California Voting Rights Act (CVRA)), which prohibits the use of the "at-large" voting method for elections within jurisdictions with a history of "racially polarized voting" (i.e., difference between voters of a protected class and voters in the rest of the jurisdiction in the choice of candidates preferred). Any district seeking more information about the CVRA and its possible effects should consult legal counsel.

OPTION 1: (Election by trustee area)

The district is divided into trustee areas and each trustee area shall be represented by a Board member who resides in and is elected by voters residing within that trustee area. Trustee areas shall be balanced by population as required by state and federal law.

Prior to March 1 following the year in which the results of each decennial federal census are released, the Board shall adjust the boundaries of the district's trustee areas based on population figures as validated by the Population Research Unit of the Department of Finance. (Education Code 5019.5)

OPTION 1 ENDS HERE

CSBA NOTE: Any district that selects Option 2 or 3 should ensure that its decision is consistent with Elections Code 14025-14032 (the California Voting Rights Act (CVRA)) which prohibits the use of the "at-large" voting method for elections within jurisdictions with a history of "racially polarized voting" (i.e., difference between voters of a protected class and voters in the rest of the jurisdiction in the choice of candidates preferred). Any district seeking more information about the CVRA and its possible effects should consult legal counsel.

OPTION 2: (Election using "at-large" voting method)

Board members may reside anywhere within the district's boundaries and shall be elected by all voters in the district.

OPTION 2 ENDS HERE

CSBA NOTE: The extent, if any, to which a district using the "from trustee area/hybrid" method (Option 3) is required to balance its trustee areas by population is unclear; see *Dusch v. Davis*. Any district using Option 3 should consult with legal counsel regarding whether to balance its trustee areas by population. *Davis*.

OPTION 3: (Election from trustee area/hybrid method)

Each Board member shall reside within the trustee area that he/she/the Board member represents but shall be elected by all voters in the district.

OPTIONS 3 ENDS HERE

CSBA NOTE: The remainder of this section following paragraph is for districts using Option 2 or 3 and may be revised to reflect district practice. Such districts should periodically monitor the demographics within their geographical boundaries to ensure that no violation of the CVRA occurs. Any district found in violation of the CVRA could be held liable for attorneys' fees and legal costs. Elections Code 10010, as amended by AB 350 (Ch. 737, Statutes of 2016), requires that a prospective plaintiff send written notice to the district prior to filing a complaint alleging that the method of election violates the CVRA so that the district will have the chance to cure any potential violations before the commencement of litigation. Even if the district cures the alleged violations, it may be required to pay reasonable costs incurred in supporting the written notice.

To ensure ongoing compliance with the California Voting Rights Acts, the Board may review the district's Board election method to determine whether any modification is necessary due to changes in the district's population or any of its racial, color, or language minority group composition. The review shall be based on the Superintendent or designee's report to the Board after the release of each decennial federal census.

CSBA NOTE: Converting from an "at-large" (Option 2) to a "by trustee area" (Option 1) voting method involves complex issues of law regarding matters such as the redrawing of maps, required approvals, and transition dates. Elections Code 10010, as amended by AB 350 (Ch. 737, Statutes of 2016), requires the Board to hold hearings before and after drawing maps of the proposed district boundaries to allow for public input. If Board members will be elected at different times for staggered terms of office, hearings held after publishing the draft map(s) are required to include an opportunity for public input regarding the proposed sequence of elections. Any district that is considering switching to a "by trustee area" election method should consult legal counsel as necessary.

When the district's election method is to be changed, the Board determines that a change is necessary, it shall hold public hearings in accordance with Elections Code 10100 before adopting a resolution at an

open meeting specifying the change(s), and shall, in accordance with Education Code 5019, obtain approval from the county committee on school district organization having jurisdiction over the district.

CSBA NOTE: The remainder of this section is for all districts. The Attorney General opined in 105 Ops.Cal.Atty.Gen. 182 (2022) that when the boundaries of a district's trustee areas are adjusted or the district changes from "at-large elections" to "by-trustee area elections," and a vacancy then arises in a seat held by a Board member whose term of office began prior to the change in boundaries or election method, the vacancy should be filled using the boundaries or election method by which the incumbent Board member was elected. Any district that has already adopted a "by-trustee" election method should revise the following paragraph accordingly.

The election method or trustee-area boundaries in effect at the beginning of a Board member's term shall be used when any vacancy that occurs during that term is to be filled, even if, during the term, the district has adopted "by-trustee area" election method or trustee area boundaries have been adjusted.

CSBA NOTE: Pursuant to Education Code 5091, as amended by SB 1061 (Ch. 831, Statutes of 2022), any petition for a special election must contain the county elections official's estimate of the cost of conducting the special election, expressed on a per-student basis.

Any petition for a special election ordered pursuant to Education Code 5091 shall contain the county election official's estimate of the cost of conducting the special election, expressed on a per-student basis. (Education Code 5091)

Campaign Conduct

CSBA NOTE: Education Code 35177 has long authorized boards, by resolution, to limit campaign expenditures and/or contributions for candidates in board elections. However, in June 2006, the U.S. Supreme Court held in *Randall v. Sorrell* that limits on campaign expenditures are unconstitutional and violate a candidate's right to free speech. The court did hold that limits on contributions to candidates could be constitutional if such limits are not overly restrictive, allow candidates to compete in the race, and do not operate to protect incumbents. However, because Education Code 35177 provides no mechanism for the district to enforce any contribution limits set by the Board, such limits would be completely voluntary, and other candidates and/or the Board would have no recourse in the event of noncompliance by a candidate. It is strongly recommended that, before adopting voluntary contribution limits under the authority granted in Education Code 35177, the Board consult CSBA District and County Office of Education Legal Services or district legal counsel, in order to ensure that the district's limits satisfy legal restrictions.

All candidates, including current Board members running as incumbents, shall abide by local, county, state, and federal requirements regarding campaign donations, funding, and expenditures.

CSBA NOTE: The following paragraph is optional. Government Code 85300 generally prohibits the expenditure of public funds for the purpose of seeking elective office. However, as amended by SB 4107 (Ch. 837, Statutes of 2016), Government Code 85300 permits a candidate to expend or accept public funds for the purpose of seeking elective office if the Board establishes a dedicated fund for that purpose, provided that both (1) the public funds are available to all qualified, voluntarily participating candidates for the same office without regard to incumbency or political party preference, and (2) the Board has established criteria for determining a candidate's qualifications. For school board elections, candidate qualifications are specified in state law (see section "Board Member Qualifications" above), and districts should not establish additional qualification requirements. It is recommended that the district consult legal counsel when establishing a dedicated fund for those seeking election to the Board.

A Board member shall not expend, and a candidate shall not accept, any public money for the purpose of seeking elective office. However, the district may establish a dedicated fund for those seeking election to the Board, provided that the funds are available to all candidates who are qualified pursuant to Education Code 35107 without regard to incumbency or political preference. (Government Code 85300)

CSBA NOTE: Pursuant to Elections Code 20440, county election officials are required to present each candidate running for public office with a voluntary Code of Fair Campaign Practices for the candidate to sign. The pledge states the candidate's intent to conduct his/her the campaign openly and fairly and provides that the candidate may not use or permit negative prejudice based on another candidate's race, religion, physical or mental disability, sex, gender, gender identity, gender expression, sexual orientation, or any other prohibited category of discrimination listed in Government Code 12940. Although neither the district nor opposing candidates have authority to enforce the pledge if it is violated, a candidate's signature is a matter of public record. The following optional paragraph expresses the Board's desire that candidates for Board membership sign and abide by the terms of the pledge.

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

Statement of Qualifications

On the 125th day prior to the day fixed for the general district election, the Board secretary or his/her designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the district to be filled at the general election and which offices, if any, are for the balance of an unexpired term
2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

CSBA NOTE: Pursuant to Elections Code 13307, the candidate statement is limited to 200 words (Option 1 below), unless the Board has authorized an increase to a 400-word maximum (Option 2 below).

OPTION 1: (200 Words Limit)

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

OPTION 1 ENDS HERE

OPTION 2: (400 Words Limit)

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. (Elections Code 13307)

OPTION 1 ENDS HERE

OPTION 2: Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 400 words. (Elections Code 13307)

OPTION 2 ENDS HERE

CSBA NOTE: The following optional paragraph is for use by any district that authorizes electronic distribution of candidate statements in addition to or instead of the mailed voter's pamphlet. Pursuant to Elections Code 13307, a voter may receive by mail a voter's pamphlet that contains candidate statements or, when authorized by the elections official, may opt to obtain the voter's pamphlet and related materials electronically (i.e., from the elections official's web site or via email). If a candidate chooses to submit a statement for electronic distribution only, it will not appear in the mailed voter's pamphlet.

When electronic distribution is authorized by the elections official, districts may choose, pursuant to Elections Code 13307, as amended by AB 2010 (Ch. 128, Statutes of 2016), whether or not whether to permit Board candidates to prepare a statement for electronic distribution. The following paragraph may be revised to reflect district practice.

When the elections official allows for the electronic distribution of candidate statements, a candidate for the Board may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution.

CSBA NOTE: Prior to the beginning of the nominating period, Elections Code 13307, as amended by AB 2010 (Ch. 128, Statutes of 2016), requires the Board to determine whether to have the district assume the costs of producing candidate statements or to charge candidates for the costs, regardless of whether the statements are for hard copy or electronic distribution. In 85 Ops.Cal.Atty.Gen. 49 (2002), the Attorney General opined that Elections Code 13307, which authorizes the district to pay for the distribution of candidate statements for nonpartisan elective offices, does not conflict with Education Code 7054, which prohibits the use of district resources for campaign purposes. According to the Attorney General, distributing campaign statements cannot be considered campaigning for any particular candidate in a partisan manner so as to conflict with the Education Code prohibition.

Option 1 below is for districts that assume the costs associated with producing candidate statements, and Option 2 is for districts that charge candidates for the costs. The following options may be revised to reflect the method of distribution (i.e., electronic and/or hard copy) used by the district.

OPTION 1: In order to help defray the costs of campaigning for the Board, the Candidate Statement Paid by District

The district shall pay the cost of printing, handling, translating, mailing, and/or electronically distributing candidate statements filed pursuant to Elections Code 13307.

OPTION 1 ENDS HERE

OPTION 2: Candidate Statement Paid by Candidate

The district shall assume no part of the cost of printing, handling, translating, mailing, or electronically distributing candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the hard copy and/or electronic voter's pamphlet, the district may require candidates to pay their estimated pro rata share of these costs to the district in advance pursuant to Elections Code 13307.

OPTION 2 ENDS HERE

Tie Votes in Board Member Elections

CSBA NOTE: Education Code 5016 requires the Board to decide, before conducting any election, whether a potential tie will be resolved by lot or by a runoff election. Option 1 provides for the use of lots to determine the winner in case of a tie in every election, Option 2 provides for a runoff election in every election, and Option 3 is for use by districts that will make this determination prior to each election.

Education Code 5016 requires the County Superintendent of Schools to provide certification of a tie vote in an election to the district Board.

OPTION 1: (Tie Decided by Lot)

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. (Education Code 5016)

OPTION 1 ENDS HERE

OPTION 2: (Tie Decided by Runoff Election)

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall schedule a runoff election in accordance with law. (Education Code 5016)

OPTION 2 ENDS HERE

OPTION 3: (Tie Decided Based on Board Determination Prior to Each Election)

Before each election, the Board shall decide whether to resolve a potential tie by lot or by a runoff election. If the Board has decided to resolve a tie by lot, the Board shall, immediately after the election, notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. If the Board has decided to resolve a tie with a runoff election, the Board shall schedule the runoff election in accordance with law. (Education Code 5016)

OPTION 3 ENDS HERE

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 2, Section 2	Voters; qualifications
CA Constitution Article 7, Section 7	Conflicting offices
CA Constitution Article 7, Section 8	Disqualification from office
Ed. Code 1006	Prohibition against school district employees serving on county board of education

Liberty Elementary School District Tentative 2023-2024 School Calendar

July 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Important Dates	
School Starts: August 8 (Min Day)	
Back To School Night: August 31 (Min Day)	
End of 1st Trimester: November 3	
End of 2 nd Trimester: March 1	
End of 3rd Trimester: May 28	
Parent Conferences: November 14-17	
Christmas Program (Min Day)	
Parent Conferences: March 20-22 (Min Day)	
Open House: April 25 (Min Day)	
8th Grade Graduation: May 30	
School Ends/Water Day: May 31 (Min Day)	

School Holidays (No School)	
Labor Day: September 4 Fair Day: September 13	
Teacher Inservice: October 9	
Veteran's Day: November 10 (observed)	
Thanksgiving Break: November 20-24	
Winter Break: December 18-January 5	
Martin Luther King Jr: January 15	
Lincoln's Birthday: February 12	
President's Day: February 19	
Spring Break: March 25 - April 1	
Memorial Day: May 27	
Non-workday - All employees	

Teacher Workday	
Teacher Inservice: August 3-4	
Welcome All Staff Back Inservice: August 7	

Professional Development (Min Days)	
September 6 / September 20	
October 4	
November 1	
February 7 / February 21	
April 3 / April 17	
May 1	

January 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
S	M	T	W	Th	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

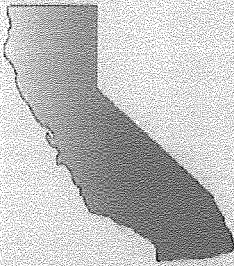
June 2024						
S	M	T	W	Th	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Liberty Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Liberty Elementary School
Street	1771 East Pacific Ave.
City, State, Zip	Tulare, CA 93274-1106
Phone Number	(559) 686-1675
Principal	Stesha Newkirk
Email Address	snewkirk@liberty.k12.ca.us
School Website	https://libertyelementary.org
County-District-School (CDS) Code	5471985000000

2022-23 District Contact Information

District Name	Liberty Elementary School District
Phone Number	(559) 686-1675
Superintendent	Dr. Deanna Cardoza
Email Address	dcardoza@liberty.k12.ca.us
District Website Address	https://libertyelementary.org

2022-23 School Overview

Liberty Elementary School is located midway between Fresno and Bakersfield, amid the central San Joaquin Valley. Liberty was established in 1867 to provide an education for students living on the outskirts of Visalia and Tulare, illustrating a 154-year tradition in the community. The school made a courageous move to its new Pacific Avenue location in the summer of 2013, after residing along Liberty Road and Mooney Boulevard nearly 146 years. Liberty Elementary serves 793 students in transitional kindergarten through eighth grade.

Liberty's academic program includes: instruction in English Language Arts, Mathematics, Social Studies, Science, Physical Education, Music and Band. In addition to core instruction, students in grades TK-8 participate in technology, the arts education, music, band, journalism, leadership, STEM, AVID, and an outdoor garden to engage, challenge, and support student learning. Liberty provides an early child education for young students with a full-time preschool program, managed through the Liberty Elementary Education Foundation. For working families who require childcare outside of school hours, the Liberty Foundation also offers before and after school care for students in the Kids Club Program.

Our Vision:

Liberty Elementary School's vision is to prepare our students to assume responsibility to plan, design, and build the future by providing a learning environment which is centered on students, directed by teachers, and supported by home and community.

Our Mission:

The mission of Liberty Elementary School is to foster academic excellence and self-esteem by maintaining an exciting, supportive environment for staff and students to work and learn.

Liberty School Goals:

- Ensure that students maximize their potential academically
- Ensure students with a focused, comprehensive, rigorous, and integrated curriculum
- Ensure a safe, nurturing environment that promotes growth, respect, and success
- Ensure effective communication and partnerships among the students, staff, parents, and community
- Ensure planning for present and future growth and facility expansion

2022-23 School Overview

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	94
Grade 2	89
Grade 3	84
Grade 4	102
Grade 5	73
Grade 6	91
Grade 7	58
Grade 8	47
Total Enrollment	749

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.8
Asian	0.8
Black or African American	1.9
Filipino	0.1
Hispanic or Latino	58.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.7
White	35.5
English Learners	7.5
Foster Youth	0.0
Homeless	0.1
Migrant	0.7
Socioeconomically Disadvantaged	52.5
Students with Disabilities	5.5

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	82.76	24.00	82.76	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	10.34	3.00	10.34	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	6.90	2.00	6.90	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	29.00	100.00	29.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Liberty Elementary School District (LESD) sets a high priority upon ensuring there are sufficient textbooks and materials to support the district's instructional programs. All textbooks and other classroom materials are purchased from the state-approved textbook list that meets California grade-level content standards.

LESD has determined that each student has sufficient access to good quality textbooks and instructional materials pursuant to the settlement of *Williams vs. the State of California*. All students, including undocumented students are provided with individual standards-aligned textbooks and instructional materials in all core subjects. Textbooks and supplemental materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the Liberty Elementary School Board of Trustees by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination in the Liberty School Library and are provided with the opportunity to give input prior to adoption.

Teachers are requested to report any deficiencies or shortage of textbooks to the principal, therefore textbooks can be replaced or ordered if necessary. E-Rate funding provides the school with enough resources to purchase Meraki switches that allow sufficient and reliable high-speed internet connectivity in all classrooms and school buildings. Each student in grade 1-8 is assigned a Chromebook. TK/K students utilized iPads in the classroom. Liberty offers a computer lab in the library for students to take assessments, do research, or complete assignments.

Year and month in which the data were collected

08/12/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, (K-8) HMH (2016) Scholastic Readers (K-3) (2017) Lexia Core5 Reading (K-8) (2019) Reading A-Z (K-3) IXL Language Arts (K-6) (2018) i-Ready ELA (K-8) (2011)	Yes	0%
Mathematics	Go Math!, HMH (K-8) (2015) What's My Place? What's My Value? Mathematics in the Common Core (K-6) (2014) IXL Math (K-8) (2018) i-Ready Math (K-8) (2011)	Yes	0%
Science	Holt McDougal Science (K-5) (2001) California HMH Science Dimensions (6-8) (2019) IXL Science (5, 8) (2018) STEMscopes (6-8) (2018) Mystery Science (K-5) (2014)	Yes	0%
History-Social Science	Learn and Work, (Scott Foresman) (K-5) 2007 CA Social-Studies Weekly (K-5) (American Legacy Publishing) (2021) IXL History-Social Studies (6-8) (2018) Houghton Mifflin Harcourt (HMH) (6-8) (2020)	Yes	0%

School Facility Conditions and Planned Improvements

The district makes a great effort to ensure that safety and excellence are demonstrated in our commitment to provide well-maintained, safe, and clean facilities for students and staff.

School site inspections are conducted on a regular basis to assess cleanliness, maintenance, and the safety of the campus.

During the 2022-2023 school year, the expansion of classrooms and programs within the District included the following:

- Completion of a new ten-wing classroom building
- The use of additional classrooms for special education, a reading lab, counseling center, behavior support classroom, and the Liberty Foundation's Kids Club After School Program

The current growth in residential development near the surrounding area of Liberty School constitute an increase in student enrollment. Liberty Elementary School District applied for state hardship funds to build ten new classrooms and conduct other upgrades for future facility growth. The Liberty Elementary School Site is built upon a 21 acre parcel and houses 43 classrooms, a music room, a library, staff workroom, conference room, staff and student restrooms, administrative offices and a multipurpose building. The design of the campus is laid out in a semicircle arrangement with the buildings surrounding the play structure. There are large athletic fields to the south of the campus for students to run, play games, and enjoy seasonal sports.

Liberty School contracts a professional landscape company to maintain the grounds around campus by mowing, weeding, fertilizing, and watering the play fields. A full-time employee oversees regular routine maintenance, repairs, pest control, transportation, and the overall operations of the school. Liberty also employees one full-time maintenance/custodial/bus driver to keep our campus clean, buildings in working order, and make certain that our students riding the bus arrive to school and return home safely. We have part-time contracted custodial staff with a late afternoon shift to clean and sanitize classrooms and buildings after staff leave at the end of the school day. These key essential workers are responsible for cleaning, vacuuming, mopping and waxing the inside of all school buildings as well as conducting minor repairs.

Regular pest control operations including pesticide applications are ongoing. All such work is performed in strict accordance with applicable regulations.

Ongoing assessment of site cleanliness is performed by the district's facilities maintenance and custodial staff. This process includes the evaluation of new cleaning products, equipment, and procedures.

Maintenance work is scheduled in accordance with health and safety issues taking the highest priority.

Year and month of the most recent FIT report

08/12/2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	48	N/A	47
Mathematics (grades 3-8 and 11)	N/A	34	N/A	34	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	451	446	98.89	1.11	47.98
Female	219	216	98.63	1.37	45.83
Male	232	230	99.14	0.86	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	275	274	99.64	0.36	43.80
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	63.64
White	148	145	97.97	2.03	53.79
English Learners	40	40	100.00	0.00	25.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	206	203	98.54	1.46	42.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	32	100.00	0.00	18.75

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	451	441	97.78	2.22	33.79
Female	219	213	97.26	2.74	27.70
Male	232	228	98.28	1.72	39.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	275	270	98.18	1.82	33.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	45.45
White	148	144	97.30	2.70	34.03
English Learners	40	39	97.50	2.50	10.26
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	206	200	97.09	2.91	28.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	32	100.00	0.00	12.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	41.38	NT	41.38	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	116	99.15	0.85	41.38
Female	58	57	98.28	1.72	42.11
Male	59	59	100	0	40.68
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	75	74	98.67	1.33	36.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	37	100	0	51.35
English Learners	15	15	100	0	13.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	55	100	0	32.73
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Liberty Elementary believes in the partnership of our parents and community to support our student's education. We provide many opportunities for our parents to have involvement in our learning community and leadership activities for parents. Our parents are highly encouraged to attend monthly parent meetings including the Liberty Parent Teacher Club (LPTC), School Site Council (SSC) which is combined with our English Language Advisory Committee (ELAC) due to the low number of students identified as English Language Learners. Informal feedback is gathered daily from teacher meetings or parent drop-in meetings with the principal. Keeping parents informed and involved in advocacy and support groups, provides opportunities for parents to share ideas, concerns, and ideas focused on education. We welcome parents to involve themselves in their child's education by volunteering in the classroom and/or at school. Parents are invited to assist in the classroom and become involved in various school activities to include: the fall carnival, fundraising events, parades, the canned-food drive, dress up days, and Red Ribbon Week. During a typical school year parents are encouraged to chaperone during class field trips and volunteer in the school library.

Liberty conducts School Site Council meetings four or more times per year to discuss school plans, share information regarding programs, curriculum, and events to enhance student engagement and achievement. Liberty parents are encouraged to take an active role in their child's education through homework assignments and ongoing school (teacher) to home communication. Liberty school is committed to communicating with and engaging parents as partners in their child's education and learning. We continue to build the foundation for parent-teacher communication to promote academic achievement and to provide an excellent learning environment through a team effort. Consistent communication between home and school ensures all concerns are addressed in the best way possible.

Additional parent involvement opportunities include:

- Back-to-School Night and Open House
- Dr. Seuss Week
- Parent Teacher Conferences Fall/Spring
- Campus improvement/garden beautification days

2022-23 Opportunities for Parental Involvement

- Character Counts - Liberty Lion of the month assemblies
- Fall Carnival
- Book Fair
- World Ag Expo Booth
- Art Show
- Fundraisers
- Volunteering in the classroom
- Parent Teacher Club
- Fieldtrip Chaperones
- School garden work days
- Other events

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	772	765	90	11.8
Female	369	366	46	12.6
Male	403	399	44	11.0
American Indian or Alaska Native	7	7	2	28.6
Asian	9	9	1	11.1
Black or African American	14	14	3	21.4
Filipino	1	1	0	0.0
Hispanic or Latino	448	443	59	13.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	13	3	23.1
White	274	272	21	7.7
English Learners	60	59	9	15.3
Foster Youth	2	2	1	50.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	412	407	69	17.0
Students Receiving Migrant Education Services	5	5	1	20.0
Students with Disabilities	49	49	7	14.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.15	0.15	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.52	0.00	0.52	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.52	0.00
Female	0.00	0.00
Male	0.99	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.36	0.00
English Learners	1.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Liberty Elementary's Safety Plan addresses student safety, emergency procedures, and school discipline policies. The School Safety Plan is reviewed annually to ensure the plan is current and meets the requirement(s) of facility needs and ensure student and staff safety. Our safety plan provides information outlining required actions and procedures for targeted areas and designates those individuals with the skills required to conduct a specific job. In the event of a disaster on school campus, student safety, discipline policy, and the emergency plan procedures are to be used by all staff. The safety plan contains information provided by the California Safe Schools Assessment survey. Fire, lockdown and earthquake drills are conducted on a regular basis.

Liberty Elementary School's Safety Committee are responsible for the development, evaluation, amendment, review, and update of the site Comprehensive School Safety Plan by January 31 of each school year. A Crisis Response binder to include the state-mandated comprehensive school safety plan aligned to state requirements described in California Education Code Section 35294 is available in the office. A School Disaster Preparedness Plan is also included in the safety plan outlining disaster procedures, procedures for safe entry and exit movement of pupils, parents and school employees, strategies to maintain a safe and orderly school environment, procedures for serious disciplinary problems, a sexual harassment policy, child-abuse reporting procedures, school dress code, and school discipline policies.

To maintain student safety, adult supervision is provided in the classrooms, during recess and lunch, and in all outside areas before and after school. Under the direction of the superintendent or designee, specific school procedures are implemented by the staff. One schoolwide disaster drill and monthly fire drills are conducted during the academic school year. All visitors are required to sign in at the front office and the campus is secured by locking all gates at the start of each school day. This procedure ensures the safety and security of all students, and staff. At the end of the instructional day, students are required to wait within the school grounds until a parent and/or guardian arrives to pick them up.

The School Safety Plan is annually reviewed and approved by local law enforcement and the Board of Trustees. Updates to

2022-23 School Safety Plan

the plan are completed by the administration and School Safety Committee.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		5	
1	21		4	
2	23		4	
3	26		3	
4	25		3	
5	24		3	
6	25		2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	21	1	3	
2	20	1	3	
3	23		4	
4	25		3	
5	26		3	
6	23		3	
Other	24		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	24		4	
2	22		4	
3	21	1	3	
4	26		4	
5	24		3	
6	25		3	
Other	23		1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,281	\$629	\$6,652	\$63,594
District	N/A	N/A	\$6,652	\$66,472
Percent Difference - School Site and District	N/A	N/A	0.0	2.1
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	0.9	-11.6

2021-22 Types of Services Funded

On an annual basis, Liberty Elementary School District (LESD) submits our application for funding through the Consolidated Application and Reporting System commonly called the Con App. The application is submitted in two (2) parts: Part I, includes program and demographic information, submitted by June 30th of each year; and Part II, contains budget information and program data submitted by January 31 of each year. The categorical programs included:

Title I, Part A, Improving Academic Achievement
 Title II, Part A, Supporting Effective Instruction
 Title III- English Learner (EL), and Immigrant Programs
 Title IV, Part A - Student Support and Academic Enrichment
 ESSER, Elementary and Secondary School Emergency Relief

LCFF Funds Support:

- New Teacher Support Systems (NTSS)
- Class Size Reduction (CSR)
- Instructional Materials
- Educational Technology

Lottery Funds:

- Instructional Materials

Essentially, these funds are designed to assist students in mastering state standards. In addition to general state funding, Liberty Elementary School District receives state and federal categorical funding. Liberty Elementary School is committed to establishing a true partnership with all facets of the Tulare Learning Community. LESD appreciates and values all feedback and parent/community input. Our parent groups make a positive difference in our school culture and in the lives of the children we support.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,989	\$46,844
Mid-Range Teacher Salary	\$69,428	\$73,398
Highest Teacher Salary	\$96,636	\$93,345
Average Principal Salary (Elementary)	\$87,000	\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$125,000	\$136,296
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Our staff participate in many professional development opportunities throughout the school year. Effective, research-based strategies; innovative teaching techniques; and applied technology in the classroom are all explored on staff development days. On-site staff in-service, grade-level meetings and district staff development allow teachers the opportunity to learn and collaborate.

The district's essential priorities for teaching and learning include: Provide First Best Instruction and Response to Intervention, build a cultural of proficiency across grade levels to foster and sustain literacy improvement. We value the impact highly skilled teachers have on student achievement. Three full-days of professional development before school begins, and monthly early student release days, are reserved for the purpose of providing an additional 120 minutes of staff development for teachers. Tulare County Office of Education Consultants (TCOE) provide specialized academic support for teachers in Reading, Math, Writing, and Technology. In addition, teachers attend content-area specific training sessions during, or after the school day throughout the school year.

Professional development initiatives focused on the premise of the following:

- Defining First Best Instruction through the Framework for Teaching and Learning
- Data-responsive Instruction
- Strategic/Intensive Intervention
- Curriculum/Strategies – Academic Vocabulary, Guided Reading, Reading Comprehension
- Technology Integration (1:1 chrome books in core content areas)
- NGSS Workshops
- ELA grade-level curriculum development
- Grade level teams develop common course curriculum maps and common assessments to efficiently measure and monitor student achievement and re-teach accordingly

Topics for staff development are determined from collaborative discussions with teacher grade team meetings, and the yearly teacher needs assessment.

The district focused all professional development activities around identified needs: first time best instruction, mastery learning, multi-tiered system of supports, and implementation of the California Content Standards and NGSS Standards. Grade level teams will continue their work with novel studies and units. Teachers received ongoing professional-development opportunities through the Small Schools Conference, consultation and training from TCOE academic specialists in: Guided Reading, Number Talks, What's My Place? What's My Value? School-based coaching and training, and Social-Emotional Learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	

LIBERTY ELEMENTARY SCHOOL DISTRICT
Superintendent – Memo

Meeting Date: February 14, 2023

Agenda Item 6.6

Subject: Arts, Music, and Instructional Materials Discretionary Block Grant 2022

- Board Approval

Recommendation: Approval of the Arts, Music, and Instructional Materials Discretionary Block Grant.

Background/Rationale:

Governor Gavin Newsom approved AB 181. The bill established the Arts, Music, and Instructional Materials (AMIM) Discretionary Block Grant. On September 27, 2022, Governor Newsom approved AB 185, which revised the Arts, Music, and Instructional Materials Discretionary Block Grant. The Liberty Elementary School District anticipated receiving \$472,601 (one-time) from the state. These funds were allocated to school districts based on average daily attendance for grades K-12 during the 2021-22 school year. Liberty ESD received one-half of the funds in December 2023. These funds are for five purposes enumerated in Section 134(a) of Chapter 52 of the Statutes of 2022), which may be briefly summarized as: (1) obtaining standards-aligned professional development and instructional materials for specified subject areas; (2) obtaining professional development and instructional materials for improving school climate; (3) developing diverse, culturally relevant and multilingual school library book collections; (4) operational costs, including retirement and health care cost increases; and (5) COVID-19-related costs necessary to keep pupils and staff safe and schools open for in-person instruction. These funds are available for encumbrance through the 2025–26 fiscal year.

With the looming economic uncertainty and fears of recession, Gov. Gavin Newsom has proposed cutting \$1.2 billion of one-time discretionary funding for arts and instructional materials in his pared-back 2023-24 state budget. This proposal will significantly reduce the amount of funding the District will receive.

Arts, Music, and Instructional Materials Discretionary Block Grant 2022 Expenditure Plan

LEA Name:	Liberty Elementary School District
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Total Amount of funds received by the LEA:	472,601
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Date of adoption at a public meeting:	02/14/2023
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AB 181 Sec. 134

AB 185 Sec. 56

(a) For the 2022–23 fiscal year, the sum of three billion five hundred sixty million eight hundred eighty-five thousand dollars (\$3,560,885,000) is hereby appropriated from the General Fund to the State Department of Education to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for allocation to county offices of education, school districts, charter schools, and the state special schools to:

(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:

- (A) Visual and performing arts.
- (B) World languages.
- (C) Mathematics.
- (D) Science, including environmental literacy.
- (E) English language arts, including early literacy.
- (F) Ethnic studies.
- (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
- (H) Media literacy.
- (I) Computer science.
- (J) History-social science.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
VISUAL AND PERFORMING ARTS: Instructional Materials/Materials	25,000	100,000			125,000.00
<p>The majority of the block grant funds will be used to support the improvement of K-8 arts and music education. The following is a description of the specific projects for Liberty.</p> <p>K-5 School Arts and Music:</p>					

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>1. Allocation to purchase materials needed to support arts and music classes.</p> <p>6-8 School Arts and Music:</p> <p>1. LESD Marching Band Uniforms, instruments, and repairs.</p> <p>2. Allocation to purchase materials needed to support arts and music classes.</p>					
<p>MATH: Instructional Materials/PD</p> <p>Funds within this area will be used to support the review, evaluation, and purchase of new elementary math curriculum.</p>	15,000	25,000			40,000.00
<p>ELA, INCLUDING EARLY LITERACY: Instructional Materials/PD</p> <p>Funds within this area will be used to support the review, evaluation, and purchase of new elementary literacy curriculum.</p>	15,000	15,000			30,000.00
<p>COMPUTER LITERACY: Instructional Materials/PD</p> <p>We will use these funds to replace many "end of life" Chromebooks in our school and to maintain a 1:1 ratio of students per device</p>	60,000	40,000			100,000.00
<p>SCIENCE: Next Generation State Standards (NGSS): Instructional Materials/PD</p> <p>Funds within this area will be used to support the review, evaluation, and purchase of new curriculum.</p>	20,000	12,500			32,500.00
Subtotal	135,000.00	192,500.00	0.00	0.00	327,500.00

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
INSTRUCTIONAL MATERIALS AND SUPPLIES:		55,000			55,000.00
K-8 Physical Education Circuit Training					
Subtotal	0.00	55,000.00	0.00	0.00	55,000.00

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
INSTRUCTIONAL MATERIALS AND SUPPLIES:		10,000			10,000.00
K-8 Build diverse and culturally relevant literature/book collections.					
Subtotal	0.00	10,000.00	0.00	0.00	10,000.00

(4) Operational costs, including but not limited, to retirement and health care cost increases.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
OPERATIONAL COSTS:	35,000				35,000.00
The Block Grant funds will be used to support the improvement and/or maintenance of a few essential areas of District operations. We plan to use these funds in the following:					
<ul style="list-style-type: none"> • Assessment and improvement to the wireless internet access, and a new server. • Maintenance of our website and online resources. 					

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<ul style="list-style-type: none"> Cover the increase in insurance premiums to ensure continued coverage for the district. Purchase and replacement of classroom furniture. <p>** OFFSET FUTURE OPERATIONAL COSTS: Current uncertainty around the state economy is justification to move all Arts, Music, and Instructional Materials Discretionary Block Grant funds (\$472,601) to the District's Reserve Acct. to offset future expenses, pensions, and other operational costs.</p>					
Subtotal	35,000.00	0.00	0.00	0.00	35,000.00

(5) As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>COVID-19 COSTS:</p> <p>We continue to require repairs and maintenance of HVAC filters to ensure the health and safety of staff and students. In addition, personal protective equipment, to include masks, sanitizer, anti-bacterial soap and wipes, gloves, and other materials continue to be essential to minimize exposure to COVID-19 and the subvariants. Lastly, these funds will be utilized to support students that require staff independent study support while out to quarantine.</p>	45,000				45,000.00
Subtotal	45,000.00	0.00	0.00	0.00	45,000.00

Summary of Expenditures

Total Planned Expenditures by the LEA:	472,500.00
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(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	135,000.00	192,500.00	0.00	0.00	327,500.00
Subtotal Section (2)	0.00	55,000.00	0.00	0.00	55,000.00
Subtotal Section (3)	0.00	10,000.00	0.00	0.00	10,000.00
Subtotal Section (4)	35,000.00	0.00	0.00	0.00	35,000.00
Subtotal Section (5)	45,000.00	0.00	0.00	0.00	45,000.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00
Totals by year	215,000.00	257,500.00	0.00	0.00	472,500.00

Total planned expenditures by the LEA:
472,500.00

General Instructions

This example template is provided as a resource as one way to develop an expenditure plan for the Arts, Music, and Instructional Materials Discretionary Block Grant of 2022. LEAs are cautioned to refer to AB 181, Sec. 134, (amended by AB 185, Sec. 56) for all program requirements. Please verify all calculations/formulas before finalizing the plan.

LIBERTY ELEMENTARY SCHOOL DISTRICT
Superintendent – Memo

Meeting Date: February 14, 2023

Agenda Item 6.6

Subject: Home-to-School Transportation Service Plan

- Board Approval

Recommendation: Approval of Home-to-School Transportation Service Plan.

Background/Rationale:

As a condition of receiving apportionments under Section 41850.1, a local educational agency shall develop a plan describing the transportation services it will offer to its pupils, and how it will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive, and pupils who are low income. The plan shall be adopted by the local educational agency's governing board on or before April 1, 2023, and updated by April 1 each year thereafter.

LIBERTY ELEMENTARY SCHOOL

Transportation Services Plan

2022-23

Per Education Code (EC) Section 39800.1, as a condition of receiving apportionments for Transportation Services (under EC Section 41850.1), a local educational agency shall develop a plan describing the transportation services. The plan shall be presented and adopted by the governing board of the local educational agency on or before APRIL 1, 2023 in an open meeting with the opportunity for in-person and remote public comment. The plan may provide for the local educational agency to partner with a municipally owned transit system to provide service pursuant to this section to middle school and high school pupils. Nothing in a local educational agency's plan shall preclude a local educational agency from providing no-cost transit passes to pupils.

1. Enter description of your district's plan of the transportation services it will offer to pupils, and how it will prioritize transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive, and pupils who are low income.

The district provides free transportation services for all students in grade TK-8, to include low-income, homeless, English learner, and special needs students. All students residing in the Liberty Elementary School District are offered free transportation services utilizing district owned and operated buses. The district will provide other means of transportation for circumstances whereas a student may be physically unable to ride the bus or if a student exhibits a unique situation and requires an alternative transportation service.

The district designated protocols to meet the specific needs of students with exceptionalities in grades TK-8. Unless the student is accompanied by an older sibling, a parent or guardian must be at the bus drop off or be visible by the bus driver for a student to be released. If the bus driver cannot see an authorized adult at the stop, the driver requires that the student(s) re-enter the bus and return to school. The school secretary notifies the student's parent/guardian that the student is returning to school, and coordinate a plan for how the student will arrive home.

2. Enter description of your district's transportation services that would be accessible to pupils with disabilities, and homeless children and youth.

All Liberty Elementary students including those students with disabilities, and homeless students and youth will be provided transportation services. The district runs bus routes throughout the school district boundaries. Students who have disabilities are afforded specialized transportation as needed, and staff are assigned to work with students if they have special needs regarding transportation to and/or from school. Students who qualify as homeless under the federal McKinney-Vento Homeless Assistance Act and who moved out of the district will be transported to school if they live within a reasonable distance to school.

3. Enter description of how unduplicated pupils would be able to access available home-to-school transportation at no cost to the pupils.

All students living in the district, including unduplicated pupils, are provided free transportation services on a district bus. All buses perform their routes throughout the district each day before and after school.

4. Your plan must be developed in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils, and other stakeholders. Enter description of your plan consultation with those parties.

The LEA engaged its educational partners regarding the Transportation Services Plan during a public board meetings held on 02/14/2023.

Transportation Services Allowance Calculations

A. Total 2021-22 Transportation Expenses (Function 3600)	\$	57,996.00
B. Less Capital Outlay (Object 6xxx, Function 3600)	\$	-
C. Less Nonagency Expenditures (Goal 7110, 7150, Function 3600)	\$	-
D. Estimated 60% Reimbursement	\$	34,797.60
E. Less 2021-22 Transportation Add-on from LCFF (if >0, the Transportation Allowance shall be zero):	\$	32,037.00
Total Transportation Allowance (Object 8590, Resource 0000)	\$	2,760.60

Expenditures and Other Financing Uses

2000-2999: Classified Salaries	\$	20,837.00
3000-3999: Employee Benefits	\$	11,225.00
4000-4999: Books and Supplies	\$	14,775.00
5000-5999: Services and Other Operating Expenditures	\$	32,229.00
6000-6999: Capital Outlay	\$	24,103.00
7000-7999: Other Outgo	\$	-
Total Expenditures	\$	103,169.00

LEA Board Approval Date (must be on or before April 1, 2023):

Presented on 02/14/2023

Resources:

California Education Code (EC) Section 39800.1:

https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=39800.1.&lawCode=EDC

California Education Code (EC) Section 41850.1:

https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=41850.1.&lawCode=EDC

Home-to-School Transportation Reimbursement FAQs:

<https://www.cde.ca.gov/is/tn/tr/#TransportationServicePlan>